

APPRAISAL OF THE IMPLEMENTATION OF THE  
NEW TVET CURRICULUM FROM TRAINERS  
PERSPECTIVE

BY

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Appraisal of The Implementation of the new TVET  
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## ABSTRACT

*This study aims to assess the appraisal of the implementation of the new TVET curriculum from trainers' perspective. This study has briefly analyzed and systematized relevant information in the review of related literature. A descriptive survey research method was employed to conduct this study. Three government TVET colleges and two departments from each college were purposively selected from Addis Ababa city administration. A representative sample of 104 (86.67%) respondents was involved in the study. Data were collected through questionnaire and interview. The data collected through questionnaire were analyzed using percentage and that of interviews were analyzed in narration. Results of the study indicate that the participation of females within the two departments is very low. Additionally, the implementation found not effective due to lack of coordination, integration, orientation, training materials, budget allocation, and interest of trainees. It is suggested that as there should be great effort and support to each other from each individuals and concerned groups who are facilitators, implementers, and TVET providers. Additionally there should be fulfillment of conducive environment, availability of text books; curriculum guides necessary training materials, organized and standardized shops, willingness and interest of trainees, and commitment of the trainers.*

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

Education is one of the components of development, and a fundamental instrument in poverty alleviation process for a society, and in general of any country. That is why national as well as international efforts are being exerted individually, and in group to achieve best results in education through expanding primary education up to higher level education. The Random House Encyclopedia (1983) says that education is the way a society informs and instructs its offspring so as to make them live a better life.

As Ethiopia is within the globalization and development to overcome on alleviation of poverty it is found, and exercised to run general education and TVET from lower level up to higher level as possible in all regional administrations. So it is necessary (important) to design and developing curriculum of TVET and investigating the implementation of the curriculum.

In fact, the term Curriculum is mostly used to refer to the existing contract between society, the state, and the educational professionals with regard to the educational experiences that learners should undergo during a certain phase of their lives.

In other hand, curriculum is the way content is designed, and delivered, including the structure, organization, balance, and the presentation of the content in the classroom (National Research council, 1996). As defined here, curriculum is a set of materials that include both contents and instructional guidelines. The set of materials may be from one publisher or developer or may have been selected from a variety of materials organized by the school or district. ([http://www.wested.org/tal/five-film categories /CURRICULUM/ curriculum -im.html](http://www.wested.org/tal/five-film_categories/CURRICULUM/curriculum-im.html))

Putting new curricula into practice in the classroom can serve as a powerful professional development opportunity for teachers. Through using a particular curriculum with their students, reporting on what happens, and reflecting with others on different ideas and activities, teachers learn about their own teaching and their students learning (Cohen and Hill, 1998).

Teachers and professional developers need to work together to decide how the curriculum will be used with students, and at different points on the implementation process. Over time, teachers need to be given different kinds of support, tailored to their changing needs. Teachers share insights with one another as they implement the new curriculum. They also coach one another, conducting classroom visits to support the learning of both teachers and students.

If the curriculum is to serve as a dynamic tool for creating quality student learning opportunities, it will require a dynamic, real time process for learning about its implementation. Shifting the focus to curriculum implementation monitoring will help districts and schools to achieve that goal, and give a special focus to the principal's instructional leadership responsibilities.

Curriculum is highly dependable upon the quality of the teacher planning, and its implementation. If teachers do not understand and accept what is wanted, or if they are not willing to make a genuine commitment for program success, implementation will be hampered. In light of this, the teacher and the expert have to evaluate to what extent the program has been effectively implemented or hampered to achieve the goal.

## **1.2 Statement of the problem**

The main objective of TVET is to produce skilled manpower to satisfy the country's need. Skilled manpower is very important to enhance the quality and efficiency of product development, usage, production and maintenance and train workers effectively. This could be possible when the source for skilled manpower (TVET institution) is well equipped with

adequate skilled manpower, financial resource and materials. But to conduct this process is not easy. There are many educational problems which hinder the educational process.

Global experience has shown that the mere Expansion of TVET does not solve the problems of unemployment and low productivity of the economy. TVET has to respond to the competence needs of the labor market and create a competent, motivated, and adaptable work force capable of driving economic growth and development. Some of the problems that hinder educational process not to achieve its goals;-

- Shortage of qualified and skilled manpower.
- Lack of teaching (training) materials.
- Lack of financial resource.
- Inadequate guidance and counseling.
- Lack of proper implementation.
- Lack of integration and coordination.

Therefore, this study focuses on the appraisal of the implementation of TVET curriculum from trainers' perspectives. To this end the following basic questions have been to be addressed by the study:

1. What is the current status of implementation of TVET curriculum?
2. What are the means and procedures used to build the capacity of Trainers to implement the curriculum?
3. What are the main factors that hinder to implement the curriculum (If any)?
4. What relative majors were taken to reduce the problems (If any)?

### **1.3 Significance of the study**

The study attempts to identify and describes the factors which contributed to the success as well as in the mediocrity implementation of the curriculum for every TVET institutions at different levels, and to come up with possible recommendations. So, the study is hoped to contribute the following significances.

- It provides implementation need, knowledge, skill, and commitment; to all facilitators, implementers and providers.
- It contributes to the provision of different policy options and strategies to strengthen the weakness for further development;
- It serves as a spring board for further use

### **1.4 Delimitation of the study**

According to Education Statistics Annual Abstract,(2000 E.C)there were a total of 458 TVET institutions. Based on TVET strategy of MOE of Ethiopia (1995:7) the technical and vocational education and training system is designed at three level:

1. Basic skills training program
- 2, Junior vocational training program.
3. Middle level TVET.

In order to make the study manageable the researcher select the three TVET colleges in Addis Ababa City Administration. These selected colleges are:

- Entoto TVET College
- Tegibared TVET College
- General Wingate TVET College

In addition, through different departments there are more than 40 fields of trainings, so this study focuses on the appraisal of the implementation of TVET curriculum from trainers' perspectives of industrial and construction departments. The study has covered all fields of trainings within the two departments.

According to Education Statistics Annual Abstract, (2000 E.C /2007/2008G.C) there were a total of 458 TVET institutions in the country, about equally divided between government and non- government sponsorship; these institutions enrolled a total of 229, 252 trainees in regular, evening, and distance education by 9,010 trainers. Addis Ababa is the second with largest program next to Oromiya having 105 TVET institutions enrolled a total of 79,095 trainees, by 3,035 trainers.

In order to have a clear picture of the implementation of the new curriculum of TVET; it requires the inclusion of all these TVETs in the study. However, it will be difficult to include all in the study due to the fact that they are dispersed, high in population, expensive in cost, and need of more time. Hence, this study was restricted to be in Addis Ababa in three colleges (Entoto, Tegbared and Wingate TVETs)

In addition, through different departments there are more than 40 fields of trainings. So, this study focuses only on the implementation of industrial and construction departments. The study had covered all fields of trainings within the two departments.

### **1.5 Limitation of the study**

Though the study of challenges and prospects of implementation of new curriculum of TVET has to be studied in detail at national level or in Addis Ababa City Administration. The researcher has got difficulties in his course of study. Some of the problems were most of the respondents were not interested to fill the questionnaires. Some of them were taking long time to return the questionnaires. Specially to get an interviewee the researcher have lost his time, and money by going now and then to each college. So the researcher has solved these problems by going to the colleges frequently and assigning individuals to collect the questionnaires.

## 1.6 Definitions of terms

**Attitude** Part of competence that describes the appropriate way of behaving at a work place in relation to a certain occupation at a certain level

**Technical Education** Refers to all types of engineering education but also include information technology, design and media and communication

**Vocational Education** includes all trades training from mechanics to carpet makers to cooks. Also all handicrafts and other artisan courses like tailoring

## Chapter Two

### REVIEW OF RELATED LITERATURE

In this chapter, an attempt is made to have detailed discussion on curriculum and its implementation. Other attempts were on issues and empirical findings to Technical and Vocational programs; in particular to develop better understanding for the investigation in the basic question of the study.

Literature on curriculum implementation activities in Ethiopia is not that much developed, and most of the available literature on the issues is from the developed countries of the world. However, the relevant literatures on the issue under investigation were briefly discussed. In this chapter issues like an overview of emergency of curriculum and TVET, curriculum and its implementation, Technical and Vocational Education and training in Ethiopia, and other related issues are discussed.

#### **2.1 Curriculum development**

##### ***2.1.1 The concept of curriculum.***

Curriculum is a term which is used with several meanings and viewed from many directions having several levels of generality or specificity. Since the 1990s, certain authors understood the risk of an invading epistemology (i.e the concept being used to indicate all dimensions of the educational process, without allowing any differentiated analytical approach to its complicity) for the majority authors, and experts, the curriculum defines i) Why: (ii) What: (iii) When: (iv) Where: (v) How, and (vi) With whom to learn. The culture of defining and developing curriculum according to Finnian and Levin (2000:89), perpetuate a set of basic beliefs and assumptions that include: what schools should teach; how students should learn; who should learn what; who should be teaching ;how schools be run and organized ; how

students be sorted ;and schools role in addressing broader social issues. However, the existence of these basic beliefs and assumptions in all countries does not mean that we agree on how every minute detail should be played out in individual countries and schools.

Originally, curriculum was considered as the product of a technical process, in other words ,as a document prepared by experts depending on the state of the art of disciplinary and pedagogical knowledge. Following the works of researchers in for instance education; the major part of the educational community considers that the curriculum has both political dimension and a technical or professional dimension. Indeed, the curriculum relates to the connections between the goals of education and everyday life in learning institutions, schools, colleges, and universities.

