

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF CURRICULUM AND TEACHER**  
**PROFESSIONAL DEVELOPMENT STUDIES**

**AN ASSESSMENT OF THE CHALLENGES OF TECHNICAL  
VOCATIONAL EDUCATION AND TRAINING INSTITUTION IN  
ARADA SUB CITY OF ADDIS ABABA: THE CASE OF  
BIRHANE ETHIOPIA TVET INSTITUTE**

**BY: HABTAMU YESHI TESFA**

**MAY, 2014**

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VOCATIONAL EDUCATION.**

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**Approved by the Board of Examiners**

_____	_____	_____
<b>Chairman, Department Graduate Committee</b>	<b>Signature</b>	<b>Date</b>
_____	_____	_____
<b>Internal Examiner</b>	<b>Signature</b>	<b>Date</b>
_____	_____	_____
<b>External Examiner</b>	<b>Signature</b>	<b>Date</b>
_____	_____	_____
<b>Advisor</b>	<b>Signature</b>	<b>Date</b>

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## **Acronyms and Abbreviations**

<b>EFA</b>	<b>Education for all</b>
<b>ESDP</b>	<b>Education Sector Development Program</b>
<b>ETP</b>	<b>Education and Training policy</b>
<b>FDRE</b>	<b>Federal Democratic Republic of Ethiopia</b>
<b>ILO</b>	<b>International Labor organization</b>
<b>MoE</b>	<b>Ministry of Education</b>
<b>NGO</b>	<b>Non-governmental organizations</b>
<b>TVET</b>	<b>Technical Vocational Education and Training</b>
<b>UNESCO</b>	<b>United Nation Educational, Scientific and Cultural Organization</b>

## ***Abstract***

*The major purpose of this study was to assess the challenges of TVET institute in Arada Sub-City of Addis Ababa: the case of Birhane Ethiopia TVET institution. To achieve this objective, data were collected from trainers and trainees using questionnaires .Furthermore, data was also collected from the dean and administrator and TVET Agencies through in depth interview. Totally ,six participants were interviewed using interview questions the interviewee were the TVET institute Dean, the Arada sub-city TVET Agency Accreditation-Reaccreditation supervisor, the city government TVET Agency work based training, and three administrator of the institute.*

*Questionnaires were also distributed to 230 respondents of the TVET institution and 220 questionnaires collected and ready for analysis. The rest 10 of the respondents were unable to collect and respond to the questionnaires by different meanness the respondents from the institute were selected by using stratified sampling followed by simple random sampling .out of the total population 58(53males and 5 females teaching staff, 45 trainers (40males and 5 females were selected out of 436 trainees (273 males and 163 females) 175 trainees (125 males and 50 females were selected and ready for analysis.*

*The finding revealed that the physical setting of the institute was not comfortable for teaching learning. Furthermore, the institutions objective was not in line with the national TVET strategic policy. Besides there was Knowledge gap among trainers .Finally there was lack of human and material resource above all there was no vocational guidance and counseling as a result student selection and placement was a problematic ,*

*Thus, the researcher recommended the establishment of Board of vocational Guidance and counselors, the need for providing training to the teaching staff about the objective of TVET, the need to encourage stakeholder's active participation and adhering to occupational standards set as to ensure the provision of good quality vocational education and training.*

# CHAPTER ONE

## 1. Introduction

### 1.1 Background of the study

In the beginning, education focused mainly on giving communication skills and the rudiments that were necessary to run a modern bureaucracy. Later on, after the Second World War, efforts were made to give priority to education. Many schools and higher learning institutions were established with the aim to produce teachers and administrators that serve the state (Middleton et al, 1993:32)

Following this, some technical and professional training centers were established in order to contribute to the modern economy. During this period, a very small section of the Ethiopian Population had individually benefited from the educational system; the vast majority had no access due to inequitable distribution of educational institutions (Bowles, 1963:45)

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

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

Furthermore, the Education and Training Policy of Ethiopia emphasizes the development of problem –solving capacity and culture in the context of education (MoE, 1994:4). This is mainly because the country needs the presence of properly trained and

skilled manpower which is one of the most important assets and prerequisites of social and economic development .In support of this Makulu Stated:

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

Technical vocational Education and Training Programs are critical in the development of sustainable human resource to supply the skilled labor for the production and service sector of the economy as well as an expansion of opportunity for self-employment (Friese, 1946:15)

The Education and Training Policy gives special attention to Technical and Vocational Education and Training Program by providing broad and multi-level foundations. Based on the government economic and social development strategy program new training programs are identified, and occupational standards were prepared for fifty priority trades. Curriculum was developed in collaboration with the different Ministries such as Ministry of Health for health extension trainees, Institute of leather and leather products for three leather technology trades and Hotel and Tourism training institutes for Hotel and tourism trades.

Fifty occupational standards were developed in line with Technical and Vocational Education and Training reform to meet the requirements of the world of work (MoE, 2005:15) Serious attention is given to industrial and Commercial skill trainings as well as training for the development that the country needs. Trainees are also encouraged to create job for themselves through entrepreneurship education.

Hence, due attention is given to the organization and Management of Technical and Vocational Education and Training Program as a sub-sector of the whole education system hoping it will play a significant role in the curriculum and educational materials development , teachers training, promoting quality assurance and accreditation system and supply of educational facilities, technologies, books, vehicles and materials for

those owned by the government and involving the private sector in Technical and Vocational Education and Training program (King, 1977:76)

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

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

It was therefore; in light of the ever increasing attention given to TVET by the current Ethiopian government and the increased participation of private investors in running TVET program writer of this paper was interested to assess the challenges of TVET institutions in Arada sub city of Addis Ababa: the case of Birhane Ethiopia TVET Institute with the aim to analyze the roles played and the challenges encountered by the government institution. The major components dealt with in this study were mainly objective, sources of school resources, utilization, teachers' qualification, student cases, certification and accreditation.

## **1.2 Statement of the problem**

Despite the opening of the first modern school in Ethiopia in 1908 and the first technical school as late as 1941, the necessary preconditions (in school and out of school factors).were not fulfilled. And the major challenges facing the TVET Institution according to (MoE, 2008:11) are:

- Low quality and theory driven teaching this is because of resource constraints, lack of skilled TVET teachers, under funding. Lack of adequate place of work and running cost
- On one side No effective two-ways linkages between industries / enterprise and on the other side , the institute lacks updated training material and tools, lack of skilled manpower, use of too old items of equipment that have been used for decades by other institutions, lack of adequate facilities and the ineffectiveness of the training in meeting the required knowledge and skills.

Therefore, the primary objective of this study were to assess the challenges of Technical Vocational Education and Training institute in terms of objective, school resource and utilization and teachers' qualification, student cases, certification and accreditation. In doing so, the study attempted to answer the following basic questions:

1. What are the shortcomings of the Institute to achieve its objective regarding the quality of training, teachers training, and practice of learners?
2. To what extent do the workshops machines and other training material affect the teaching of practical skills?
3. What are the challenges of the institute in light of its means of obtaining and utilization of financial, human and material resources?
4. What are the current practices of the TVET institution to attain the objective of the National TVET strategy?
5. Is there any effective two- way linkage between industries and the TVET institution?

## **1.3 Objectives of the Study**

### **1.3.1 General Objective**

The general objective of the study is to make an assessment of the challenges of TVET institution in Arada sub city of Addis Ababa: the case of Birhane Ethiopia Technical and Vocational Education and Training (TVET) Institute and to come up with possible suggestions and recommendations.

### **1.3.2 Specific Objectives**

The specific objectives are as follows:

- To identify the role of government TVET institution in terms of attaining its objectives.
- To assess the challenges of the TVET institution in light of its means of obtaining and utilization of financial, human and material resources.
- To examine the major challenges that the TVET institution face in developing, concerning its accreditation and its relevance and acceptance, in relation to selection and placement of trainees and rendering vocational guidance,
- To assess the current practice of the TVET Institution to attain the objectives of the National TVET strategy.
- To assess the teaching theory and practice in the institution.
- To identify whether there is any effective two- way linkages between industries and the TVET institution.
- To forward some possible solutions for the challenges related to Technical Vocational Education and Training. Institution.

#### **1.4 Significance of the Study**

The study may be useful in exploring the weakness, problems and challenges of government Technical Vocational Educational and Training Colleges/institutions in playing their intended roles, where and to what extent they occur. Since this research focused on one government TVET institution, and a case study it will also propose important solutions that would help to overcome the existing major weaknesses of the institution and maintaining successes. It will also anticipated that the study will create a better understanding about the role of Technical Vocational Education and Training Colleges' administrators but also in all stakeholders. Furthermore, these research study:-

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

#### **1.5 Delimitation/Scope of the Study**

In order to make the study manageable it was delimited only to one Technical Vocational Education and Training institutions in Arada sub city of Addis Ababa.

#### **1.6 Limitation of the Study.**

The problems of getting the respondents with fresh perspectives particularly during interview session, and the ideas raised are not rich with important information that the researchers want. Furthermore, there was lack of financial, time, and conducive environment to conduct the research. Besides, the respondents were not willing to respond to the questionnaires.

## 1.7 Operational Definitions

The following key terms are defined according to the context they have in the study:

- **Accreditation:** - The level of acceptance and recognition of the diploma and certificates of Technical Vocational Education and Training colleges.
- **Government TVET:** TVET programs provided by government agencies which are accessible to everybody who meets the defined entry requirement in respective level of grades.
- **Quality training** is defined as a measure of the training received in meeting the knowledge and skills objectives, is at the heart of effective vocational training
- **Role:** Technical Vocational Education and Training Colleges involvement and contribution in the process, preparing and realization of the National Technical and Vocational Education and Training program objectives and resource utilization
- **Technical institutes/colleges:** an educational institute at the post high school level which offers specialized education in one or more fields to prepare individuals for employments in positions which lie between those of skilled worker or craftsman and the professional scientists or engineers.
- **Trainee** means a person who participates in technical and vocational education and training program provided by a training institution with a view to acquiring or upgrading his technical and vocational skills
- **Training** means any technical and vocational education and training provided through formal or non-formal program leading to a certificate or a college diploma and it also include competence earned through work experience and attested by the test of professional competence
- **Technical Vocational Education and Training :**any educational training and learning activity leading to the acquisition of knowledge, understanding and skills which are relevant for employment or self-employment.

## **1.8 Organization of the Study**

The study was organized in to five chapters. The first chapter deals with the background of the study and its approach. Review of the related literature was presented in the second chapter. The third chapter was devoted to research design and methodology. The presentation and analyses of the data collected and interpretation of the findings were included in chapter four. Summary of the findings, conclusion and recommendations were presented in the fifth chapter. References, appendices and declaration were at the end.