A curriculum is a “plan or program of all experiences which the learner encounters under the direction of a school”( Tanner and Tanner,1995:158). it is the totality of the experience of children for which schools are responsible in which a student is supposed to encounter, studies, practices, and masters, what the students learn.

So from the above paragraph of definition of curriculum, it is possible to state that a curriculum has the following characteristics:

- It comprises the experiences of children for which the school is responsible.
- It has content
- It is planned
- It is a series of courses to be taken by students.

In addition, a curriculum considers the learner and their interaction with each other, the teacher and the materials, the outputs and the outcomes of a curriculum are evaluated. Bringing all these points together the curriculum is viewed as a composite whole including the learner, teaching and learning methodologies, anticipated and unanticipated experiences, outputs and outcomes possible within a learning institution.

### 2.1.2. The development of curriculum

On the basis of facts and observations, the concept of curriculum as a product become associated more and more the concept of curriculum development ( as a process) “Curriculum development” understood as a process implying a wide range of decisions concerning learning experiences, taken by actors at different levels-politicians, experts, teachers, at the national, provincial, local and also international levels.

Curriculum development process from the top downwards can be defined through four phases:

- I) The curriculum presented to teachers;
- II) The curriculum adopted by teachers;
- III) The curriculum assimilated by the learners; and
- IV) The evaluated curriculum.

Whereas the curriculum development from the bottom upwards can be identified by four phases.

- I) What the society /the parents want/;
- II) Responses provided by teachers in the school;
- III) The collection of these responses and the effort to identify some common aspects.
- IV) The development of common standards and their evaluation;  
([http://www.ibe.unesco.org/fileadmin/user\\_upload/archive/Aids/doc/cecillia-e.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/archive/Aids/doc/cecillia-e.pdf).)

So, in this study I argue the curriculum design and development should have the process from bottom-upwards.

### 2.1.3. Factors that influence curriculum design

When we are aware, and interested of the factors which influence curriculum design, we will be able to understand how the content we are teaching and the learning experiences to which students are exposed have been selected.

Since curriculum is regarded as political activity national ideology and philosophy have a great influence on education system, because

- Politics determine and define the goals, content, learning experiences and evaluation strategies in education.
- Curricular materials and their interpretation are usually and highly influenced by political consideration.
- Finding is greatly or heavily influenced by politics.
- Entry into educational institutions and the examination systems are highly influenced by politics.

As society has its own expectations about the aims and objectives which should be considered when designing the curriculum. It also has a perception of what the product of the school /institution/ system should like. The view of religions existing in a society must also be considered when designing a curriculum, because of the resistance occur from the members of the society. The design of curricular materials and their presentation should accommodate the culture of the society that the curriculum is seeking to serve.

The national curriculum should concern itself with the requirements of the economy. Because the students we teach will need to be employed. The knowledge, skills needed by industries should be translated into the content and learning experiences of these students. The skills, knowledge base, and attitudes required by industries should be developed in classroom.

As a teacher, you require classroom supplies such as text books, charts, equipments, tools, chemicals, and others which are products of industry, without these materials, learning is compromised.

Environmental factors have an influence on curriculum design. Because, people have become insensitive to their surroundings and natural resources. So consideration for the environment must of necessary influence on curriculum design to insure the survival of future generations.

## **2.2. The origin and development of Technical and Vocational Education**

Every phenomenon has its own time for existence and development. So, Bailey. (1973:169) states that vocation is as old as mankind . Its origin and historical development started by the father teaching his activity to his son, and the mother teaching her activity to her daughter or by conscious and unconscious imitation of activities done by children from their parents.

The process of learning was unconscious imitation of skills of providing primary needs (i.e. food, shelter, and clothing) In addition to this, crude skill of hunting, cooking, and farming, and making pottery implements were passed through simple imitation.

Early historical man shape rather than refined implements. These skills made possible to a classification of division of labor, and from this emerge guide which began to control entry into specialist so the development of vocational has gone from unconscious to conscious imitation. Through formal and informal apprenticeship, later to formal vocational education, and trainings in schools. A few skills were transferred in a more organized manner through apprenticeship.

The history of the evolution of technical and vocational skills in national and international agendas states that during the 1960s and 1970<sub>s</sub> , technical and vocational skill development became popular with many African countries as a way to ease the problem of unemployment among school levels. However, in the 1980<sub>s</sub> , budgetary pressures resulted in many countries reducing the share of government budgets for public education, including formal TVET. Technical and vocational skills development has been gaining momentum since the mid 2000<sub>s</sub>. ([http://www. African economic out look.org/en/in-depth /developing – technical –and-vocational](http://www.African economic out look.org/en/in-depth /developing – technical –and-vocational))

During the 1990s, the international policy debate on education was mainly focused on basic education. Although skill trainings, apprenticeships, and formal TVET programs were seen as component of the expanded vision of basic education at the world conference on Education for all (WCEFA) in Jomtien in 1990. This tendency was reinforced by the international development targets in 1996, with one target being universal primary education. The target of universal primary education was in turn incorporated in the Millennium Development Goals in 2000. ([http://www. African economic outlook.org/en/in-depth /developing – technical – and-vocational](http://www.African economic outlook.org/en/in-depth /developing – technical – and-vocational))

### **2.3. Importance and contribution of Technical and Vocational education and training (TVET)**

Technical and vocational education is one of the most important of educational system especially with the formation of skilled manpower which has a great role in developing the socio-economic of a society. According to Evans (1971:9) the contributions of TVET are:

- ▶ Providing information, knowledge, skills, competences, developing human personality, and prepare individuals more generally for life and the world of work;
- ▶ Increasing individual position to be employed in different organization and decrease unemployment; and
- ▶ It meets the manpower needs of the industry, government, enterprises and general of different institutions.

In this changing world, TVET can play supportive role in developing a new generation of individual who will face the challenge of achieving sustainable socio-economic development for any country. According to Kerealem ( 2003:7) “A number of new subjects therefore need to be incorporated in technical and vocational education training becomes a vital point to be given a remarkable place in Education system of any country. The highly need for technical and Vocational education Training program to be not only demand driven, but also developmental need driven.”

According to UNESCO (1983) Technical and Vocational education is used as a comprehensive term referring to these aspects of the education process involving in addition to general education, the study of technological and related science and the acquisition of particular skills, attitudes understanding, and in knowledge relating to occupation various sectors of economic and social life. So to achieve the objectives of TVET, and to maximize its contribution, the curriculum of

Technical and vocational education must be flexible and trainees oriented to have effective implementation. In addition to this, the close relationship of institutions, industry, community members, and other related organizations is essential to have successful implementation of the curriculum.

## **2.4. Curriculum Implémentation**

### **2.4.1. Concepts on curriculum implémentation**

Curriculum starts as a plan. It only becomes effective and real when teachers implement it with students /trainees/in a comfortable classrooms. Careful planning and development of curriculum is important, but these count for nothing unless teachers, and other facilitators are aware of the product, especially teachers have the skill to implement the curriculum in their classrooms.

As noted by Fullan (1999) curriculum however, be well designed and, must be implemented if it is to have any impact on students. The obvious importance of curriculum implementation has not necessarily led to wide spread understanding of what it entails or of what is problematic about it. They have a desire to reduce the gap between the current and preferred practices, with the preferences to their teaching in a particular subject .So the dominant implementation question for a teacher might be:

- How do I do it?
- Will I ever get it to work smoothly?
- To whom can I turn to get assistance?

- Am I doing what the practice requires?
- What is the effect on the learner?

These set of questions emphasis on how to use a new curriculum to be a major concern for teachers. They gain most of their intrinsic satisfaction from being successful in using a particular approach and materials with their students. However, the implementation of any new curriculum will take the teacher a considerable period of time as he or she needs to become competent and confident in its use. It is only when a new curriculum is completely accepted by teachers in a school, and the activities associated with it are a matter of routine that the phase “institutionalization” is said to be have been reached.

There is also the matter of commitment to Change. In fact, some teachers might be perfectly satisfied with the existing curriculum. In situations where the teachers have no choice about whether or not to use a new curriculum ,they may embrace the new curriculum with enthusiasm ,becoming what is known as ‘consonance ’users.ie willing to conform the new curriculum ,or they may be reluctant ,making considerable alternations in the curriculum ,thus becoming what is known as ‘dissonant’ users i. e unwilling to conform .Again, the attitudes of individual teachers are extremely important in implementation.

As curricular documents define, and communicate expectations for students in terms of the knowledge, skills, and attitudes to be acquired or developed through their formal education ,many countries have systems in place for monitoring and evaluating the implementation of curriculum and for assessing the status of their education systems .Commonly used methods include standardized test, school inspection, and audits policy makers may also work collaboratively with the school community to develop ,implement ,and evaluate the curriculum.

Apart from the use of standardized test, inspections and audits, countries can employ a range of other strategies to facilitate the implementation of the intended curriculum. These include training teachers in the content and pedagogic approaches specified in the curriculum. Such training may be an integral part of the education Curriculum, or it may be included in the

professional development programs. The implementation of the curriculum can be further supported through the development and use of teaching materials, including text books instructional guides, and ministerial notes that are especially tailored to the curriculum.

Curriculum implementation can be also facilitated by allocating the facilities, materials, and equipment necessary to achieve the specified learning goals. Obviously those students in schools that are well resourced generally have higher achievement than those schools where there is shortage in resource. Because the shortage of affects the capacity to implement the curriculum. Two types of resources affect the implementation of the curriculum. These are: general resources include teaching materials, budget for supplies, school buildings and supplies, heating /cooling/ and lighting systems, and classroom space. Subject specific resources may include computers, computer soft wares, laboratory equipments and materials, library materials, and audio-visual resources.

The dual meaning and the purpose of education inherent in the policy document imply that curriculum is seen as both product and process. Thus, curriculum practically used as the sum total of all subjects thought at schools, the pedagogy used in the instructional process at school, and all other activities of teachers and principals which directly or indirectly facilitates students learning achieve predetermined goal or objective.

For implementation of curriculum to occur, the behavior of all facilitators must be addressed properly , Curriculum developers, administrators, principals, teachers, and supervisors must have a clear and understanding about the purpose ,the nature, the real and potential benefit of the change, and implementation. The implementation perspective captures both the content and the process of arguing with new idea, programs, activities, structures, policies etc new to the people involved in particular, the implementation perspective concerns itself with whether any change has actually occurred in practice.

### **2.4.2. Qualification of Teachers /Trainers/**

An institution /school/ requires tremendous variety of work to be performed. Such work undoubtedly needs adequate knowledge and skill from teachers. For this reason, qualified, competent, and experienced teachers are important human resource. Therefore Teacher development is another key issue for curriculum implementation. Here what is important is the capacity or ability of teachers to manage change continuously. That is the ability find meaning among array of innovative possibilities, and to become skilful at knowing when to seek change aggressively, and when to back off, since values and meanings are core to implementation success. To do this, teachers must understand the implementation perspective and the change process. Since implementation involves learning to do something new, it follows that institutions /schools/ that foster a learning orientation among their staff as well as their students are more likely to bring about improvement.

Implementation occurs when teachers interact with and supports each other as they try out new practices, cope with difficulties, and develop new skills and so on. This is to assist students' /trainees/ to acquire knowledge upon the excellence and motivation of the teachers. So, teachers should get training because a teacher with training becomes more mature and confident to perform his/her task more efficiently.

### **2.4.3 The role and participation of teachers' /trainers/**

As quality education in schools /institutions/ is delivered through a thoughtful curriculum that is based on learning outcomes and mediated through skillful, and well-prepared teacher, as a teacher he /she/ need to know what curriculum means to:

- Relate education to the Socio-economic, technological political and environmental demands of his/ her/ society.
- Relate content or the body of knowledge to his or her Society.
- Apply the most effective and relevant teaching and learning methodologies.
- Evaluate teaching and learning process in his or her education system.

A sound curriculum is the heart of a quality education. National education goals provide a framework for developing a nation's intended and official curriculum. Female and male teachers, and other educators with recent teaching experience are needed to be involved in the curriculum design, development and instructional methods with curriculum experts, and members of the wider community. Teachers are central to curriculum implementation. They design how they will teach a lesson and they construct the actual lesson with students as they teach based on how students seem to understand a lesson. Based on decisions about design and construction over the year teachers map out the actual taught curriculum.

As Fullan (1991: 127) describes, If the change works, "If the change works, the individual teacher gets little of the credit; if it does not the teacher gets most of the blame." From this statement, we understand how the role of the teacher is decisive and sensitive in the implementation process. In brief, educational change depends on what teachers do and think. At the level of teachers, the success of change is strongly related to the extent to which teachers interact with each other and others providing technical help within the school.

Many educators realize that, of all the people in the educational organizations, teachers are the most knowledgeable about the practice of teaching, and often represent the best clinical expertise available. Giroux (1988), as cited in Oriniston and Hunkins (1998) stated that teachers are integral to the thinking that drives program creation and implementation. They are aware of assumptions behind the process and involved in the process of curriculum development and implementation, and they make significant contributions in making curriculum implementation more effective.

#### **2.4.4 The Role of the Community**

The contribution of the community by giving and showing acceptance has a great importance on facilitating new ideas so to brief more Caswell (1953), as cited by Saylor et al. (1981), elaborates the importance of local control saying, one of the greatest safeguards that we have against the central influence is the decentralization of education system. The good reason that may lead to the necessity for continued local control of curriculum improvement and

implementation is effective when it comes through the participation of people at the school level. In other words, curriculum improvement and its implementation will not satisfy the need of the people unless they are practically involved. On this, Levacic (1995), based up on the assumption of local control of the curriculum asserted that curriculum decisions should be best taken at lowest level.

Parents and the community as a whole have a lot to contribute to the welfare of learning of their children, since there are many people who will be affected by the results of the curriculum. The democratic concept of education underscores that those who live by such decisions should have a share in making them, moreover the school environment can be greatly enriched if parents and community members' skills, talents, and interests are used along with teachers in planning and implementing the school curriculum. So parents and community members are very important that must be involved starting from the beginning whenever curriculum is changed or developed.

In July 2005 The International Bureau of Education ( IBE), in conjunction with curriculum specialists from different regions of the world as a national as well as intra-and inter-regional space where the issues of curriculum change can be jointly discussed and implemented within the framework of a holistic approach to determining and implementing the goals of education for all. The practice of community in curriculum development can be visualized as:

- ❖ Friendly and easily accessible for joint production at global, regional, and national levels and for developing an on-going exchange on curriculum topics.
- ❖ Multicultural, in the sense that facilitates and promotes communication in several languages and cultures regarding process of curriculum development and change.
- ❖ It incorporates different outlooks, policies and strategies to add plurality and an in-depth understanding of diversity.
- ❖ Conducive to cooperation and exchange between educators and curriculum specialists from different regions and countries.
- ❖ Geared to research and action, facilitating the development and duplication of comparative studies.

Productive in the sense of guiding, proposing and implementing on the basis of the problems and challenges identified by the educators themselves in concrete curriculum practice.

([http://www.ibe.unesco.org/fileadmin/user\\_upload/cop3/pages-documents/New members/IBE.C](http://www.ibe.unesco.org/fileadmin/user_upload/cop3/pages-documents/New_members/IBE.C))

#### **2.4.5 The Role of Principals /Deans/**

It is the principal or dean of the school or institution that the other most powerful potential source of help to the teacher in the curriculum implementation process, because it is the principal which has more closeness to the classroom situation and the opportunity to change work place conditions. Since a principal has a leadership role, then the principal including the administrative bodies should be involved in the very beginning of the design of curricular programs. Ornstein and Hunkins (1998), considered the school principal as a key guarantor of successful implementation of the curriculum. Those successful principals are those who are knowledgeable of the curriculum, and also committed to the curriculum. Furthermore, such principals also view their role as providing encouragement to their curriculum implementers of the institution or school.

An effective principal regularly and frequently will check on the teachers to know needs and investigate how things are going on this action make teachers feel valued and cared for, then it changes their attitudes and increase their commitment on the implementation process moreover effective principals visit classrooms often to give their support, and to provide pressure. So facilitating change, helping teachers working together, assessing and furnishing school, and improvements are some of the activities from the role of principals.

If implementation is to be effective at school or institutions level, the role of the principal must be changed from managerial to instructional aspects. Principals must change their traditional role to play as change agents. As Hall and his colleagues, cited in Fullan (1991:153), note that the degree of implementation of the innovation is varied in different schools because of the actions and concerns of the principals. Especially a principal has to become directly involved in the change process, working with departments in order to help

them on plan what they are going to do with the guideline, meet with teachers, and sit down with them and has got to be familiar enough with the documents that he/she can discuss

There are other change or implementation facilitators such as vice principals, unit leaders, head teachers, and administrative bodies that make a large intervention in the change or implementation process. So it is to be considered that how well the principal and all these facilitators work together as a change facilitator team. It is this team of facilitators under the lead of the principal that makes successful change and implementation is to be effective in order to achieve the required goal on teaching and learning process.

#### **2.4.6 Importance of curriculum material**

If education is viewed and planned as product, then curriculum is a finished document to be executed to achieve predetermined objectives. On the other hand, if education is seen as a process of understanding and acquiring knowledge, then curriculum is a guideline or a proposal that facilitates the teaching and learning process according to the need and interest of the learners to be implemented. So, to be effective in curriculum implementation one of the most important factors is knowing the importance of curriculum materials and have great effort for existence, and availability of curriculum materials. (Curtis,1989 )

Curriculum materials may be one of many different types and forms. Curriculum materials are resources that, if used properly, can assist a teacher in bringing about an intended desirable behavior change in individual students. Curriculum materials are tangible resources used by the teacher and /or/ students, which are different from teaching techniques or methods which are approaches to teaching where success depends largely upon the professional skill of the teacher. (Curtis,1989 )

In general curriculum materials may be classified into three categories:

1. Printed matter
2. Audio Visual materials and

### 3. Manipulative aids.

These categories may be used separately or in combination with each other, when applied in a teaching situation especially on technical and vocational education and training (TVET) where the program is designed by 30% and 70% for theoretical and practical, the existence or availability of curriculum materials is very essential /important/.

1. Printed matters are those mainly rely upon reading for comprehension and are currently printed on paper.
2. Types of materials include; manuals, work books, pamphlets study guides, reference books, standard text books, magazines, news papers modules.....etc
3. Audiovisual materials may involve seeing and hearing at the same time, although not in all cases. Furthermore audiovisual materials require some types of equipment for their use. Audiovisual materials include; pictures graphics, transparencies, filmstrips, posters, audio tapes, records, films, slide series, video tapes, micro computers.....
4. Manipulative aids are those that must be physically handled. Included examples are puzzles, games, models, specimens, puppets, figures, learning kits, experiments, trainers, simulators.