## CHAPTER TWO

### 2. Review of Related Literature

#### 2.1 Introduction of Vocational Education in the Ethiopian Context

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

When traditional church education was pre-dominant education for work was not given a proper consideration. According to Mathew, as some educators proposes that it was after the early sixteen century that some initiation of educational activities besides the teaching of the religion and language, training in hand-work was provided by the Portuguese Jesuits for the first time (Mathew, 1947:52)

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

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

Education in Ethiopia, as in other countries was dominated by religion.

Because of its geographical proximity to the Middle East, Ethiopia was among the few countries to adopt the world's major religions dominations namely Christianity, Islam and Judaism several centuries ago. These theological institutions even though for various motives, were primarily responsible for the introduction of education in this country. In this connection Teshome admitted that any account of Ethiopian education must recognize the contributions made by different religious linguistic and cultural communities .....(Teshome, 1979:10)

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

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

Starting from 1991, Technical and Vocational Education and Training has been gaining its energy and become the agenda of the present government. According to the existing education and training policy attention has been given to this sector having in mind that the general development of the country will be unthinkable without producing well-qualified middle level skilled personnel in various fields of studies. Introducing a variety of fields in to the program and changing the general policy and the general goals of Technical and Vocational Education and training has manifested this fact. Hence, the Technical and vocational Education and training expanded throughout the country and number of School increased from 17 to 126 in 2001/2002 academic year (MoE, 2002:15).

According to MoE, there were general higher education and extended Technical and Vocational Education and training programs within the system of polytechnic education.

General polytechnic education was a program which included all the major areas of content treated appropriately of the junior secondary (7-8) level which higher general polytechnic education was a program offered at ninth and tenth grades. The extended Technical and Vocational Education and training program was given to prepare and produce skilled manpower (MoE, 2002:20-47).

Later it was found that, the education given in Technical schools failed to prepare students available fields in the industries. It failed to prepare students for the other available jobs and as a result, the majority had to employ in jobs that had no connection with their training. To this end in 1983 the government passed a resolution calling for a review in 1985 a 10+<sup>3</sup> program was inaugurated and new training policy composed of various criteria become functional. This change was intended to equip the prospective graduates with better knowledge and skills which could not cover at the previous 10+<sup>2</sup> level (MoE, 2002:6).

As discussed earlier the previous 10+2 training program, was replaced by 10+3 program. The 10+3 program was launched to fulfill the specific objectives of the training program. To develop the skills of modern production system, to families one with the process and the means of production in the economic sector, to link theory and practice and to practically and effectively participate in local development activities. Of course, as far as the researcher was concerned the program in the studied institute launched to the 10+4 program.

### **2.2.1 physical set-up of the TVET Institute**

According to MoE (1996:34-41), training institutions should be constructed in a way that they can be convenient to conduct the daily training activities. Wide school compounds with wide parking and play grounds, separate buildings for different types of trainings and administrative services. Moderate classrooms should be prepared that are not narrow or too wide, not hot or cold, which are convenient for individual trainees and trainers, for group discussions, and for practical training. Classrooms should be also furnished with quality furniture and equipments, and other training materials in their proper placement.

Furthermore, the physical set-up of the training institutions should include the following rooms: Model offices at the central location, apprenticeship office, Vocational guidance office, laboratory rooms with well-equipped and proper arrangements of laboratory materials, libraries equipped with sufficient number of convenient tables, chairs, recently published books and other printed readable materials, registrar equipped with trainees records cabinets, sufficient numbers of separate latrine rooms for boys and girls, recreation rooms at a good sight where noise disturbance should not be created for training classrooms,

First-aid medical treatment office at least for emergencies, printing rooms, multipurpose halls. Electricity, water, telephone, services facilities also must be basically fulfilled (MoE, 1996:32-41).

### **2.2.2. Preparation of Instructional Materials for the Training**

Instructional Materials Such as text books, modules, and other supplemental reading materials should be prepared in a way that they can guide the trainees to make the actual practice. They should be easy, clear, brief, and related to the actual practice of specific courses, so that the trainees can easily understand the concept of a course and practice it with no confusion. The materials should initiate the trainees to create new ways of doing things; such instructional materials should be also sufficiently available in the training centers (MoE, 2008).

Currently, the training curriculum guides are prepared by the Ministry of Education and distributed to each training center. Then, the course trainers /teachers prepare the materials. It is assumed that because teachers know more about the specific courses on which they are giving training, they can also easily relate it with the environmental conditions. Furthermore, teachers know their trainees behavior, capacity understanding. In addition, they can easily get comments from parents and organizations on which they need to focus in the preparation of the training materials (MoE, 2013:28).

### **2.2.3. Training TVET Teachers/ Trainers**

Training enables trainers to improve their abilities to provide effective service to students, to improve the quality of the existing education, and to increase the production of a country (Stolte, 2006:26). In addition to the available training materials, the knowledge, skills, experience and attitude of a trainer should be at high level, at least on the course he/she trained. Likewise, the trainers should know the level of understanding of their trainees, the local and the overall country wide situations in which they are living.

According to Stolte (2006:27) all of these qualities can create an effective interaction between teacher and students, as well as the heart of high quality technical and vocational education and training depends largely on the efficiency of the teacher. As a result, the interaction of the trainer and trainees will be good and can provide meaningful training to his/her trainees.

In the Ethiopian Education and Training Policy MoE (1994:24) it is clearly stated that trainers should be adequately trained and certified before they are assigned to train students. Trainers must know the actual job of the course of what they are training and must be able to demonstrate it to their trainees by doing. For example, if the trainer is providing training in accounting, he/she has to know the account titles and procedures of a specific business firm a country job and should be able to demonstrate it to the trainees by doing. Asking trainees alternative ways of doing the job in the mean time can motivate them to concentrate on the training and to create new methods of doing the job.

This could be realized in the business firms and non-business organization of course, it could be very hard to prepare organization offices for this purpose, however, this can be true with great effort. Therefore, UNESCO (1973:23) asserted that:

*Before trainees are accepted in the institution, teachers must be trained as technical and Vocational teacher, so that they can have the fundamental components of skills that include general education, theoretical and practical studies, employment experience, and pedagogical studies and supervised practical teaching in special field. This component enables the trainer to provide quality training that can prepare trainees with the required quality of middle level skills. (UNESCO, 1973:23)*

Consequently, UNESCO (1973:25) stated that the type of training should be varied based on the level of development of a country's economy.

Highly industrialized countries will have far more need of technical and vocational teachers in all levels than developing countries and therefore will have an educational system designed to provide them. In this degree of technical development, trained personnel is required in a situation where there is no trained teachers to train the required personnel. It is obvious that if the degree of technical development is low then there will be neither teachers nor trained personnel.

Good vocational training requires instructors who have technical skills, industrial experiences, and pedagogical skills. Unqualified teachers adversely affect a country's qualified training (Middleton, 1996:195).

### **2.3. School Resources**

Over all, the relative success or failure of technical and vocational Education Program greatly depends on the teaching staff. A teacher is the most important employee in a school system and renders service which is the heart of the objectives of the system and thus, has the responsibility for achieving of the educational objective and the community demand in general (Moore, 1966:18-21).

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

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

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

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

In technical and vocational programs, lack of funds to supply a program is the most serious constraint to its development and expansion. According to UNESCO report, this is because of the low level of economic development of many developing countries. In addition a number of countries allotted their resources available for general education for purely science fields than to technical and vocational fields as a result of social demands (UNESCO, 1984:79).

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

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

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

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

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

To put it precisely, Co-financing of national vocational education activities by government, employers and private individuals is increasingly necessary (Gaskove, 2000:196). Furthermore, public vocational training budget would hardly be sufficient to satisfy the ever growing demand for equitable education and training. Therefore, in this area, priorities must be established regarding state-funded vocational education programs for target groups.

According to Middleton (1996:67) study, Vocational Schools are more expensive to operate than are academic or diversified secondary schools. Technical schools are even more expensive. Hence, the shortage of finance has become one of the major problems for the Ethiopian government to satisfy the ever growing demand of educational opportunities in the country,

For this reason, the government should find other sources of funds. The society, religious and other foundations and the local and foreign donors should assist the government of course; the private investors are helping the government in disseminating the training using the society as a source of finance.

For example, in Indonesia, the government, society, and foundations finance education. Public schools are financed by the government while the foundation and the parents finance the private schools. (Indonesia, 2004:10). In the same manner, in Egypt salaries are so low that teachers in vocational schools must hold two or more jobs, often at schools that are distant from each other. Inadequate pay not only reduces the quality of teaching but also shows students how little society values the trade they are learning (Middleton, 1996:210).

school cannot function without financial and material resources. As Byram and Wenrich speak that obsolete facilities make for obsolete training. They also emphasize that there are no other school programs which are essential than vocational and technical arts. And the resources inherent in the economy of the community are therefore, the very life blood of vocational and technical education (Byram and Wenrich, 1956:2-28).

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

*Vocational education is often handicapped by the fact that its financial resources are inadequate to perform the tasks assigned by the community. The financial problems of vocational schools are intensified by the relatively high cost of the required building and equipment (David, 1960:159).*

In addition, lack of up to date equipment and materials are the major problems considered in technical and vocational schools.

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

#### **2.4 Vocational Guidance and Counseling Service**

Most of the time, the student's choice is influenced by the choice of their parents, friends, teachers, and the stream not to choose their interested field of study. Such kinds of bids should be avoided by the help of vocational guidance and counseling service that the students can be able to identify and choose their best stream in which they can get more success (MoE, 2010). Sometimes after streaming, some students raise questions to change their departments; this may be happened when they lately know their interested field of study or biased by others; in such times also students should be consulted by the vocational counselor. Students can face different academic and personal problems while getting training; in such situations also they should get counseling service. Even after trainees completed their training program, they may need vocational counseling help in making the transition from school to work. In this regard, the linkage of vocational education and vocational counseling help in making the transition from school program personal assistance to trainees in making their plans and decisions about careers, education, employment, and all sorts of personal-social problems (Byram,1956:288).

Byram further states that vocational guidance is not the work of a few specialists. It is rather a service from the entire school staff which requires cooperation of people with special knowledge and skills. Head counselor (Chair person of a guidance committee) is a well-qualified individual to give leadership to the program and to coordinate the guidance activities. The teacher is also the central figure in the guidance program who meets a given group of trainees daily for a period of a semester or longer. He has an opportunity to discover their individual interests, needs, goals, aspiration, plans, and problems.

It is the maximum service each trainee gets by the vocational counselor helping the trainee to make the best possible adjustment to his/her environment (Byram, 1956:98).

Therefore, all teachers should expect to have or to acquire certain qualifications which will enable them to contribute to an effective guidance program. Among these qualifications would be included a philosophy of education, a desire to help trainees, and understanding of adolescent growth and development, a understanding of the principles and practices of guidance, and a knowledge and experience of the world of work. The individuals' interest should be thoroughly investigated and help them to be trained accordingly.

## **2.5 Training in the Context of TVET Instructions**

First of all, TVET trainees should be selected very carefully based on their choice and ability and get streamed accordingly. They can be more succeeded if they are trained practically at least in their major courses. In addition, trainees can get good work experience if they get proper training in apprenticeship. Learning can take place by one or the combination of various methods; such as by accident, trial and error, imitation, through planned experience; such as apprenticeship, extension correspondence, and on – the – job (Robert, 1965:32).