A master teacher must make wise securing curriculum materials for use of all potential resources while he/she is planning for and conducting instructions. So an innovative teacher rely upon a variety of curriculum materials to supplement and complement of his/her professional expertise in teaching situations of every and each topics that he/she expects useful for the acquired knowledge by the student or trainee. Here the main point is that use of curriculum materials can make teaching and learning process be more effective for a teacher and more efficient for a learner.

The second reason for securing curriculum materials is the lack of time A teacher usually has to develop his/her own materials, but time may be the critical factor as to whether a teacher develops certain materials or purchases the completed product of a publisher or other source. The other factor not to be forgettable is the commitment and knowledgeable of the individual teacher to do so, and concerned on the use of the curriculum materials.

The third factor for securing curriculum materials is cost in determining whether materials should be purchased or developed. That is the purchasing cost in relation to the quality of the material may be high, or if a teacher fully accounts for his/her time that is required to develop quality materials in addition to needed monetary inputs, the saving experienced, if any in material development may not be sufficient to warrant/deserve/ the effort.

Quality control is also another concern in the development of curriculum materials. Materials can be available through commercial sources may not always be of superior quality. However, the materials may have been tested and used to determine their quality and effectiveness prior to publish and marketing.

In addition to this point, the vocational teacher must assess curriculum materials for special needs learners. This time the teacher must assess each individual's vocational potential, and once this assessment is made, arrive at implication for the selection of appropriate curriculum materials. The assessment of these general students' characteristics is important regardless of the types of special need a student has.

The assessment of a student's vocational potential might focus upon the following areas:

- I. General and specific skills and abilities I.e. From one general area all students are not capable, and interested on the same specific skills. They can have different abilities and interest.
- II. Aptitude, interest and needs I.e. That dealing on natural skill that a student has in relation to his/her interest and needs
- III. Personality and temperaments I.e. The study of person's character that especially as it affects the way he/she behaves and feels must be identified.
- IV. Values and attitudes
- V. Motivation.
- VI. Physical capacities.
- VII. Work tolerance. (Curtis,1989 )

## **2.4.7 Factors that influence curriculum implementation**

Curriculum implementation entails that putting into practice the officially prescribed courses of study, syllabuses, and subjects. The process involves helping the teacher acquire knowledge or experience. Curriculum implementation cannot take place without the learner. So the learner is the central figure in curriculum implementation take place as the learner acquires the planned or intended experiences, knowledge, skills, ideas, and attitudes that are aimed at enabling the same learner to function effectively in a society.

Putting the curriculum into operation requires an implementing agent. Stehouse (1979:4), identifies the teacher as the agent in curriculum implementation process. She argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in curriculum, documents or syllabus. Implementation takes place when the teacher-constructed syllabus, the teachers' personality, the teaching materials, and the teaching environment interact with the learner. (university of Zimbabwe.1995:9). However, the teacher or the learner is the essential, there are additional factors which influence curriculum implementation. That is :

### **A) The teacher**

Curriculum implementation as Whitaker (1979) asserts in the university of Zimbabwe (1995:26) module, the teachers view their role in curriculum implementation as autonomous one. Since implementation takes place by interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. If the teacher is to be able to translate curriculum intensions into reality, it is imperative that the teacher understand the curriculum document or syllabus well in order to implement it effectively (university of Zimbabwe (1995:8). If the curriculum is what teachers and students create together, as Wolfson (1997) states in (university of Zimbabwe (1995:28). The teacher must play a more significant role in designing the curriculum.

## **B) The learner**

Learners are also a critical element in curriculum implementation. While teachers are arbiters of the classroom practice, the learners hold the key to what is actually transmitted and adopted from the curriculum. The learner factor influences teachers in their selection of learning experiences, hence the need to consider the diverse characteristics of learner in curriculum implementation (University of Zimbabwe (1995:31).

## **C. Resource Material and Facilities**

For the introduction of meaningful teaching and learning taking place adequate resource materials and facilities are great important for curriculum implementation as well. So far any officially designed curriculum to be fully implemented as per plan, the government or ministry of education should supply schools/institutions/ with adequate resource materials such as text books, teaching aids, stationery in order to enable teachers and learners to play their role satisfactorily in the curriculum implementation process. The availability and quality of resource material and availability of appropriate facilities have a great influence on curriculum implementation.

## **D. Interest Groups**

The other group includes parents, parents and teacher's associations, school development associations, school development committees, religious organizations, local authorities, companies can influence implementation in:

- Providing schools with financial resources to purchase.
- Demand the inclusion of certain subjects in curriculum.
- Influence learners to reject courses they consider detrimental.

## **E. The School Environment**

The other factor that influences curriculum implementation concerns the particular circumstances of each school. (University of Zimbabwe 1995), schools located in rich-economic environment and those that have adequate human and material resources can implement the curriculum. To an extent that would be difficult or impossible for school in poor economic environment.

## **F. Culture and Ideology**

The cultural and ideological differences within the society or country can also influence curriculum implementation. Some communities may resist domineering culture or government ideology and hence affect the implementation of the centrally planned curriculum.

## **G) Curriculum implementation**

It cannot be achieved unless it has been made possible through the supervision function of the school head. The head does this by means of

- Deploying staff
- Allocating time to subjects taught at the school.
- Providing teaching and learning materials, and
- Creating an atmosphere conducive to effective teaching and learning.

## **H) Assessment**

Assessment in the form of examination influences curriculum implementation, due to the great value given to public examination certificates by communities and schools, teachers have tended to concentrate on subjects that promote academic excellence and little else.

On other hand, according to Derebsa (2004), implementation is an interaction between those who have created the program, and those who are to deliver it. The implementation process to be successful and effective it needs /considers/ the followings:

1. Planning;
2. Communication;
3. Cooperation; and
4. Support,

## **Planning**

A careful planning is an important pre-condition for implementation, in order to address the needs, necessity of changes and resources required for carrying out the intended actions. It involves establishing and determining how to manage or administer a policy that will govern the planned actions. thus to ensure that the process of planning and implementation will be effective and meaningful, the relationships between the planning and implementation must be carefully considered. Effective planning must relate to a desired, focused and identifiable change that is to be implemented.

Thus, planning focuses on three major factors: people, programs, and organizations. Eventhough, these factors seem to be inseparable, educators view them differently with respect to implementation. Some of them feel that educators must deal primarily with the people to facilitate implementation of a change, because if people change, program or organization will change ,Others considers that the primary focus should be the program. People will adapt if they are furnished with different ways to meet the objectives of school programs. As to some other, attention should focus primarily on the organization within which people work. If departments are recognized and if spaces are remodeled the people will adjust in the direction of necessary for successful implementation (Derebsa, 2002).

It may happen that curriculum leader over emphasizes factors but should not ignore anyone factor altogether. There have been cases where schools /institutions/ have failed to implement their programs because of ignoring the people as a factor, and spent more time and money on

modifying only the program or the organization. In similar manner, implementation may fail by ignoring other factor. It is better to consider all the three factors people, programs, and organization in an implementation process (Derebsa, 2002)

## **Communication**

Communication has been expressed as a transmission of facts, ideas, values, feelings, and attitude from one individual or a group to another individual or group. Simply communication deals with message processing between the sender and the receiver of the message. The receiver can respond to the message by way of either accepting or rejecting the message with no existence of barrier for the communication. So whenever a new program is designed, communication channels must be kept open so that the program does not come as a surprise to the people. The continuous discussion about a new program /curriculum/ among teachers, principals and curriculum workers is a key to successful implementation. If curriculum leaders only want to communicate about a new program being implemented, they can communicate such facts or messages by means of letters, memos, articles, books, bulletin, and research reports or speeches. Sometimes they need to communicate to staff the underlying assumption, values and points of view associated with a new curriculum. If The new program or curriculum is a major change from the existing program, then the curriculum leader can profitably use such communication vehicles as workshops, meetings, role playing situations, demonstration sessions.

A leader needs to create a conducive climate for effective communication among all members of the educational staff and the community, person to person through communication media. Besides, all persons or parties concerned in the process need to know the avenues or ways established for communication, and feel that their views welcome and that all have responsibility to participate in sending and processing messages. ( Derebssa, 2004 )

## **Cooperation**

If a change is to be successful and to become institutionalized cooperation between all people who are to be involved with the program of implementation must occur or exist. Especially the teachers /trainers / full cooperation is required in practicing or implementing the new ideas, and programs that will find expression in their class rooms. In many ways, teachers are the experts, and so their commitment depends on how active they have been in conceptualizing and developing the new program. If teachers actively participate in curriculum development, and its implementation, that the program will be effective because people's emotion as well as rationality is inevitably the elements of change. People require involvement of their total beings –their feelings, sentiments, and values if they are to accept, tolerate, or support change. Educators need to consider teacher's needs, level of commitment, and skills while determining when and how to involve teachers in implementation. Sometimes by involvement the teachers may like to have their inputs or say in the decisions, ( Derebssa, 2004 )

Those who favor learner (student) –centered designs want to involve the students in the curriculum development and implementation process. They wish to incorporate student's ideas about how to test and modify the program. Those who advocate reform in the school /institution/ raise the issue of involving community members in the development and implementation of program.