### **2.5.1 Selection and Streaming of Students**

It is more advisable if students get introduction of vocational courses before they complete their high school education. This can simplify the difficulty of identifying the right stream for each of them. Every individual can have his/her choice before he/she arrives in the training institution for registration. To this effect, the results on the student's high school Transcript, EGSECE and entrance exam prepared and conducted in each department also can indicate the students' area of interest and ability. In addition to this, before students are selected and streamed, they should get proper and adequate orientation in each department by those who are well qualified and experienced department instructors.

The approach how to know and determine their field of interest should be also provided by professional counselors, and the determination should be left for the individual student. Gillie (1973:47) supports this idea as “the manner in which occupational education provided ought to be determined by the individuals’ capabilities and interests, as well as the kinds of occupations needed”

At it is a usual practice in the government training institution, providing a list of fourteen or more streams to be marked by each student according to his/her order of choice will make the students or of his/her first choice (interest). For example, students may sometimes be streamed in his/her fourth or fifth choice in which he cannot acquire any vocational skills.

It is true that all people in the country do not have identical interest, therefore, they cannot qualify for the same job “some individuals have special interest and ability to perform certain tasks better than others, such trades as wood working, selling items or service, managing firms and food preparations, they will be selected for their special skill and ability on that specific vocation” (Robert, 1965:35). Therefore, every student’s interest should be thoroughly investigated before he/she is selected and streamed in a department.

### **2.5.2. Training of students**

Training before getting in to the world work opens a clear vision (way) to work and can make a significant difference in the individual’s life as well as in a country’s economy. In the training, trainees will have the right way of approaching to work. Trained individuals will have effective interaction with nature. As a result, their output and work efficiency will be maximized and new inventions will be manifested. These manifested items and /or systems are some additions to the economy of a country (Evans, 1971:29).

For example, the Egyptians were using a form of picture writing in their daily experience before 3500 B.C from which the Egyptian alphabet was later developed,

a pointed reed for a pen was devised, a writing fluid was compounded, and to split papyrus into thin layers for use as writing paper was learned. These inventions led to the establishment of the first organized schools during the period between 200 and 1200 B.C (Robert, 1965:35).

In what ways should students be trained? Most commonly it is easy to learn by doing the actual job, it is because, learners make more concentration on what they are seeing, touching, smelling, hearing, and testing and understand what they are doing for the time, which is known as active learning and it is also an easy way to learn. Active learning will make students motivated.

When the concept and/ or how to perform an activity becomes hidden for them, they can raise questions at the same moment, or they can apply different mechanisms to have clear understanding and to acquire skills (Richard, 1979:58).

Active learning requires short instruction and conducive environment so that learners can attempt to solve a problem by their own which results in quality training. For example, Robert (1965:3) indicates the Unorganized way of training that was experienced in the old times as, at the beginning of time where there was no organized Vocational education, however parents with their brief oral instruction and more by showing them doing, they were traditionally training their children in and outside of their home in various types of work activities. Mothers were training their daughters how to handle household activities- like caring their children, preparing food, making proper arrangements of home materials etc. Fathers were also training their boys plugging their plot of land, hammering hot iron bars, preparing tools and weapons for hunting and domesticating wild animals, cutting trees, etc.

Likewise, in this modern time where organized training institutions are available, people are getting quality; training is mass by the means of TVET.

However, before training of students is started, the necessary facilities for training should be fulfilled, such as the physical set-up of the class rooms, the assignment of practically trained teachers, well prepared instructional materials, and proper arrangements of all the necessary facilities (Assefa, 1969:34).

Regarding to the classroom arrangements, MoE (2004:36) stated in its education and training policy that the proportion of a classroom for business field, trainees should be arranged as fifty trainees in sixty meter square size classroom (12 meter square x 50 trainees). For laboratory classes the same proportion is used, that is twenty five students in thirty six meter square size classroom (12 meter square x 25 trainees). It is believed by the Ministry of Education that beyond this proportion, the class size will be Unmanageable for a trainer.

However, the TVET should be conducted in business firms as well as non-business organizations by doing the actual job. This mechanism should be designed and implemented by the Ministry of Education of the country. It is obvious that in the classroom as well as even in the model offices training cannot substitute on-the-job training.

### **2.5.3. Co-operative Training**

In the implementation process of the TVET program, classroom instruction is good for common and related courses not for major courses. Major course need to be practiced in organizations offices where the actual works is handled. There every knowledge and skills that is pertinent to a vocation is adequately available and can be easily acquired to adapt office environment and ethicate, the only appropriate area is the organizations where different types of woks are implemented. Class room instruction do not substituted the actual job activities by any means; it deviated very much from the real activity. Therefore TVET requires practicing the actual jobs in business and non-business organization. To make it feasible, the training institution should make agreement with employer organization.

Accordingly the employer organizations provide practical training and the training institutions provide theoretical training for common and related courses. This type of training program for employment is known as a cooperative training.

It is a means where by the school and the community can provide vocational education and training for which the school does not have and cannot provide adequate facilities in its laboratories and model offices.

The duration of practical training can be determined with the agreement of the employer's organization and the training institution based on the MOE training policy. For example, in Germany, a cooperative training may be feasible in the form of four or three days on the job and one or two days in the training institution per week. The apprentices should study academic subjects in relation to their occupation and take practical shop or laboratory courses at school (Hussen, 1995:315).

To conduct an effective cooperative training careful selection of training stations is required. A training station is the place where the student is placed as an apprentice and receives instruction from his/her employer in the skills required in the job. Then the cooperation of the government employers, experienced employees, training institution trainers, parents, trainees, community, training materials and the application of effective method of training are basically important. Some of the cooperative methods of training include the combination of classroom instruction, on-the-job training, apprenticeship, job visit, and inviting resource persons.

After trainees are graduated, they will be hired in any organization where there is vacancy and perform their daily duties effectively. On the other hand, it could be very difficult to get the cooperation of business and non-business organizations for the training of student's purpose.

#### **2.5.4 Articulation/Vertical Permeability**

TVET should be so organized that every person can continue his education until his potentialities have been developed (Haas, 1999: 4-5). The key feature of articulation in an educational sense is the existence of upward pathways which allow graduates of one course of study to progress in the same course of study, especially from TVET to university.

Graduates of 10 + 3 (Diploma) in Ethiopia are demanding training for the next higher level of education. Unless they have special problems, most of them like to continue their further education in their stream. In contrast, the ministry of education does not allow TVET graduates to continue their further training. This decision terminates the trainees' educational life and the level of their progress throughout their life. In addition, it creates hatred in the minds of the society on this important program. Therefore, the line of progress should be opened for those who are interested and able to continue their further study according to what is stated by (UNESCO in 1994:7).

In addition to this, Haas (1999:4) has also further stated that credit transfer arrangements through the granting of course credits for recognized studies previously undertaken, are frequently and an important aspect of articulation arrangements. Credit transfer may occur when two institutions agree to recognize studies undertaken by students in a sending institution, with the granted to and agreed amount of credit in a particular course, or courses, by the receiving institution.

#### **2.6 Certification and Awarded for Graduates of Vocational Education.**

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

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

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

*The effect of schooling, the way it alters a man's capacity and with to do things, depends on what he learns or the way he learns it. That is at the basis of the distinction between schooling which is education and schooling which is only qualification a mere process of certification or credentialing (Dore, 1976:8).*

He adds also that students are concerned about education in hope of getting a certificate which is as a passport to get a job, a status and an income, farther than mastery of knowledge and skill for use in a real life situation (Dore, 1976:8). For Sinclair and Lillis, pupils and their parents are continued to see education as providing a ladder to prosperity as an escape from the subsistence economy (Sinclair and Lillis, 1980:146).

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

## **2.7 Teachers Qualification and Training**

Teachers should have to have minimum qualification which is required of them as per the standard set in the ministry of education. Teachers who are teaching in the TVET Should have at least a diploma to the minimum level. (Moe, 2008:12). This is because as it marked on the MOE strategic document, the training institutions are established and increased from year to year to fulfill the manpower needs. Therefore, to fill the gap of such objectives, the institution's need to fulfill the minimum qualification expected of them.

Qualification is a term which related with professional work and it should have to fulfill a minimum requirement that required from a teacher who thought in the TVET institutes / colleges (Girma, 2010:5).

As it has been defined by Girma, the qualification minimum level expected of such professional is at least of diploma holder (s). Otherwise it is difficult to fulfill the manpower needs and skills set in the educational strategic policy.

Here one thing that should have to be seen side by side with qualification is training. Even if the minimum requirement set by MOE is a trainer should have to hold a diploma, this is not enough for the know expanded establishment of colleges or institutions. Therefore, they should have to upgrade themselves through training.

Training is a process of upgrading yourself on job which going to hierarchical next step by obtaining the required certificates or diplomas, degree's etc. This recognized the ability of the trainer up to expectation (Hussen, 1995:19)

Therefore, those diploma holders on the duration of practical training can be determined with the agreement of the employer's organization and the training institution based on the MOE training policy. Then, the trainer learned for about three or four years in the training institution as in-summer service program or regular program and after graduation hold his/her degree.

In the training, trainers will have the right way of approaching to work. Trained individuals will have effective interaction with nature. As a result, their output and work efficiency will be maximized and new inventions will be manifested. These manifested items and/ or systems are some additions to the economy of a country (Evans, 1971:29)

As a concluding remark, a trainer which is trained to get the required qualification should have to be up to expectations. The effect of schooling, the way it alters a man's capacity and with to do things, depends on what he learns or the way he learns it. That is at the basis of the distinction between schooling which is education and schooling which is only qualification a more process of certification or credentialing.

## **CHAPTER THREE**

### **3 Method of the study**

#### **3.1 Research design and Methodology**

The purpose of this research was to assess the challenges of TVET institution in Arada sub city of Addis Ababa: the case of Birhane Ethiopia TVET Institute. Thus, the method used for this research was descriptive survey. This method was believed to be useful because it allowed gathering data from a wide range of respondents and enables to describe the situation of Technical Vocational Education and Training as it currently exist. As stated in Abiy et al. (2009), descriptive survey has the intention of describing the nature of existing condition, or identifying standard against which existing conditions can be compared..

#### **3.2 Sources of the Data**

Primary data and secondary sources were consulted to obtain information about the subject under study. Primary data was gathered through questionnaire and interview from trainers, trainees, administrators and dean of the institute, the Arada sub –city TVET Agency and Addis Ababa city Administration TVET Agency. Secondary sources reviewed from books, journals, unpublished materials, and official and strategic documents, dictionary, and encyclopedia and internet sources.

#### **3.3 Sample Size and Sampling Techniques**

Regarding the number of respondents for descriptive research method, it is common to sample 10 to 20 % of the population. On the other hand, Kumar (2005) strongly argue that: the greater the sample size, the more accurate will be the estimate of the true population mean: convinced by the latter argument the researcher decides to sample 46.6% of the population of the selected institute. The total population is 436 trainees and 58 trainers which are summed as 494 from this total population, the researcher addressed through questionnaires 220 of the responds.

Of course, 230 questionnaires were distributed because of different cases only 220 respondents filled, collected and returned the questionnaires for the researcher.

The respondents from the institution were selected by using different sampling techniques out of 58 (53 Males and 5 females) teaching staff , 45 teachers(40 males and 5 females) and out of 436 trainees(273 males and 163 females) , 175 trainees ( 125 males and 50 Females ) were selected by using stratified followed by simple random sampling techniques. Stratified sampling was employed because sex has been considered. In this case, respondents from the Institution were sampled by using Purposive sampling techniques specifically female trainers with the assumption that these numbers of teachers were enough with the hope that the information obtained from them would be reliable.

Besides one Dean, the Arada sub city Agency Accreditation and Re accreditation Supervisor and Addis Ababa city Administration TVET Agency work based training officer were included as respondents by using purposive sampling techniques. Because purposive sampling techniques is useful in situation where student researcher need to reach a target sample quickly and where sampling for proportionality is not the primary concern. Furthermore, five non-teaching staff (Administrators) were selected by simple random sampling technique for interview. And three of them were willing to respond to the interview presented to them.

### **3.4 Data Gathering Tools /Instruments**

The data for this study was obtained from both primary data and secondary sources. In secondary sources, relevant books, abstracts, Journals, etc., which indicates the challenges of Technical Vocational Education and Training Institution were reviewed to support the findings of the study. As primary data collection tools both questionnaires, semi-structured interviews, observation check list and informal discussions were employed to make the information gathering easier for the respondents.

Besides, all-embracing observations of the physical settings were made by the researcher on the Technical Vocational Education and Training institute.

### **3.4.1 Questionnaire**

Both set of questionnaires for trainers and trainees were prepared in English and distributed to the respondents to make them more comprehensible. The questionnaires contained both close-ended and open-ended items .Most of the close-ended items was constricted in the form of multiple choices and rating scales. The open-ended questions were prepared in a form that enables to collect the respondent's suggestions, comments and recommendations.

### **3.4.2 Interview**

An interview is a data –collection method in which an interviewer (the researcher) asks questions of an interview. That is, the interviewer collects the data from the interviewee, who provides the data (Johnson and Christensen, 2008:203).

An interview guide was prepared in English so as to get better detailed information from the Dean, Administrators of the institution, Arada sub city TVET Agency expert and Addis Ababa TVET Agency expert in their respective offices. The interview was conducted on a face-to-face basis in English.

### **3.4.3 Document analysis**

To secure facts and figures about the trainers and trainees, a number of documents, among others, statistical information, reports, Federal NegaritGazetha and Ministry of Education Strategic Document etc. were thoroughly and sufficiently investigated. In addition, secondary sources such as official policy and strategic documents, guidelines, books, magazines, educational statistical abstract, etc. were referred.

### **3.4.4 Observation Check List**

Since it is important to secure additional facts through observation at the respective sites, an observation check list comprising points regarding an assessment of the challenges of TVET institute of its availability of vocational counseling service, availability of Laboratories and general field work machines, availability of material, human and

financial resources, neatness and comfortably of the compound , etc. were prepared and employed .This was used to further strengthen the information collected by means of other data gathering instruments.

### **3.5 Data Gathering Procedures**

As primary data collection tools both questionnaires and semi-structured interviews were employed to make the information gathering easier from respondent's .Furthermore, an all-embracing observation of the physical settings were made by the researcher on the TVET institute. After modifying the questionnaire, on the basis of feedback from the advisor, the instrument were administered with preliminary explanations after a while, the questionnaire was collected and analyzed by using relevant type of statistical tools.

### **3.6 Method of Data Analysis**

To make the collected data ready for analysis, the questionnaires were checked for completeness, the data was classified and tallied carefully, the gathered data was arranged and organized in tables, and computed using percentages. Like wise to simplify the work and to easily analyze the data, rating scale such as (low, moderate and high, etc.) were used for analysis.

## CHAPTER FOUR

### 4. Presentation, Analysis and Interpretation of Data

#### 4.1 Background Information of the Sample TVET Institution.

The city government of Addis Ababa TVET agency in collaboration with the concerned bodies and scholars conceived the idea of opening a government TVET institution in Arada sub-city to fill the gap and curb the country's shortage of skilled man power. The idea of the group of scholars and the city government TVET Agency has resulted in establishing the Berhane Ethiopia TVET College/ Institution which is government owned institution in 2000 E.C of course, this institution was formerly established in 1912 E.C as public school. However, to harvest a skilled and well trained manpower, it necessitated to serve as a TVET institute. As a result, it started training with two departments of construction fields so called structural construction work and installation construction work. By now it reached seven departments and thirty seven vocational fields.

Need identification survey conducted by the professionals had helped the institution most to determine which fields should get priority. It is quite surprising that the institution has now 10+4 Training level programs. The Institute is running the training level programs by 58 (Fifty Eight) teachers/trainers out of which 37(thirty seven) are Diploma holders, 20(twenty) of Degree holders, and 1(one) Master holder. And Diploma holders are in the process of upgrading themselves through summer in service training program.

Regarding the physical setting description of the Birhane Ethiopia Institution, just at the right and left of the main gate of the institution the guard's house and a reception room with duplicating office respectively.

Leaving them back and turning to the right will lead to the offices of the Dean and Associate dean of the institution, workshops of departments (both at the right and left of the main gate such as ICT worksheets, maintenance workshop and construction and

wood working workshop respectively) and finally the institution cafeteria which serves as a staff cafeteria on the left of the gate. To the side of the cafeteria just on upright of the gate there is a library which can accommodate Fifteen (15) students at a time. Adjacent to the library there is a training room of hair dressing and resting room for teachers. Next to these rooms there are a big three building upstairs (the second, third and fourth floors) in which the second and fourth floor serve for teaching purpose whereas the third floor serve as maintenance and ICT training rooms. Of course, these two training rooms especially the maintenance shop is not completely plain and comfortable for those of the trainees. Because as far as the training is concerned, it needs the flat plat form which can easily wondering here and there to effect their training effectively for trainees. However, as the researcher observed it is on the third floor of the building that it is not comfortable for trainees and I think that it cannot be decided over it when this building was constructed. By the way the only building appearing here in the compound is the now stated building. There is no other building and no place to construct and to make construction of building in a wide spectrum this is one of the problems that the researcher observed on the scene of the site.

The reception room on the left side of the gate and the remaining parts of wood and plumbing shop, the construction and other parts of the shops of the compound are situated in an inverted L-shape and the empty side of the L-shape is covered by eucalyptus tree and other waste materials on the left of the shops in which the toilets of students and staffs are situated. However, here also as I saw and supported it with figures, the toilets for both students of female and male as well as staff members of female and male cannot serve its purpose. All these are one of the challenges the institute has in recent/current situation.

Furthermore, in front of the toilets and in-between the one building erected and the offices of the dean and vice dean of the Institution, here is a water pipe that can serve the institute staff members and students. However, this water as a standard of Addis Ababa sanitation and health program, it is not expected to see such unclean and dirty area. There is a water pond near the water pipe which caused malaria and other communicable diseases.

This intern affects the well – being and healthy of the staff members as well as the students. Besides, just as the researcher was looking for around the compound there is no place for students serve as the football, basketball, tennis ground, and other playing grounds that were prepared and appeared.

Generally, the researcher observed that the physical setting is not quite tidy and conducive. It is rather dirty, unclear and not comfortable for the teaching- learning process and there is no good natural plant and tree coverage, which would make the academic and training environment appear ineffective and unpleasant.

Therefore, the researcher having bear in mind such problems and challenges in the TVET institution, I would like to approach the Dean of the TVET institution and the city government TVET Agency. As I interviewed The Dean, who is the head of the institution and the committee of the Board of the institution, he told me in detail what has been processed and what has been going about the challenges appearing in the institution. He said that as far as the strategic document relating to “industry and development is concerned the main objective of training 80% of trainees in the TVET institution should have to hit its target. As a result our TVET institution Boards in collaboration with the TVET Agency has gone too far to alleviate the challenges now observed in the institution. He gave me an example that they have thirteen workshops. However, all of the workshops have no any machines and since the whole environment is not comfortable for the teaching – learning process, we are obliged to say that our trainees are not effective and efficient in obtaining ample knowledge and training which inturn problematic as they go out and search the job.

The Dean further stated that in these workshops specially on Furniture Making and general Metal Fabrication and Assembly, it is poor and no any training materials are observed. Of course, he said on their areas except the minimal number of materials, it is almost enough for training. Here, even if the Dean said so, he also refuted that these training materials were out of use and cannot serve their purpose. Hence, he said the trainees obliged to work only on one or two training materials. In addition to this, he said that we repeatedly asked a finance and budget flow to buy such materials.

However, since the bureaucracy as well as the system is not allowed to buy within a short period of time and even our question is not totally answered and cannot buy for us. This is a great problem and challenge that encountered us. Not only this, he said. Our library is bare books. There are no any books which are important to help student in the course of training. Here the city administration TVET Agency also gave us a confess to change with electronics supported training. The computers are not however yet bought and serve the target. Hence, the only chance we have is to work with what we have he said.

The Dean is finally interviewed what to say as a final by the researcher. He said that by now the board of the institution and the Agency reached a common consensus that the institution environment which is at Arat Kilo transferred to Amist Kilo called 'Genfle' which has enough compound and which all the training materials are fully exist. By then all the challenges will be alleviated totally. The researcher thanks the dean and going to the sub-city TVET Agency to clarify the matter and challenges which the researcher by himself observed on the scene and from what the Dean told me.

As the researcher approached the sub-city TVET Agency Accreditation reaccreditation supervisor , he well –come me warmly with charming face and good welcoming. And I raised him two critical questions about the TVET institute. He said first of all the institution is totally not comfortable for the training because of uncomfortable environment and compound.

As a result it is not comfortable for the trainees. Because of this by now we have done change of venue from Arat kilo to Amist Kilo called "Ginfele" area. Regarding machinery required for the workshop, we are now buying them fully. Of course, since buying by itself not enough, we fetched from the Entoto TVET College and other institutional donation. And he said that I think by the next year the problem will be totally avoided. However, here one thing that is great challenge for the institution is the trainers technical skills and potential they have Most of them are diploma holders and cannot have ample knowledge both in theory and practical skills.

On the contrary, even if there are many degree holders and one master degree holder, their salary is not satisfactory. As a result, they are not motivated to effectively work and train the trainees.

As a final he said that if all those challenges are curbed in the future, I think the institution will become for headed and known as of other institutions which trained competent and adaptive citizenship that are worldwide recognized. And the researcher thanks the interviewee and went to the city government TVET Agency.