## **Support**

Curriculum designers need to provide the necessary support to their recommended programs modifications to facilitate their rapid implementation as a result the program to be effective. Desirable support in terms of both money as well as materials would help building self-confidence among those affected in the change. ( Derebssa, 2002 ) in service training for teachers, administrators, and other personnel, acquainting them with the new program and its practice aspects can be a necessary support activity. Open discussions on the new programs should be scheduled throughout the implementation process, because it allows implementers

to voice their concerns or objections, and consequently reduce opposition. Money is also required for materials and equipment in order to institutionalize a new program and also to have human support for the implementation effort. A trusting relationship must exist among all administrators and teachers. Successful principals knowledge and commitment to the curriculum can help him or her serve as a curriculum leader there by encouraging other staff in the implementation. Derebssa, ( 2004 )

As there are factors which influence implementation to the opposite due to the complex nature of curriculum development there are different factors that inhibit or prevent its implementation. The source of most of the problems or factors affecting the realization or implementation is usually lack of emphasis given to implementation by policy makers. As O'Neil (1995), noted policy makers rarely develop a process for the implementation of their formulations . They expect the people on the receiving end of the policy to make it simply work in practice. So the policy makers have to consider procedures or ways which will help to facilitate implementation by observation of the people knowledge, culture, attitudes, and facilities and so on.

A study made by Herman and Stringfield as cited in Fullan (1999:19), indicates that indifferences, negative climate, neglect of implementation, training, and support, such as program-specified staff development and failure to build in system and time for coordination and problem solving could kill the implementation of any curriculum.

In the early 1980s Fullan (1982) produced a list of factors affecting implementation. These factors refer to the attributes of

1. The innovation or change ,
2. Characteristics of the school at district level.
3. Characteristics of the school as a unit, and factors external to the local school system.

Under the characteristics of the innovation or change there should be consideration on relevance of the change, its clarity, complexity, quality, and practicality of the program. These entire if not on right way the implementation will collapse.

On the characteristics at the school district level there should be known, and understanding on the history of innovative attempts, the adoption process, central administrative support and involvement, staff development and participation, Time-line and information system, board and community characteristics, all these, and each can affect implementation. Last case characteristics at school level include the principal, teacher, teacher relations, teacher's characteristics and orientations. If all these are not on right way each and in group will be factors to kill the implementation.

## **2.5 Historical background and Development of Technical and Vocational Education in Ethiopia**

Ethiopia has a long history of education that was delivered by Orthodox church, and the Muslim which have played an important role in spreading of traditional education through churches school and Kuranie centers. This purpose had contribute by gaining man power which serves in the religion centers, and in some government civil service offices. But their contribution in educating of the society to make literate citizen was limited. The modern education was introduced to Ethiopia In 1908 during Menilik II. Since then Ethiopia has made substantial progress in the field of education, (Wanna, 2002:29) In Ethiopia vocational education has a long history, but until the early 1940s, it was not formally organized and administered. Simply the family thought its sons the skill and technical understanding needed for occupational success (Wanna, 2002:214). This indicates that for the last centuries vocational education in Ethiopia was not formally organized.

The technical and vocational schools were established earlier that from 1940s up to 1980s, were not able to minimize the unemployment rate /problem. The technical and vocational education /program/ was introduced by U.S admission. The comprehensive approach offered

four years program in the fields of commerce, agriculture, home economics, and industrial art. The comprehensive nature of subjects offering and ineffective on implementation had not enabled the learners to graduate with required skills. Later 10+3 program was launched to produce middle level skilled man power for development. This program was different from the comprehensive approach by giving more weight to technical and vocational subjects than academic subjects. The 10+3 content of instruction were Industrial Technology, Business Education, Home Economics, Agro Mechanics, and Civil and construction Technology. (Girma, 1994:2, 10-11)

## **2.6 Current status of Technical and Vocational Education and Training in Ethiopia**

As to ILO (1997:6) states, the previous government technical and vocational education had the following short-comings:

1. Output was not marketable resulting in unemployment problems in the country.
2. The objectives did not include the promotion of self employment skills.
3. Vocational education training did not include the participation of government,

Private enterprises, the community and other interested stake holders.

Because of these shortcomings the unemployment and under employment number of vocational education graduates increased from time to time. On the other hand, there were lack of appropriate technical skills that the economy requires for the development. To solve this problem, the Ethiopian Technical and vocational strategy of ministry of education of 2002 stipulates that in addition to general education, diversified vocational and training will be provided for those who leave school at any level of education in the form of apprenticeship training.

The technical and vocational education and training is exercised /provided/ by the government, privates, and NGOs, in all regional administration of the country with the following types of vocational, and level of trainers:

- ↓ In agriculture, crafts, construction, and basic book-keeping inform of apprenticeship for leaving primary education.
- ↓ Technical and vocational training in agriculture, industrial arts, construction, business, and home economics for who may not continue general education after primary education.
- ↓ Technical and vocational training on business construction, industrial technology, accounting, home economics, agriculture and hotel service for those who complete grade 10 for the development of middle-level manpower.

## Chapter 3

### REASERSH METHOD

#### 3.1. Research Design

This study is aimed at the challenges and prospect of the implementation of the new curriculum of TVET from Trainers perspective and to analyze its implication on the quality of training.

A descriptive survey method was employed for the study, since this method enables or helps on gathering relevant information on the current curriculum implementation of TVET. Because this method helps to reveal the current situation of curriculum implementation of TVET in the selected colleges. Moreover, Best and Kahn (1998) stated that descriptive survey research method focuses on investigating the issues and practices by addressing the large size of the population in addition to provide description of the current situation of TVET curriculum implementation.

#### 3.2. Sources of data

The sources of data for this study are both primary and secondary sources. The primary sources are the first – hand information which were collected from trainers and department /section heads through questionnaires developed and distributed. The secondary sources are the second – hand in formations which have been obtained from related books, findings, official documents, journals, relevant documents which are published, and unpublished.

### **3.3. Sample population and Sampling Techniques**

#### **3.3.1. Sampling Technique.**

Both purposive and random sampling techniques were employed. First the three government TVET Colleges, and the two departments were purposively selected. The first condition for the selection was that the time of their establishment (i.e have more experience on TVET program). The second condition is the existence of the training on the two departments in the three colleges, more over the actual implementation being successful or not can be seen or observed clearly.

#### **3.3.2 Sample Population**

Following the selection of the colleges, and departments it is found that the population size of the respondent being 120, As it is controllable the population size was taken as sample size for questionnaire. For the interview random sampling technique was used by taking two interviewee's from each college.

### **3.4. Instruments for data collection**

The main data gathering instruments for this study were questionnaires, and semi – structured interviews.

#### **3.4.1. Questionnaires**

To asses the attitudes feelings views and opinions of the respondents, questionnaire as one of tool of gathering data, for this study the major data – collecting instrument the closed ended questionnaire were employed. This closed ended questionnaire consists of a set of answers to be chosen by the respondents that seems to reflect the views, feelings and attitudes of the respondents.

### **3.4.2. Interviews**

In –Depth interviewing was one of the extensively used method of gathering relevant information. The interview was intended to gather more information to give strength for Information obtained through questionnaires. It enables new ideas or information and detailed responses from the respondents. According to Kalm and Cannel, (in marshal 1999:108), interviewing is “ conversations with a purpose”. The researcher developed general topics to facilitate the conversation to help un mask the respondents views but much more flexible and acknowledge how the respondent frames and structures the responses.

The trainers’ perspective on the phenomenon under question tended to unfold as the trainer view it not as the researcher viewed it. To facilitate the interview, semi– structured interviews were employed as it enables to achieve a holistic understanding of the interviewee’s point of view, feeling, and attitudes.

## **3.5 Method of data analysis**

The research methods used are quantitative design and qualitative designs.

### **3.5.1 Quantitative design**

The researcher has employed the quantitative design for the purpose of gathering and analysing numerical data that has been collected from facts on curriculum design, curriculum development and more on curriculum implementation which focuses on the integration and interaction of facilitators, availability of training materials, fulfillment of facilitates, ...etc .The quantitative approach includes the statistical data analysis based on the evidence gathered from reformulated questionnaires after pre-test.

### **3.5.2 Qualitative design**

The researcher has also employed the qualitative design which enables to understand social reality on its own terms as it really is to describe what comes naturally so to speak. It enables

to seek more descriptions of people and their interactions as they exist and unfold in their native habitat (Ryen and K.Sen, 2004;6)

Qualitative design seeks to collect and analysis data related to actions, interactions as expressed in daily life and with the meanings the participants themselves attribute to these interactions. Thus qualitative method is pragmatic, interpretive and grounded in the lives experiences of people. (Marshal, 19999.2)

### **3.6 . Procedures of the study**

After organization of the related literature review on the topic of the study the researcher went to each selected TVET colleges in order to investigate and obtaining the population size of the study. Later the researcher have prepared sets of questionnaires. Additionally semi – structured interview questions were developed to conduct interview with randomly selected trainers, and section /department heads. The developed questionnaire and interview guide questions have been checked and corrected by the advisor.

After this, pilot test were made to check the objectivity, validity and reliability of the instruments, Later 120 copies of questionnaire were prepared and distributed to the respondents who are trainers and / or section heads of the two departments of the three selected colleges.

## Chapter Four

### Data Presentation Analysis and Interpretation

This part of the report deals with presentation, analysis and interpretation of data gathered from Industrial Technology and Construction Technology department trainers of three government TVET colleges through questionnaire and semi-structured interview.

Accordingly, to one hundred twenty copies of questionnaires were distributed to all the trainers, and department heads of the two departments of the colleges. out of the total distributed 120 copies of questionnaires , 110 were returned. But 10 of the questionnaires were not returned because of:

Lack of willingness of the respondents.

Respondents left their institutions either for personal case, or to take short term training.

Even from 110 collected questionnaires, six of them were avoided because of inappropriate responses. So, the presentation and analysis is made based on 104 respondents.

Interview responses of section heads /departments/ were used an additional inputs to support the results obtained from the questionnaires.