As I reached the city Government TVET Agency, the Agency work based training officer he approached me and raised him a similar questions as I raised to the dean of the institution and the Arada Sub-City TVET Agency accreditation –Reaccreditation supervisor he Started by saying that the challenges of Birhane Ethiopia TVET institute is many in numbers however I put shortly and precisely since I don't have time to state all. He said when the institution is established it is based on “training and development for all” and started with simple trainings. However, in the meantime, the demand increased from year to year that all the necessary materials, resources and the institutional compound need to be expanded. However, when it started we cannot have much given great emphasis that it gradually manifested itself as the institution which cannot have anything and cannot be considered as the institution.

By now however, he said we are on deadline to accomplish all things and transferred to Amist Kilo ‘Ginfle’ Area from Arat kilo.

On doing that the challenges relating to the compound, workshops, training materials, electronics library will be fully accessed and by then the problems will be totally curbed. Further, he stated that the institution trained trainees with 10+4. However, as soon as the challenges are totally eradicated, the training level will be raised to 10+5. By, then as the 10+5 training level is completed by the trainees, they will be expected to serve for two years on the work environment. And if they want to continue in the university, they can apply to pursue their study.

## 4.2 Characteristics of the Sample (the trainers and trainees)

This part deals with the characteristics of the study population and the analysis and interpretation of data gathered from one government TVET Institute. The main sources of data for this study were 10+1, 10+2, 10+3 and 10+4 trainees and the trainers as well.

### 4.2.1 Trainers Characteristics

**Table 1: Trainers profile by Sex and Age**

No	Character	Trainers	
		Number	Percentage
1	<b>Sex</b>		
	a) Male	40	88.9%
	b) female	5	11.1%
	Total	45	100%
	<b>Age</b>		
2	a ) below 20	-	-
	b) 21 – 25	-	-
	c) 26 - 30	43	95.6%
	d) Above 30	2	4.4%
	Total	45	100%

The majority of trainer respondents, 40 (88.9%) were male. This indicates that the participation of female trainers in the TVET institution was 11.1%. (See table -1). Concerning the age of the trainers, about 43 (95.6%) of the trainers in the institution was in the age range of 26-30 years. The other 2(4.4%) trainers were in the age range of above 30 years. This indicates that the most of them are youngsters.

**Table 2: Trainers Qualification and years of TVET Experience**

No.	Character	Trainers	
		Number	Percentage
1	<b>Qualification</b>		
	a) Diploma	30	66.7%
	b) Degree	14	31.1%
	c) Master Degree	1	2.2%
	d) Other	-	-
	Total	45	100%
2	<b>Years of experience</b>		
	A) below 1 year	5	11.1%
	b) 2-4 years	35	77.8%
	c) 5-7 years	5	11.1%
	d) Above 7 years	-	-
	Total	45	100%

Regarding qualification, respondents of trainers that make 30 (66.7%) are Diploma holders, 14 (31.1%) hold their degree and 1 (2.2%) his master. According to the Education and Training policy of MoE (1994), the trainers who are assigned to train in the TVET institutions are required to hold the first degree or above.

Furthermore in order to provide quality training, the trainers must have knowledge of subject matter, pedagogical training and practical teaching skill. However, on the contrary almost all trainers are diploma holders in which the teaching learning is ineffective with non-knowledgeable trainers. (MoE, 2010:11)

This is because effective teaching is determined by the individual teacher's knowledge of the subject matter and mastery of pedagogical skills which create a strongly positive effect on student's achievement. Hence, the teachers should have to hold above diploma to cope up with the ministry of education training policy.

Consequently regarding their experience, the trainers that account for 35 (77.8%) have 2-4 years' experience. On the other side the trainers that account for 5 (11.1%) have 0-1 year and 5-7 years' experience respectively. This indicates that the majority of the trainers are not experienced. This will make them not to be competent, well skilled, Creative and capable of adjusting to changing technological environments which in turn affects the students theoretical practical knowledge of the trainings.

**Table 3: Trainers about the financial sources and classroom.**

No	Items	Trainers	
		Number	Percentage
1	The major financial sources for your institute?		
	a) Government	18	40%
	b) Society	5	11.1%
	c) Religious institutions	5	11.1%
	d) Foundations	5	11.1%
	e) Local and foreign donors	7	15.6%
	f) Private investors	5	11.1%
	<b>Total</b>	<b>45</b>	<b>100%</b>
2	Number of students available in the 36 meter square size laboratory class room.		
	a) 20	10	22.2%
	b) 25	30	66.7%
	c) 30	5	11.1%
	d) Above 40	-	-
	<b>Total</b>	<b>45</b>	<b>100%</b>

Regarding the majority of financial sources for the TVET institution, 18 (40%) of trainers responded that it was obtained from the government and the 7 (15.6%) of teachers responded that it is obtained from local and foreign donors.

The rest of the respondents of 5 (11.1%) responded respectively that it is obtained from society, religious institutions, foundations and private investor. This indicates that the government's national development endeavor demands the supply of skilled human power at different levels. The realization of this endeavor requires the supply of quality education and training. The training in turn demands proper utilization of financial sources. And the training must have fully equipped and furnished workshops and classrooms with other necessary material /resource demanded by the training. In support of this Yekunoamlak stated that vocational training has many features among other financial affairs. (Yekunoamlak, 2000; 26) Generally, In Ethiopia the major sources of financing educational projects are government. A study of educational projects interims of finance in this regard is incomplete unless it includes other stakeholders with specific reference to Birhane Ethiopia TVET institution.

Concerning, the number of students available in the 36 meter square size laboratory class room, teachers- respondents of 30 ( 66.7%) responded as 25 whereas the rest 10 ( 22.2 %) and 5 ( 11.1%) respectively responded as 20 and 30.

From this one can infer that the class size as compared with the number of students incorporated, it is enough and appropriate for the teaching. As it is known class size refers to the number of students assigned to and enrolled in a specific class under the direction of a specific teacher. Nowadays in most nations of the world, class sizes are growing larger and larger to the extent of running out of manageable size even if this institution has no such problems. The worse aspect of large class is its effect on students who are less able, who are quiet and intervener. Their problems maybe overlook or missed. This implies that such class size problems are serious in teaching large classes where more interaction, demonstration and experiment are needed of students.

**Table 4: Trainers response about Technical Vocational Education and Training**

No	Items	Trainers	
		Number	Percentage
1	The most serious challenges to the development and expansion of TVET programs		
	a) Lack of funds	40	88.9%
	b) The low level of economic development of the country.	2	4.4%
	c) Lack of facilities and equipment	1	2.2%
	d) Lack of cooperative training stations	2	4.4%
	<b>Total</b>	<b>45</b>	<b>100%</b>
2	What should have to be done for the achievement of the institute objectives?		
	a) To recruit teachers.	5	11.1%
	b) To prepare qualified and competent teachers.	30	66.7%
	c) To prepare qualified and competent administrators.	5	11.1%
	d) To prepare qualified and competent guidance staff	2	4.4%
	e) To prepare necessary training and other facilities.	3	6.7%
	<b>Total</b>	<b>45</b>	<b>100%</b>
3	The social priorities that can be established and used to guide vocational education budgeting.		
	a) Improving productivity and employment promotion.	15	33.3%
	b) Trained workers absorbed in employment	20	44.4%
	c) Trained workers engaged in gainful self-employments	5	11.1%
	d) Trained results in improved welfare of the population	5	11.1%
	<b>Total</b>	<b>45</b>	<b>100%</b>

Regarding the challenges, the objectives and the social priorities given to the TVET was presented to the respondents in the table-4. Accordingly, the 40 (88.9%) of the respondents responded that the most serious challenges to the development and expansion of TVET programs is lack of funds. Whereas the 2(4.4%) of the respondents responded respectively that the most serious challenges to the development and expansion of TVET programs are the low level of economic development of the country and lack of cooperative training stations. On the other hand 1 (2.2%) of the respondent responded that the most serious challenges to the development and expansion of TVET programs is lack of Facility and equipment.

To lift the country out of poverty and put it in party with other developed countries, there is a concerted effort being made by the government and other stakeholders to use education and training as an effective vehicle for societal development. The government of Ethiopia took a number of steps in the areas of education and training since it came to power in 1991. Despite the encouraging results achieved in enrollment increases, the graduates of the TVET system suffer from shortage of reliable knowledge, skills, and attitudes mainly due to training program that lacks quality and relevance as stated earlier due to numerous bottlenecks. This is specially in Birhan Ethiopia due to the low level of economic development of the country and since the country is poor, it will be difficult to fill the gap of resources such as human, material and financial resources. Furthermore, lack of facilities and equipment and lack of cooperative training stations.

Learning can occur anywhere, but the positive learning out comes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial, and service delivery elements. Physical learning environment or the places, in which formal learning occurs, range from relatively modern and well equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. The quality of any TVET program is largely dependent upon the degree of the organization of its training facilities.

They are characterised by the presence of adequate, well planned, and properly equipped physical facilities, which are very much similar in nature and operation to the facilities in the actual working places (Coe, 1973:78).

In the same manner, even if a cooperative training is a new phenomenon in the Ethiopian TVET system, the trainees are expected to spend a certain part of their time in the training institute and most of the time in an enterprise that undertakes tasks related to their occupational training. It is believed that this type of cooperation benefits both the training institution and the enterprise teaching aside the advantages the government and the trainees derive from it.

On item No. 2 the respondents asked about the achievement of the objectives Technical and Vocational Education. 30(66.7%) of the respondents responded that the achievement of TVET is to prepare Qualified and competent teachers/ trainers. 5(11.1%) of the respondents respectively responded that the achievement of the objectives of TVET are to recruit teachers and to prepare qualified and competent administrators. On the other hand, 3 (6.7%) and 2(4.4%) of the respondents respectively responded that the achievement of objectives of TVET are to prepare necessary training and other facilities, and to prepare qualified and competent guidance staff.

Though expressed in different ways. TVET has the objective of improving the livelihood of people by equipping them with the necessary knowledge, attitudes, skills UNESCO (in Berhanu, et al, 1992:2) has put down the objectives of TVET in relation to the educational process. The objectives are to contribute to the achievement of societies goals of greater democratization and social, cultural and economic development, while at the same time developing the potential of individuals for active participation in the establishment and implementation of these goals; to lead to an understanding of the scientific and technological aspects of contemporary civilization in such a way that men comprehend their environment and are capable of acting upon it while taking a critical view of the social, political,

and environmental implications of scientific and technological change; to abolish barriers between levels and areas of education, between education and development, and between school and society; to improve the quality of life by permitting the individual to expand his/her intellectual horizons and to acquire and to constantly improve professional skills and knowledge while allowing society to utilize the fruits of economic and technological change for the general welfare, etc. thus, UNESCO has placed high priority on TVET in promoting individuals capability and national development.