#### 4.1 Characteristics of the respondents

The characteristics of the respondents is one of the factors to be seen for the study.

**Table 1. Characteristics of the respondents**

Characteristics			NAME OF TVET COLLEGES						TOTAL	
			ENTOTO		TEGBARED		GENERAL WINGATE			
			NO	%	NO	%	NO	%		
(1)	SEX	M	32	30.77	30	28.85	30	28.85	92	88.46
		F	40	3.85	5	4.81	3	2.88	12	11.54
		T	36	34.62	35	33.65	33	31.73	104	100
(2)	AGE	Less than 30	18	17.32	10	9.62	11	10.57	39	37.5
		30-39	7	6.73	10	9.62	8	7.69	25	24.04
		40-49	1	0.96	7	6.73	4	3.85	12	11.54
		> 50	10	9.62	8	7.69	10	9.62	28	26.92
		<b>TOTAL</b>	36	34.62	35	33.65	33	31.75	104	100
(3)	Qualification	Diploma	5	4.81	4	3.85	1	0.96	10	9.62
		BA/BSC	28	26.92	30	28.85	25	24.04	83	79.81
		MA/M.SC	3	2.88	1	0.96	6	5.77	10	9.62
		Others	-	-	-	-	1	0.96	1	0.96
		<b>TOTAL</b>	36	34.62	35	33.65	33	31.75	104	100

As it is indicated in table 1, regarding to sex distribution 92 (88.46) trainers are male whereas 12 of them are female. That is, only 11.54% of the trainers are females. This shows the participation of females in the study of the fields within the two departments is very low.

Moreover, the distribution of the trainers in age wise 39 (37.5%) are less than 30 years old, 25 (24.04%) are in the class interval of 30-39 years old 12 (11.54%) are in the class interval of 40-49 years old and 28 (26.92%) are more than 50 years old, this indicates there are young trainers, and also adult trainers.

Regarding the distribution of trainers in qualification 93 (89.42%) are with BA/BSC and MA/MSC 10 (9.62%) are diploma holders, but 1 (0.96%) with unknown qualification to the researcher. From his /her personal questionnaire respond it says Bed. This shows majority are degree holders.

Table 2. Service years of the respondents.

Characteristics		NAME OF TVET COLLEGES						TOTAL	
		ENTOTO		TEGBARED		GENERAL WINGATE			
		NO	%	NO	%	NO	%		
of Years Service in TVET	1-5	18	17.31	8	7.69	14	13.46	40	38.46
	6-10	10	9.62	19	18.27	9	8.65	38	36.54
	≥ 11	8	7.69	8	7.69	10	9.62	26	25.0
	<b>TOTAL</b>	36	34.62	35	33.65	33	31.73	104	100
Total years of service	1-5	17	16.35	5	4.81	14	13.46	36	34.62
	6-10	4	3.85	11	10.58	4	3.85	19	18.27
	11-15	4	3.85	4	3.85	4	3.85	12	11.54
	16-20	-	-	-	-	-	-	-	-
	> 20	11	10.58	15	14.42	11	10.58	37	35.58
	<b>TOTAL</b>	36	34.62	35	33.65	33	31.73	104	100

As indicated in table 2, 64 (61.54%) of trainers have more than 5 years of service in TVET, while 40 (38.46%) of the respondents have 5 and less than 5 years of service in TVET. This shows majority of the trainers have served in TVET for more than 5 years.

Moreover 36 (34.62%) of the trainers have 1-5 years of service in total teaching profession. Whereas 68 (65.38%) of respondents have more than 5 years of in teaching. This indicates that there is more experienced human power.

## 4.2 Curriculum design, development, and consistency

**Table 3 Participation in curriculum design, development and content**

There are different opinions suggested to the respondents with five alternative choices. The respondents respond based on the key: SA (Strongly Agree); A (Agree); N (Neutral); D (Disagree) and SD (Strongly Disagree).

NO	OPINIONS	LEVEL OF AGREEMENT OR DISAGREEMENT									
		SA		A		N		D		SD	
		NO	%	NO	%	NO	%	NO	%	NO	%
1	The participation and contribution of the society (parents, students, trainers, community...)in designing and developing the curriculum is very low.	52	50	28	26.92	8	7.7	10	9.62	6	5.77
2.	The curriculum was designed and developed in team work.	18	17.3	49	47.11	15	14.42	12	11.54	10	9.62
29	The duration of the curriculum is constant	1	0.96	14	13.46	25	24.04	42	40.38	22	21.15
30	The curriculum is always revised positively	3	2.88	23	22.12	30	28.85	32	30.77	14	13.46

As indicated in Table 3, participation in curriculum design ,52 (50%) respondents have strongly agreed, 28 (26.92%) have agreed,8 (7.7%) were neutral, 10(9.62%)have disagreed, and 6(5.77%) have strongly disagreed. That the participation of the community is very low. This shows that majority of the respondents 80(76.9%) have agreed in the opinion.

Regarding item 2, 18 respondents (17.3%) have strongly agreed, 49 (47.11%) have agreed, 15 (14.42%) were neutral, 12 (11.54%) have disagreed, and 10(9.62%) have strongly disagreed. This indicates that 67(64.42%) respond as the curriculum was designed and developed in team work.

Moreover on the consistency of the curriculum 1 (0.96%) have strongly agreed ,25 (24.04%) were neutral, 42 (40.38%) have disagreed and 22(21.15%) have strongly disagreed. This shows that 66 respondents (63.46%) respond as the curriculum is serving for short time.

Additionally, on item 30,3 respondents (2.88%) respond strongly disagree, 23 (22.12%) respond disagree,30( 28.85%) were neutral., 32 (30.77%) respond disagree and 14(13.46%) respond strongly disagree. So this indicates majority of them 56(53.85%) opposing as the curriculum is always revised positively.

**Table 4 The content of the curriculum in relation to trainees and the training.**

NO	OPINION	LEVEL OF AGREEMENT/ DISAGREEMENT									
		SA		A		N		D		SD	
		NO	%	NO	%	NO	%	NO	%	NO	%
7	The content of curriculum has considered the level of trainees.	6	5.77	27	25.96	17	16.35	39	37.5	15	14.42
8	The content of curriculum has considered the need and interest of trainees.	2	1.92	11	10.58	33	31.73	41	39.42	17	16.35

As indicated in table 4, Regarding the content 6 (5.77%) respond strongly agree, 24 (25.96%) respond agree,17( 16.35%) were neutral, 39 (37.5%)respond disagree and 15(14.42%) respond strongly disagree. This implies that majority 54 (51.92%) opposing that the content of curriculum has considered the level of trainees.

Additionally, on item 8, 2(1.92%) respond strongly agree, 11 (10.58%) respond agree, 33 (31.73%) were neutral,41 (39.42%)respond disagree,and 17 (16.35%) respond strongly disagree. This shows that majority 58 (55.77%) explained the content of curriculum has not considered the need and interest of trainees.

### 4.3 Availability of Training materials and facilities.

**Table 5 Availability of training materials**

NO	OPINION	LEVEL OF AGREEMENT/ DISAGREEMENT									
		SA		A		N		D		SD	
		NO	%	NO	%	NO	%	NO	%	NO	%
9	The content of modules are properly sequenced.	3	2.88	20	19.23	31	29.81	35	33.65	15	14.42
10	The time allocated for each task is sufficiently enough.	13	12.5	19	18.27	23	22.12	38	36.54	11	10.58
11	The content of modules are adequately designed to 30% theory and 70% practical work.	16	15.38	37	35.58	21	20.19	20	19.23	10	9.62

As indicated in table 5, Regarding the content of modules are properly sequenced 3 (2.88%) respondents respond strongly agree, 20 (19.23%) of respondents respond agree, 31 (29.81%) of respondents were neutral, 35 (33.65%) of respondents have disagreed' and 15 (14.42%) respondents have strongly disagreed. This shows 50 (48.08%) respond opposing the opinion.

Moreover, the time allocated for each task is sufficiently enough 13 (12.5%) respond strongly agree, 19 (18.27%) respond agree, 23 (22.12%) were neutral, while 38 (36.54%) respond disagree and 11 (10.58%) have strongly disagreed. This implies 49 (47.42%) respond the time allocated is not sufficient enough.

Additionally, item 11, 16 (15.38%) have strongly disagreed, 37 (35.58%) have disagreed, 21 (20.19%) were neutral, whereas 20 (19.23%) have agreed, and 10 (9.62%) have strongly agreed. This shows majority 53 (50.96%) respond the content of modules are not adequately designed to 30% theory and 70% practical work.

**Table 6 Issues on facilities in relation to training**

NO	OPINION	LEVEL OF AGREEMENT/ DISAGREEMENT									
		SA		A		N		D		SD	
		NO	%	NO	%	NO	%	NO	%	NO	%
5	The environment of the institution compound is adequately favorable for teaching and learning.	18	17.31	52	50	20	19.23	12	11.54	2	1.92
6	The size of classrooms and workshops is standardized.	3	2.88	34	32.69	18	17.31	32	30.77	17	16.35
7	The facilities are sufficiently fullfield	4	3.85	5	4.81	25	24.04	48	46.15	22	21.15

As indicated in table 6 ,the environment of the institution compound is adequately favorable for teaching and learning 18 (17.31%) respond strongly agree, 52 (50%) respond agree, while 20 (19.2%) were neutral,12 (11.54%) respond disagree and 2 (1.92%) respond strongly disagree. This implies majority of them 70 (67.31%) respond as the environment of the institution is favorable for the training. Moreover on item 16,3 (2.88%)have strongly disagreed, 34 (32.69%)have agreed, 18 (17.31%) respond neutral,32 (30.77%) have disagreed, and 17(16.35%)have strongly disagreed. This shows the majority 49 respondents (47.12%) respond the size of classrooms and workshops is not standardized. .

**Table 7 Availability of curriculum guide and text books**

OPINIONS	LEVEL OF AGREEMENT/ DISAGREEMENT									
	SA		A		N		D		SD	
	NO	%	NO	%	NO	%	NO	%	NO	%
The text books are sufficiently available to the trainees.	1	0.96	4	3.85	14	13.46	38	36.54	47	45.19
The curriculum guide is adequately available and provided to trainers.	4	3.85	22	21.15	25	21.15	40	38.46	13	12.5

As indicated in table 7, regarding the curriculum guide is adequately available and provided to trainers 4 (3.85%) have strongly agreed, 22 respondents (21.15%) have agreed, 25 (24.04%) respond neutral, while 40 (38.46%) have disagreed and 13 (12.5%) have strongly disagreed.

This indicates that 53 respondents (.50.96%) respond disagreement.

Moreover On textbooks are sufficiently available to the trainee's 1 respondent (.0.96%) has strongly agreed, 4 (3.85%) have agreed, 14 (13.46%) respond neutral, while 38 (36.54%) have disagreed and 47 (45.19%) have strongly disagreed .This indicates that 85(81.73%) have disagreed..

**Table 8 Existence, quality and availability of tools, equipments and machineries**

NO	OPINION	LEVEL OF AGREEMENT / DISAGREEMENT									
		SA		A		N		D		SD	
		NO	%	NO	%	NO	%	NO	%	NO	%
18	The availability of tools and equipments is sufficient for the practical work.	6	5.77	15	14.42	19	18.27	49	47.11	15	14.42
19	The existence of the machinery is sufficient for the training.	4	3.85	14	13.46	23	22.12	47	45.19	16	15.38
20	The quality of machinery to perform practical work is very well.	5	4.81	7	6.73	25	24.04	42	40.38	25	24.04

As indicated in table 8 regarding the availability of tools and equipments is sufficient for the practical work 6 (5.77%) respondents have strongly agreed, 15 (14.43%) respondents have agreed, 19 (18.27%) were neutral, while 49 (47.11%) respondents have disagreed and 15 (14.42%) have strongly disagreed. This implies that 64 respondents (61.54%) respond disagree

Moreover the existence of the machinery is sufficient for the training 4 respondents (3.85%) respond strongly agree, 14 respondents (13.46%) respond agree, 23 respondents (22.12%) respond neutral, but 47 respondents (45.19%) respond disagree and 16 respondents (15.38%) respond strongly disagree. This shows that 63 respondents (.60.58%) respond disagree.

Additionally, the quality of machinery to perform practical work is very well. 5 (4.81%) respond strongly agree, 7 (6.73%) respond agree, 25 (24.04%) respond neutral, while 42 (40.38%) respond disagree and 25 (24.04%) respond strongly disagree. This indicates that 67 respondents (.64.42%) respond disagree..

#### 4.4 Issues on contribution, support and effort of administration body, Deans and curriculum committee.

**Table 9 Support and effort of administration body**

NO	OPINIONS	LEVEL OF AGREEMENT/ DISAGREEMENT									
		SA		A		N		D		SD	
		NO	%	NO	%	NO	%	NO	%	NO	%
13	The administration body has great effort to supply training material on time.	2	1.92	13	12.5	13	12.5	45	43.27	31	29.81
3	The administration bodies support the trainers to participate in designing & developing of curriculum.	12	11.54	13	12.5	22	21.15	42	40.38	15	14.42

As indicated in table 9 regarding to the effort of administration to supply training materials on time 2 respondents (1.92%) respond strongly agree, 13(12.5%) respond agree 13(12.5%) respond neutral, 45 (43.27%) respond disagree/and 31(29.81%) respond strongly disagree .this implies that 76 respondents (.73.08%) have disagreed.

Moreover on the support the administration bodies give to the trainers in designing and developing curriculum 12 (11.54%) have strongly agreed, 13(12.5%) have agreed, 22 (21.15%) were neutral, 42(40.38%) have disagreed, and 15(14.42%) have strongly disagree. This shows 57 respondents (.54.81%) have disagreed.

**Table-10 Support of the curriculum committee**

NO	OPINIONS	LEVEL OF AGREEMENT/ DISAGREEMENT									
		SA		A		N		D		SD	
		NO	%	NO	%	NO	%	NO	%	NO	%
5	The Curriculum committee supports the trainers to participate in designing and developing of curriculum.	6	5.77	11	10.58	24	23.08	37	35.58	26	25
14	The curriculum committee supports the trainers in fulfilling facilities for training	4	3.85	6	5.77	19	18.27	44	42.31	31	29.81

As indicated in table 10 regarding t Curriculum committee supports trainers to participate in designing and developing of curriculum, 6 (5.77%) respond strongly agree, 11 (10.58%) respond agree, 24 (23.08%) respond neutral,37 (35.58%) respond disagree, and 26 (25%) respond strongly disagree. This shows 63 respondents (60.58%) respond disagree.

Additionally, on the curriculum committee supports the trainers in fulfilling facilities for training,4(3.85% have strongley agreed, 6 (5.77% have agreed, 19 (18.27%) were neutral,44 (42.31%) have disagreed and 31 (29.81%) have strongly disagreed. This indicates 75 respondents (72.12%) have disagreed.

#### 4.5. Capacity Building of Trainers.

**Table 11 Qualification and income of trainers**

NO	OPINION	LEVEL OF AGREEMENT/ DISAGREEMENT									
		SA		A		N		D		SD	
		NO	%	NO	%	NO	%	NO	%	NO	%
23	The trainers have sufficient possibilities to upgrade their qualification.	5	4.81	21	20.19	20	19.23	43	41.35	15	14.42
28	The income (salary) of trainers is sufficiently reasonable in relation to their level of qualification and services they give.	1	0.96	16	15.38	15	14.42	51	49.04	21	20.19

As indicated in table 11, regarding the trainers have sufficient possibilities to upgrade their qualification, 5 respondents (4.81%) have strongly agreed, 21 respondents (20.19%) have agreed, 20 (19.23%) were neutral, while 43 respondents (41.35%) have disagreed and 15 (14.42%) have strongly disagreed. This shows that 58 respondents (55.77%) have disagreed.

Moreover, the income or salary of trainers is sufficiently reasonable in relation to their level of qualification and service they give 1 (0.96%) respond strongly agree, 16 (15.38%) respond agree, 15 (14.42%) respond neutral, 51 (49.04%) respond disagree and 21 (20.19%) respond strongly disagree. This indicates 72 respondents (69.23%) have disagreed.

**Table 12 Contribution of Principals /Deans/ on capacity building.**

NO	OPINIONS	LEVEL OF AGREEMENT/ DISAGREEMENT/									
		SA		A		N		D		SD	
		NO	%	NO	%	NO	%	NO	%	NO	%
24	The Principals /Deans/ facilitates conditions for trainers to participate in short term training.	9	8.65	24	23.08	20	19.23	37	35.58	14	13.46
25	The Principals /Deans/ facilitates for the trainers to participate in long term training.	8	7.69	23	22.11	20	19.23	35	33.65	18	17.31

As indicated in table 12 ,regarding the principals facilitate conditions for trainers to participate in short term training 9 respondents {8.65%} have strongly agreed, 24 respondents (23.08%} have agreed, 20 respondents (19.23%) respond neutral, 37 respondents (35.58%) have disagreed and 14 respondents (13.46%) have strongly disagreed. This shows that 51 (49.04%) respond disagree.

Additionally, the principals or deans facilitate for trainers to participate in long term training 8 (7.69%) respond strongly agree, 23 (22.11%) respond agree, 20 (19.23%) neutral ,35 (33.65%) respond disagree and 18(17.31%) respond strongly disagree this shows that 53 (50.96%) respond disagreement respectively. This shows on this part the principals had respond strongly disagree.

**Table 13 Background of trainers who were interviewed**

NO.	SEX	AGE	FIELD OF STUDY	EDUCATIONAL LEVEL	SERVICE	TRAINING GRADE LEVEL
1	M	56	Manufacturing	B.Sc	32	L <sub>3</sub>
2	M	37	Electricity /Electronics/	B.Sc	12	L <sub>2</sub>
3	M	28	Automotive	B.Sc	5	L <sub>3</sub>
4	M	41	Wood Science	B.Sc	19	L <sub>2</sub>
5	M	29	Construction	B.Sc	7	L <sub>3</sub>
6	M	35	Electricity	B.Sc	12	L <sub>3</sub>

Here are some of the most common responses and opinions of the interviewed trainers.

- The curriculum was designed and developed by Ministry of Education, but by the year 2002 the responsibility was transferred to the TVET training agency.
- The curriculum was designed by means of teamwork, consisting of representatives of companies, stakeholders, curriculum experts, and some selected trainers.
- One of the interviewee individual had got the chance on participation of designing and developing the curriculum, but the others interviewee not at all.

- It was better to be considered, and discussed about the designed and developed curriculum by trainers to give suggestions on the content to be corrected before it goes to implementation.

During the time of implementation major problems observed

- ❖ Shortage or unavailability of curriculum guide, and text books.
- ❖ Workshops are not in standardized, and shortage or unavailability of machineries, equipments, tools etc
- ❖ Budget allocation and purchasing is very poor.
- ❖ Lack of interest of the trainers.
- ❖ High turnover of the trainers.