On item No.3 the respondents asked about the social priorities that can be established and used to guide vocational education budgeting. 20(44.4%) of the respondents responded that the social priorities that can be established and used to guide vocational education budgeting is trained workers absorbed in employment. On the other hand, 15(33.3%) of the respondents responded that the social priorities that can be established and used to guide vocational education budgeting is improving productivity and employment promotion the rest of 5(11.1%) respondents respectively responded that the social priorities established and used to guide vocational education budgeting are trained workers engaged in gainful self-employment and trained results in improved welfare of the population.

From here in above paragraph one can infer that vocational education budgeting mechanisms should reflect the principle that training is a service and that its beneficiaries should bear that cost skill development is expected to generate positive private and social benefit in that educated and trained workers produce and earn more than those who are less educated and trained. Thus, public financing of training is justified as long as the trained workers can be absorbed in employment or in gainful self-employment and as long as training results in improved welfare of the population.

#### 4.2.2 Trainees Characteristics

**Table - 1: Trainees profile by Sex and Age**

No	Character	Trainees	
		Number	Percentage
1	<b>Sex</b>		
	a) Male	125	71.4%
	b) Female	50	28.6%
	<b>Total</b>	175	100%
2	<b>Age</b>		
	a) Below 20	85	48.6%
	b) 21-25 years	90	51.4%
	c) 26-30 years		
	d) Above 30 years		
	<b>Total</b>	<b>175</b>	<b>100%</b>

As it is indicated in table -1 above, the majority of the trainees in the TVET institution were male. This indicates that the participations of male trainees in the government TVET institution were very high. This might reflect fewer enrollments of female trainees in the TVET institution. This seems that the attitude or image of the female trainee's involvement in the TVET institution is weak.

Concerning age composition of trainees in the TVET institution only 85 (48.6%) was below 20. And 90 (51.4%) were between 21-25 years. In this composition the majority of the trainees were in the range of 21-25 years. This indicates that in this age range they could manage and take responsibilities by themselves.

They identify the life concern of themselves and they could manage the environment they lived in. They were in the late adolescence age and this was the time for them to run along with their own decision and judgment. According to Shertzer (1980: 45) in above mentioned age level will prepare him/her for work. And he/she can take responsibility for job and can make decision. In this age range one can find general vocational direction, demonstrate ability to develop vocational skill and find part time job.

**Table 2: Trainees response about the physical set up of the Institution.**

No	Items	Trainees			
		Number		Percentage	
1.	Suitability of equipment in the college.				
	a) yes	2		1.1%	
	b) NO	173		98.9%	
	<b>Total</b>	<b>175</b>	<b>175</b>	<b>100%</b>	<b>100%</b>
2.	The training classrooms free from any kind of disturbance; such as noise				
	a) Yes	10		5.8%	
	b) No	165		94.2%	
	<b>Total</b>	<b>175</b>		<b>100%</b>	
3.	The size of the training institutions compound for parking and play ground				
	a) Yes	-		-	
	b) No	175		100%	
	<b>Total</b>	<b>175</b>		<b>100%</b>	
4.	Efficiency of the library service interims of book stock.				
	a) Yes	-		-	
	b) NO	175		100%	
	<b>Total</b>	<b>175</b>		<b>100%</b>	
5.	Availability of toilets for boys, girls separately				
	a) Yes	-		-	
	b) No	175		100%	
	<b>Total</b>	<b>175</b>		<b>100%</b>	
6.	Availability of water				
	a)Yes	-		-	
	b)No	175		100%	
	<b>Total</b>	<b>175</b>		<b>100%</b>	
7.	Availability of first aid medical service in the institution				
	a) Yes	-		-	
	b) No	175		100%	
	<b>Total</b>	<b>175</b>		<b>100%</b>	

Under table-2 item no.1 the trainees were asked about the suitability of equipment in the institution. 173(98.9%) of the respondents responded that the equipment in the institution was not suitable for the teaching learning process and it is not suitable

On the other 2(1.1%) of the respondents responded about the suitability of equipment in the institution as yes. From this one can infer that generally the institution's equipment were not suitable for the teaching learning process in the TVET institute.

The trainees were also asked about the freedom of the training classrooms from any kind of disturbance; such as noise. 165 (94.2%) of the respondents responded that the training class rooms are not comfortable and full of noisy. Its silence and quiet is low. On the contrary, 10 (5.8%) of the respondents respectively responded that the classroom is has no any disturbance. From this one can conclude that according the majority of the respondents there is no freedom of the training class rooms as quiet. It is rather full of disturbance and noisy. It is on the main road from Arat Kilo to Paisa that the cars and peoples sound disturb the institute compound.

Regarding item No.3 the respondents were asked whether the size of the training institution's compound have enough parking and play ground. All of the respondents 175 (100%) responded that there is no parking & playground for them. As a result they obliged to wander here and there out of the compound in their spare time which might result in car accident.

Similarly On item No.4, the respondents were asked whether the library service is efficient in terms of book stock, Reading space, ventilation. Light etc. accordingly, 175(100%) of the respondents responded that there is no such service . All of them agreed that the library service is not efficient. There are no books; no reading space, no ventilation, no light etc. as a result there is no supporting materials for the students to learn the theoretical part in connection with the practice conducted in the compound as well as with the enterprises.

Regarding item No.5, the respondents were asked whether the toilets are available for boys and girls. All of them 175 (100%) of the respondents responded that it is not available. That is to mean that the toilets are not available and out of use.

And it cannot serve its purpose and full of dirt. Hence, the students are in difficulty of obtaining good hygiene and sanitation which resulted in different contaminated diseases.

Similarly on item No.6, the respondents were asked whether the water supplies are available as required. All of the respondents 175 (100) responded that there is no water, electricity and internet supplies in ample. Water and electricity are always disconnected. These will result in the teaching learning process inactive. As a result of electricity disconnection the internet supplies are also disconnected which prevented them from not using internet connection.

On item no.7, the respondents were asked whether the first aid medical service is available in the institution. All the respondents 175(100%) of the respondents responded that “No”. There is no any first aid medical service available in the institution.

Generally, from table 2 respondents one can concluded that there is no physical facilities in the institution that serve the teaching learning process to be effective and efficient. Physical facilities are important for the proper functioning of training institutions. A functional as well pleasant working environment may contribute a great deal to training. Thus, considerable thought should go in to the planning and contraction of physical facilities in order to create the appropriate environments. Among the important elements of these facilities are lecture rooms with good lighting and acoustic, classrooms designed for the particular function they will serve: small rooms for study groups and seminar work; space for individual work, e.g., study cubicle, best placed in library; well organized library facilities conducive to individual research work and study; conference room; staff rooms; first aid medical service; and of course, well-planned and equipped workshop facilities.

**Table 3: Traineesresponse about Vocational guidance and Counseling service**

No.	Items	Trainees	
		Number	Percentage
1.	Availability of Vocational Counseling service in the institution		
	a) yes	-	-
	b) No	175	100%
	Total	175	100%
2.	The effort made by the trainers acting as vocational counselor		
	a) Yes	-	-
	b) No	175	100%
	Total	175	100%
3.	The size of the training institutions compound for parking is enough		
	a) yes	-	-
	b) No	175	100%
	Total	175	100%

On table No.3, item No.1 the respondents were asked whether there is vocational counseling service in the institution. All of them 175 (100%) were responded specially the dean was interviewed regarding the vocational counseling service in the institution that he said there isno any vocational counseling service since there is shortage of manpower sometimes teachers act as vocational counselors. However even if they act just like counselors, the students are dissatisfied with the service given to them. Guidance should not be provided on a haphazard manner. Guidance has basic principles. According to Abosetegn (2000:28), the basic principles of guidance are guidance is for all students; guidance is a program for all ages; guidance must be considered with all areas of the students growth and development; guidance is based upon recognition of the

dignity and worth of the individual; school guidance program must be relevant to student needs and characteristics guidance should strive for cooperation and not compulsion; and guidance is a cooperative service involving different groups of people

The researcher interviewed the institute administrations regarding vocational guidance and counseling service that they said the ministry of education could not assign counselors to the institute and the city government TVET agency also cannot think over it specially to Birhane Ethiopia TVET Institute due to shortage of work force .As a result teachers having labs teaching load were selected and assigned as counselor .But because since these had no any training in guidance and counseling courses, the services these individuals used to give were not satisfactory.

On item No-2 the respondents were asked whether the effort made by the guidance and counseling office to help learners best stream. They all 175(100%) of the responded that since there is no any vocational guidance and counseling service in the institution they responded that there is no any office that serve such purpose .

Furthermore, the respondents were asked whether the vocational counseling service is given by vocational teachers all of them 175(100%) of the respondents responded that “No”. Teachers who rarely have minimal teaching load sometimes give such service. However, they are not obliged to do so.

**Table 4: Trainees response about their training (i.e. training of the student)**

No.	Items	Trainees	
		Number	percentage
1.	Learners interest to shift to another department		
	a) Yes	-	-
	b) No	175	100%
	<b>Total</b>	<b>175</b>	<b>100%</b>
2.	Learners interest to get work-based training		
	a) yes	175	100%
	b) No	-	-
	<b>Total</b>	<b>175</b>	<b>100%</b>
3.	Accessibility of getting work-based training in the institution		
	a) yes	175	100%
	b) No	-	-
	<b>Total</b>	<b>175</b>	<b>100%</b>
4.	The effort of the Institution to provide you practical training		
	a) Yes	175	100%
	b) No	-	-
	<b>Total</b>	<b>175</b>	<b>100%</b>
5	Knowledge and skill you have gained in the training that enable to create yourself employment		
	a) Yes	-	-
	b) No	175	100%
	<b>Total</b>	<b>175</b>	<b>100%</b>

Regarding table 4 item No -1 the respondents were asked about their interest to shift to another department. All of them 175 (100%) responded that “No”.. On the other hand on item No-2, respondents were asked about interest to get work-based training.

All of them 175(100%) were responded that “yes”. Since most of them after graduation going in to employ or self-employed they were expected to train effectively and efficiently, hence the trainers have an interest to get work-based training. On item No-3 the respondent were asked the accessibility of getting work-based training in the institution. All of the respondents 175(100%) responded that”yes’. This is because as the dean was interviewed by the researcher he said that since there are some workshops and machines in the institution, there is accessibility of getting work based training. For other cooperative training in collaboration with Entoto TVET College and others enterprises out of the TVET institution have been conducted. Of courses on item No 4, the 175(100%) of the respondents responded that an effort is made to provide practical training to the learner. They responded there for that the effort of the institution has made an effort to provide them practical training is high. However, on item no 5, the respondents of 175 (100%) responded that even if an effort is made to provide practical training since the practice is not enough, knowledge and skill they have gained in the training that enable to create self-employment is not satisfactory. .