The curriculum materials were prepared and distributed by Addis Ababa city education bureau, and starting 2002 the TVET agency has took the responsibility.

There is effort made review and enhance the curriculum content, but it does not serve for long time.

## Chapter Five

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

#### 5.1. Summary of the findings

The main objective of this study was to evaluate or search the challenges and prospects of the implementation of the new TVET curriculum from trainers perspectives and to identify the problems that hinder its effective implementation in Addis Ababa three governmental TVET colleges. ( Entoto, Addis Ababa Tegibared and General Wingate.). On the basic of data collected from the three TVET colleges and analysis and interpretation of the data, the findings of the study are summarized below.

- The participation of the community (parents, students, trainers, social communities.....) in designing and developing the curriculum was very low. i.e. it lacks participation of three stake holders.
- The duration ( serving time ) of the current curriculum is not constant. It varies from time to time serving only few years before its strength or weakness is identified.
- The administrative body and curriculum committee had low contribution to support the trainers in designing and developing the curriculum, lack to fulfill and supply training materials on time;.
- The curriculum guide for trainers and textbooks for the trainees are not sufficiently available;
- The time allocated for each task is not sufficient.
- The size of the classrooms and workshops are not standardized as well as the availability of tools, equipments is low, the existences of machineries is not sufficient and have no quality for the practical work of the training;
- The participation of females in the study of the two fields or departments is very low;

- The trainers have no sufficient possibilities to upgrade their qualification.
- The support and conditions that the principals or deans in facilitating for trainers to participate in short term and/or long term training is very low.
- The support for trainers to prepare manuals or written training materials to fill gaps for supporting and facilitating the implementation of curriculum is low.
- The variation of the curriculum from time to time with less gap of years.
- The occurrence of skill gap and lack of interest on trainees;
- The shortage of finance, and in favorable purchasing system.
- The availability of raw materials (tools and equipments) being insufficient.
- The turnover of the trainers (i.e. starting as a trainer, but in short period of time leaving the job for other better job)

## **5.2. CONCLUSION**

This study identified the challenges of the implementation of the new TVET curriculum from trainers perspective, so based on the summary part the challenges are not less in number. The existence of challenges starts from the curriculum designed development follows to the curriculum implementation considering existence of problems from different aspects. In general it shows the implementation of the new curriculum of TVET is not going effectively.

### 5.3 RECOMMENDATIONS

As Technical and vocational education and training (TVET) is one of the most important of education system which provides skilled man power which has great role in developing the socio-economic of a society in a way of:

- Preparing individuals for life and the world of work.
- Helping individuals to be knowledgeable, skill-full and competent to be employed and decreases unemployment.
- To meet the man power need of the labor market.

So from the historical development of TVET in Ethiopia and in relation to this study and findings the researcher will recommend the followings

1. The system of designing and developing the curriculum have be participatory. It must include and increase the participation of the society.
2. The effort made to review and enhance the curriculum content have be considering the results obtained from the practice of its implementation, interest and level of trainees, what the society and labor market and budget allocation.
3. Orientation musty be given to the society by means of models to have feelings of belongingness and contribute ideas, materials, and money to develop the program.
4. There have be continuous support to trainers in order to build their capacity as well as giving incentives to motivate their participation and devotion.
5. There has to be a mechanism of avoiding the turnover of the trainers by finding what is the problem by assessing environment, the system of the administration, the relationship among trainers and trainees, the payment, incentives, and so on
6. There have be guidance and counseling to the trainees before joining the TVET college, in order to choose their field of interest and know a hint about the world of work.
7. There has to be an inviting condition by fulfilling facilities on availability of training materials, text books, standardized class rooms and workshops, an access of internet for both trainers and trainees.

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**Addis Ababa University**  
**School of Graduate Study**  
**College of Education**  
**Department of Business Education**

Questionnaire to be filled by trainers of Industrial and Construction Departments

The purpose of this questionnaire is to collect data regarding the challenges and prospects of implementation of the new TVET curriculum from trainer's perspectives. The success of the study to a great extent relies on your genuine responses. Thus, you are kindly requested to be interested and honest in providing your responses to all items provided in this questionnaire.

- Note: -**
1. You are not required to write your name
  2. All your response will be kept confidential and used only for the academic purposes.
  3. All questions have equal importance to attain the objectives of the study.
  4. Failure to complete any of them will negatively affect the over all study result.

**Part 1: - Personal Data**

- 1.1 Name of the institution \_\_\_\_\_
- 1.2 Sex            Male                       Female
- 1.3 Age            Below 30             30-39             40-49   
50 and above
- 1.4 Education Background  
Diploma             BA/BSC             MA/MSO             O s
- 1.5 Field of study \_\_\_\_\_
- 1.6 Years of Service in TVET as Trainer.  
1-5                       6-10                       11 and above
- 1.7 Total Years of service in teaching  
1-5             6-10             11-15             16-20             Above 20

**Part 2:** - Related to curriculum and its implementation

Please read each statement carefully and put the sign (√) under only one answer that corresponds best to your agreement or disagreement. (Strongly agree (SA), agree (A), Neutral (N), disagree (D) and strongly disagree (SD)).

No	Opinions	Level of agreement or disagreement				
		SA	A	N	D	SD
1	The Participation of the society (parents, students, trainers, community...) in designing and developing the curriculum is very low					
2	The curriculum was designed and developed in team work					
3	The administrative bodies support the trainers to participate in designing and developing of curriculum					
4	Trainers adequately participate in designing and developing of curriculum					
5	The curriculum committee supports the trainers' to participate in designing and developing of curriculum					
6	The curriculum designed and developed is quite convenient.					
7	The content of curriculum has considered the levels of the trainees.					
8	The content of curriculum has considered the need and interest of trainees					
9	The content of modules are properly sequenced					
No	Opinions	SA	A	N	D	SD
10	The time allocated for each task is sufficiently enough					
11	The contents of modules are adequately designed to 30% theory and 70% to practical work					
12	The textbooks are sufficiently available to the trainees					
13	The administrative body has great effort to supply training materials on time.					

14	The curriculum committee supports the trainers in fulfilling facilities for the training					
15	The environment of the institution compound is adequately favorable for teaching and learning					
16	The size of classrooms and workshops is standardized.					
17	The facilities are sufficiently fulfilled.					
18	The availability of tools and equipments is sufficient for practical work					
19	The existence of the machinery is sufficient for the training.					
20	The quality of the machinery to perform practical work is very well.					
21	There is no shortage of budget for facilitating the implementation of curriculum					
22	The training is adequately based on the need of labor market					
23	The trainers have sufficient possibilities to up grade their qualification					
24	The principals (deans) facilitate conditions for trainers to participate in short term training.					
25	The principals (deans) facilitate conditions for trainers to participate in long term training.					
26	The administrative bodies have great effort in facilitating interpersonal relationship					
No.	Opinions	SA	A	N	D	SD
27	The curriculum committee has a great role in facilitating interpersonal relationship.					
28	The income (salary) of trainers is sufficiently reasonable in relation to their level of qualification and services they give					
29	The duration of the curriculum is constant.					
30	The curriculum is always revised positively.					
31	The curriculum is always revised negatively.					
32	The curriculum guide is adequately available and provided to trainers.					
33	The administrative body prepares its working plan adequately which is helping to organize training.					

The principal's /deans/ has sufficient managerial competence of leadership and decision making skill.					
The trainers are greatly supported to prepare manuals /written training materials/to fill gaps for supporting and facilitating the implementation of curriculum.					
The administrative body has great effort to relate the training with the need of stakeholders.					
The administrative body has a great role in guiding and supporting trainees.					
The trainees have sufficient possibilities to be engaged in work of world after graduation.					
The principal's /deans/ adequately solve problems which arise in implementation of curriculum.					

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATES STUDY**

COLLEGE OF EDUCATION

DEPARTMENT OF BUSINESS EDUCATION

Interview guidelines with section heads/ trainers of the industrial department, and  
struction department of TVET colleges.

At first thank you for accepting to participate in this research, the implementation  
VET curriculum. My purpose is to conduct research as a requirement for M.A qualification  
Addis Ababa University. The issue of curriculum implementation in TVET centers has not  
adequately studied in connection to the improving the quality of education. Hence through  
research ,study/ I want to understand how the curriculum implementation process is  
ntly going on, and I will try to find out major problem areas in the implementation of the  
culum. Lastly it is also to give feedback to the concerned individuals, groups, and offices to  
improvement on its implementation.

Some basic questions for the interview

- Who designed, developed and provide the curriculum of TVET?
- Who had the great role on designing and developing the curriculum?
- To what extent is your institution in curriculum designing and developing?
- Have you got an opportunity to participate in curriculum design and development?
- What is the role of your participation in designing and developing the curriculum?
- Who is preparing and distributing curriculum materials?
- To what extent is the availability of curriculum materials to both, trainers and trainees?
- What problems have you faced during the time of curriculum implementation?
- What measures were taken for solving those problems you faced?
- Is there any effort made to review and enhance the curriculum content and its  
implementation?
- What do you suggest to improve the curriculum implementation?
- Please explain your idea on basis of TVET curriculum that you expect to be considered  
which was not mentioned in our discussion.

## DECLARATION

I, the undersigned, declared that this thesis is my original work, and not presented for any degree in any universities, and that all the sources used for it duly acknowledged

Negus Haile



June 2010

## CONFIRMATION

This thesis has been submitted for examination with my approval as a thesis advisor.

Dr. Getachew Adugna

Advisor



June 2010