**Table 5 Trainees response about selection and streaming**

No.	Items	Trainees	
		Number	percentage
1.	Parents awareness about the learners stream		
	a) yes	-	-
	b) No	175	100%
	Total	175	100%
2.	knowledge of learners on the TVET program before registered in the program		
	a) Yes	-	-
	b) No	175	100%
	Total	175	100%
3.	interest and ability in the selection of learners		
	a) Yes	-	-
	b) No	175	100%
	Total	175	100%
4.	Selection and streaming of learners pushed by the senior friends		
	a) Yes	175	100%
	b) No	-	-
	Total	175	100%

Regarding table 5, the respondents were asked about the selection and streaming. On item No.1 they asked that parents awareness about the learner's stream. 175 (100%) of the respondents responded that it is "No". Parents cannot have any involvement in the selection and streaming of their children. Furthermore, 175(100%) of the respondents responded that learners have no knowledge on the TVET program before registered in the program is. There is no any know how about the program before registration in the program. As a result, it will be difficult to the achievement of their training. The trainees might not yet competent that they obliged to repeat the courses since they are not competent. In addition, 175(100%) of the respondents responded that even they have no interest and ability in the selection that this will lead them to failures. They have no interest and ability in the selection. Most of them were pushed by their

friends interest and ability 175(100%) of the respondents responded “yes” about the selection and streaming pushed by the senior friends.

**Table 6-Trainees response about teacher’s efficiency**

No.	Items	Trainees	
		Number	Percentage
1.	Teacher’s knowledge & skills in the course they are providing you.		
	a) Low	175	100%
	b) Moderate	-	
	c) High	-	
	<b>Total</b>	<b>175</b>	<b>100%</b>
2.	Teacher’s efficiency in providing practical training.		
	a) Low		
	b) Moderate	175	100%
	c) High	-	
	<b>Total</b>	<b>175</b>	<b>100%</b>
3.	Availability of efficient & sufficient laboratory technicians.		
	a) Low	175	100%
	b) Moderate		
	c) High	-	
	<b>Total</b>	<b>175</b>	<b>100%</b>
4.	Availability of sufficient & efficient field work.		
	a) Low	175	100%
	b) Moderate		
	c) High	-	
	<b>Total</b>	<b>175</b>	<b>100%</b>
5.	Availability of sufficient & efficient general mechanics.		
	a)Low	175	100%
	b)Moderate	-	
	c)High	-	

	<b>Total</b>	<b>175</b>	<b>100%</b>
6.	Commitment of teachers in the class to help learners		
	a ) Low	175	100%
	b) Moderate	-	
	c) High	-	
	<b>Total</b>	<b>175</b>	<b>100%</b>
7.	Teachers' discipline and intimacy with the learners.		
	a) Low	175	100%
	b) Moderate	-	
	c) High	-	
	<b>Total</b>	<b>175</b>	<b>100%</b>

Regarding teachers efficiency, the respondents were asked in table 6 ,item No.1 about teacher's adequacy of knowledge and skills in the course they are providing them 175(100%) of the respondents responded that it is low.

On item No.2, 175(100%) of the respondents also responded that teacher's efficiency in providing practical training is low. This is because the practical machines and workshops are not comfortable that teachers are in difficulty to provide efficient practical training as of expected. On item No.3 and 4, 175(100%) of the respondents responded respectively that availability of efficient & sufficient laboratory technical and availability of sufficient & efficient field work is low. As stated here in before since machines and workshops' are not available as required, there is minimum laboratory technicians and field work. On item No5, on the other hand, 175(100%) of the respondents responded that availability of sufficient and efficient general mechanics is low. No sufficient and efficient general mechanics. On item No.6 the respondents were asked whether the teachers are absent in the classroom 175(100%) of the respondents responded that the absence of teachers in the class is high. Furthermore, the teachers discipline and intimacy with the respondents is low. 175 (100%) of the respondents responded that the teachers are not disciplined and not intimate with them. In this regard, the researcher observed that the teachers and the learners are not worked in agreement. They rather disagree on many things that the learners cannot practice and learn what the teacher gave them effectively.

According to UNESCO (1979:39), pre-service and continuing teacher education through formal and open learning systems; more broad based and flexible teacher training replacing specific

training programs; integration of training and education in cooperation with industries and private sectors; life-long flexible learning to enable the teachers to meet the demands of higher and varied demands of the teaching job; knowledge and skills of using new technologies of training and education skills; and increased emphasis on development of work ethics, team work, human values, and other non-technical competencies like leadership, time management, environmental awareness, etc. The way instruction is carried out influences the training process. Generally, it is believed that teachers should use the appropriate training method for a given content. The success of a TVET program largely depends on the competence of its teachers to select and use the right instructional methodology for the teaching of a particular skill. As most educators agree, there is no unique and best teaching method for the instruction of all types of objectives in varied practical circumstances. In this regard the method which may be considered the best for one teacher in a certain situation, for a particular skill may not be the best for others in different circumstances. However, most educators agree that TVET instruction becomes more successful when emphasizing on the students performing practical activities.

## CHAPTER FIVE

### 5 Summary, Conclusion and Recommendations

The summary, conclusion and recommendations are put forwarded with core findings in the following sections

#### 5.1 SUMMARY AND FINDINGS

The study which was conducted on “An assessment of the challenges of TVET institute in Arad sub-city of AddisAbaba: the case of Birhane Ethiopia TVET institute” at assessing the Overall TVET institution (the selected TVET institution) as case study, it covered the issues such as preparation for the TVET, training of students, school resources, vocational guidance and counseling service; and certification awarded for graduates.

In doing so, the study raised issues in detail which include the general objective of Technical vocational education and Training program; the suggestion of the policy side by side the institution current practices of student selection, placement and vocational guidance and counseling; and opinions of the Dean of TVET Institution and Administrators, the Arada sub city TVET Agency and Addis Ababa city Administration TVET Agency.

- Accordingly, trainees were assigned for training without their consent and no common agreement concerning placement of trainees for training according to their interest and potential. It was as well impossible for the institute department units and administrators to decide and execute their decision concerning the type of training, and the number of trainees except submitting to next hierarchy to give decision upon and release directives.
- TVET is considered as a means and instrument to prepare youngsters to the job of the changing world. It required establishing a firm partnership and communication channel with all stakeholders. The vocational

guidance and counseling unit was therefore a unit in charge of acting accordingly. Therefore vocational guidance and counseling unit should have to be established strongly.

- Absence of willingness from enterprises of any type around indicates absence of orientation about the training and Lack of well-established partnership and communication among the training institute and other stakeholders.
- The practicality of any program is a matter of material, financial and information support provided. Participants of all category explained the absence support of any kind to be given for the institutes except little amount of budget earmarked from the Institution administration and the government. The physical setting of the institute is not tidy and conducive to the teaching learning process which is running Technical Vocational Education and Training.
- The finding revealed that the college respective objectives are not going in line with the National objective set by ministry of education. The finding also indicated a considerable knowledge gap among teachers/trainers of the TVET programs in relation to accomplishing its general objective at National Level or specific objective at college level. The material supply of the institute has big problems. The machines and the equipment are obsolete hence created difficulty to conduct up to date and recent training with the use of out dated machines and equipment since the institute was the current establishments.
- The study indicated that there is a serious problem in the level of acceptance and relevance of certificates and diplomas of the TVET program by the general public specifically by the stakeholders who employed the prospective graduates since the TVET institution cannot fulfill the requirements expected from other TVET Institutions.

## 5.2 CONCLUSION

As it was mentioned in previous chapters, the research aimed at assessing the challenges of TVET institutions in Arada sub-city of Addis Ababa, the case of: Birhane Ethiopia TVET institution.

Accordingly, the institution compound (the physical setting was not comfortable) for the teaching learning process and to expand institutional compound for different purposes as required.

To provide technical and vocational training, the institute should be furnished with necessary equipment, machines and other training material. However, the study has shown that the institution is lacking of recent and up-to-date machines, equipment, and tools. Because of this students were obliged to operate on one or two of partially operating machines.

Besides, as the researcher looked for at the institution, there was no vocational guidance and counseling service at the institutional level specifically to curb the problems of budgeting, on job training psychological readiness for registration and enrollment, etc.

The TVET strategic underscores the importance of technological transfer through the replication of new and selected technologies such task should be managed by Department setup for this purpose. However, the finding of the study indicates that there was not Technological transfer because of there were not technological Transfer departmental the institute.

Generally, the challenges they faced are so many in numbers that some of them stated such as physical setting inappropriateness to the training, undue utilization of finance and associated problems, teachers efficiency and competence, and non-proactive of student selection and placement, and no maintenance team work.

### 5.3 RECOMMENDATIONS

- The Berhane Ethiopia TVET institutional compound (the physical setting) was totally not comfortable for the teaching learning process and to expand the institutional compound as of required. Therefore ,Addis Ababa city administration TVET Agency , the Arada sub city TVET Agency and the institution should have to work in collaboration to get comfortable and effective instructional compound to make the teaching learning process to be smooth and efficient
- As the researcher attentively looked for compound, the problem of such institution was happened because of quota fulfillment. However, for the future institutions should have not been established without pre planned preparation to simply fill the quota.
- In relation to the knowledge gap of the teaching staff about the objectives of TVET system, the researcher recommends staff development program which will enable the teaching staff to be acquainted with the objective of TVET. Besides the teaching staff should cooperate more closely in identifying and developing opportunities for collaborative delivery of vocational courses.
- To provide relevant and demand driven TVET that corresponds to the needs of industrial and service sector of the economy, the possession of advanced and recent machines and equipment's are unquestionably important to the quality of the training. Therefore, the TVET should procure modern technologies so as to assure the quality of training program as a whole by maintaining similarity of training program as a whole by maintaining similarity of machines and equipment's of the training.
- To overcome problem of admission and of the certificates and diplomas of the college and to put all certification at high demand, the researcher recommends the importance of adhering to occupational standard set through ensuring the provision of good quality vocational education and training.

- The level of training offered by the TVET institution should be increased to 10+5 level so as to give opportunity of continuing further training in higher institution (Universities) this should have to be effected as soon as the new area of the institution will be opened and on work.
- The selection and placement of students to TVET institution program and each & every field of training should be based on as much as possible the ability and interest of the students.
- Network between training institution, employers, professional associations, industries and the environment of the TVET institute should be established
- The researcher believes that a board of vocational guidance and counseling at the institute level should have to be established to the betterment of vocational guidance and counseling service of TVET system as a whole. And specifically to administer budgeting problems, problems associated with method of providing the service and related issues.
- Trainers Competencies and their performance should be enhanced through training and support because better trained and motivated trainers are more likely to feel committed to their profession there for trainers should have to have level of competency and they should have to be well-paid and they should have to be supported with better training
- Fulfilling basic facilities such as libraries with adequate reference books, electronics libraries, workshops with adequate machines and equipment in the institution are very important. This requires careful investigation of the institution ,identifications of priority area and preparation of the project .Therefore , the Addis Ababa city Administration TVET Agency in collaboration with the institution should conduct project preparation and enter in to the activities of fulfilling such fundamental facilities and equipment. Furthermore there was no maintenance work team; therefore, maintenance work team should have to be established in order to fill the gap of un operating machines which did not serve their purpose for long period of time.

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## Appendices

### Appendix B

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF CURRICULUM AND TEACHER PROFESSIONAL**  
**DEVELOPMENT STUDIES**

This questionnaire is prepared for collecting relevant data/ information on “**An Assessment of the challenges of TVET institution in Arada sub city of Addis Ababa: The case of Birhane Ethiopia TVET Institute**”. This questionnaire should be filled only by **Trainees**.

#### **I. General Introduction**

The study is being conducted only for academic purpose, but the findings can serve to forward recommendations for [possible improvements and adjustments on the challenges of TVET institution. Thus, your genuine frank and timely responses are vital to determine the success of this study and you are kindly requested to contribute in filling the questionnaire honestly and responsibly.

Dear respondents should have to bear in mind the followings:

- There is no need of writing your name.
- All information you provide will be strictly kept confidential.
- All data will be aggregated and will not personalize individual responses.

**Thank you very much in advance for your Cooperation!**

## PART ONE- GENERAL INFORMATION

- Please indicate your response by putting “X” mark in corresponding box of your choice.

1. Age of respondent A) Below 20  B) 21 -25  C) 26-30  D)Above 30

2. Sex of respondent A) Male  B) Female

## PART TWO: - QUESTIONNAIRES ITEMS

1. In this part the questionnaires are prepared for the **trainees** that you should have to answer and fill carefully. Items listed below are indicating the essential conditions about physical set-up of the instituting the essential conditions about physical set-up of the institution to deliver quality training. Rate each items in three point scale according to your view of their appropriateness as: Yes or No “ Please indicate your response by Putting “X” mark in its corresponding column.

No	items	Yes	NO
<b>1.1</b>	<b>Physical set up of the institution</b>		
a.	Suitability of equipment in the institute		
b.	Training class rooms from any kind of disturbance; such as noise.		
c.	The size of the training institution’s compound for parking and play ground.		
d.	Efficiency of the library service interns of book stock		
e	Efficiency of the library service interns of reading space		
f.	Availability of toilet for boys, girls and employees separately and comfortably.		
g.	Availability of water supplies in the institution.		
h.	Availability of electricity supplies in the institution		
i.	Availability of first aid medical service in the institution		

**2.2** Considering yourself as a **trainee** in the institution, rate each item in three points scale according to your view of their appropriateness as. yes or NO Please indicate your response by Putting “X” mark in its corresponding column.

No	items	Yes	NO
<b>2.2.1</b>	<b>Vocational Guidance and counseling service</b>		
a.	Availability of vocational counseling service in the institution		
b.	The effort made by the guidance and counseling office to help learners get their best stream.		
c.	Counseling service by vocational teachers.		
d.	Vocational counseling service for future career development.		
<b>2.2.2</b>	<b>Training of students</b>		
a.	Learners Interest to shift to another department		
b.	Learners interest to get work-based training.		
c.	Accessibility of getting work-based training in the institution.		
d.	The effort of the institute to provide you practical training.		
e.	Knowledge and skill you have gained in the training that enables to create your self-employment.		
<b>2.2.3</b>	<b>Selection and streaming of students</b>		
a.	Parents awareness about the learners stream		
b.	Learners knowledge on the TVET program before registered in the program		
c.	Learner’s interest and ability in the selection.		
d.	Selection and streaming of learners pushed by the senior friends.		

Rate each items in three point scale according to your view of their appropriateness as: low, moderate and High

2.2.4	Teachers efficiency	high	moderate	low
a.	Teacher's adequacy of knowledge and skills in the course they are providing you.			
b.	Teacher's efficiency in providing practical training.			
c.	Availability of sufficient and efficient laboratory technician			
d.	Availability of sufficient and efficient field work.			
e.	Availability of sufficient and efficient general mechanics.			
f.	Absence of teachers in the class.			
g.	Teachers' discipline and intimacy with the learners			

1. On what basis are you selected and streamed in the department of your choice? It tis on the basis of:

- A) EGSECE/ESLCE result  B) Choice  C) Physical Fitness   
 D) Other  please specify \_\_\_\_\_

2. Is there any bad image in the social beliefs and imaginations towards TVET within and outside the training center of the TVET institute /collage?

- A) Yes  B) No

3. If your answer for No.2 is "yes", why? Explain the reasons?

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4. Is there full acceptance of the level of certificates and diplomas of your graduates? If so, explain the way it will be accepted.

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5. Which instructional materials your institution used for making the teaching – learning process effective and efficient?

- A) Textbooks  B) Modules  C) Supplementary reading materials   
D) Other  please specify \_\_\_\_\_

6. How about the instructional materials in providing ample knowledge and skills that help learners /trainers to learn effectively?

- A) Related to the actual practice of specific courses   
B) Initiate the trainees to create new ways of doing things   
C) Sufficiently available in the training centers   
D) Other  please specify \_\_\_\_\_

7. Most of the trainees' choice is influenced by the choice of

- A) Parents  B) Friends  C) Teachers  Other

8. What are expected of disciplined trainers as of their activities?

- A) Handling of the teaching material   
B) Selection of teaching aid    
C) Approval and grading of each student work  
D) Other  please specify \_\_\_\_\_

## Appendix C

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF CURRICULUM AND TEACHER PROFESSIONAL**  
**DEVELOPMENT STUDIES**

This questionnaire is prepared for collecting relevant data/ information on “**An Assessment of the challenges of TVET institution in Arada sub city of Addis Ababa: The case of Birhane Ethiopia TVET Institute**”. This questionnaire should be filled only by **Trainers**

### **I. General Introduction**

The study is being conducted only for academic purpose, but the findings can serve to forward recommendations for [possible improvements and adjustments on the challenges of TVET institution. Thus, your genuine frank and timely responses are vital to determine the success of this study and you are kindly requested to contribute in filling the questionnaire honestly and responsibly.

Dear respondents should have to bear in mind the followings:

- There is no need of writing your name.
- All information you provide will be strictly kept confidential.
- All data will be aggregated and will not personalize individual responses.

**Thank you very much in advance for your Cooperation!**

The questionnaire is presented to the **trainers** that you should have to mark on the given box as a **“More than one** answer is possible if any.

- 1) What are the impacts on recruitment and training of qualified and competent teachers?
  - A) The availability of financial resources
  - B) The availability of material resource
  - C) The availability of qualified personnel
  - D) Other  Please specify \_\_\_\_\_
- 2) What are the requirements in order to recruit and select qualified and competent trainers?
  - A) They must be acquire a sound knowledge and skill of the subject
  - B) They must have an experience in the field he/she is assigned
  - C) They must have interest in teaching and helping his students in their Learning activities
  - D) other  please specify \_\_\_\_\_
- 3) Is there any training of trainers? If so what advantages have you obtained from?
  - A) Improving our ability to provide effective service to student
  - B) Improve the quality of the existing education
  - C) Creating an effective interaction between teachers and students
  - D) Other  please specify \_\_\_\_\_
- 4) What types of instructors / trainers are required to train TVET?
  - A) They should have technical skills'
  - B) They should have industrial experience
  - C) They should have pedagogical skilled
  - D) Other  please specify \_\_\_\_\_
- 5) What are the major financial sources for your institute?
  - A) Government
  - B) Society
  - C) Religious institutions
  - D) Foundations  local and foreign donors
  - F) Private investors
  - G) Other  Please Specify \_\_\_\_\_
- 6) The number of students available in the 36 meter square size laboratory class room?
  - A) 20
  - B) 25
  - C) 30
  - D) Above 40

7) Who prepared instructional materials for making the teaching – Learning process effective and efficient?

- A) Ministry of Education  B) TVET Agency   
C) Institution itself  D) Other  Please specify \_\_\_\_\_

8) What are the advantages and benefits obtained if your institution itself prepared the instructional materials?

- A) Help teachers to know more about the specific courses on which they are giving training   
B) Teachers easily relate it with the environmental conditions   
C) Help teachers to know their trainees behavior   
D) Other  Please specify \_\_\_\_\_

9) What are the most serious constraints/ Challenges to the development and expansion of TVET programs?

- A) Lack of funds  B) The low level of economic development of the country   
C) Lack of facilities and equipment   
D) Lack of cooperative training stations   
E) Other  please specify \_\_\_\_\_

10) What should have to be done to enhance the achievement of the objectives of technical and vocational education?

- A) A priority should be given to the recruitment   
B) Preparation of adequate members of well qualified and competent teachers   
C) Preparation of adequate members of well qualified and competent administrations   
D) Preparation of adequate members of well qualified and competent guidance staff   
E) Preparation of the necessary training and other facilities to enable teachers to  
Function effectively in their profession   
F) Other  Please specify \_\_\_\_\_

11) What are the social priorities that can be established and used to guide vocational education budgeting?

- A) Improved productivity and employment promotion   
B) Trained works absorbed in employment   
C) Trained workers engaged in gainful self-employments   
D) Other  Please specify \_\_\_\_\_

## Appendix D

**ADDIS BABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF CURRICULUM AND TEACHER PROFESSIONAL**  
**DEVELOPMENT STUDIES**

### INTERVIEW GUIDE GENERAL FRAMEWORK

This interview guide is prepared to collect data on “An Assessment of the challenges of TVET institutes in Arada sub city of Addis Ababa; the case of Birhane Ethiopia institute”. Dear participants of the interview (**the Dean of the Institute**) .I am thankful for your willingness to share your time and respond to the interview questions. You are kindly requested to provide as accurate, recent and relevant information as possible.

The information you give for the researcher during the interview will be used only for the research purpose and hence remain confidential. Your names and personal information will not be disclosed to any other third party.

Thank you in Advance!

1. What do you suggest to improve the implementation of TVET program in your institution?
2. To What degree the Institute have been fulfilled by the necessary machines, tools, equipments and a competent manpower?
3. What are the major challenges in your TVET institution?
4. What measures were taken so far to alleviate the problem?

## Appendix E

**ADDIS BABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF CURRICULUM AND TEACHER PROFESSIONAL**  
**DEVELOPMENT STUDIES**

### INTERVIEW GUIDE GENERAL FRAMEWORK

This interview guide is prepared to collect data on “An Assessment of the challenges of TVET institutes in Arada sub city of Addis Ababa; the case of Birhane Ethiopia institute”. Dear participants of the interview (**the administrator staff of the Institute**) .I am thankful for your willingness to share your time and respond to the interview questions. You are kindly requested to provide as accurate, recent and relevant information as possible.

The information you give for the researcher during the interview will be used only for the research purpose and hence remain confidential. Your names and personal information will not be disclosed to any other third party.

Thank you in Advance!

1. Does the Institution have adequate qualified trainers? If no, are there measure taken to solve the existing problem?
2. How do you evaluate the availability of instructional material and are they being properly utilized?
3. What are the major challenges in your TVET institution in achieving its goal?
4. What measures were taken so far to alleviate the problem?

## **Appendix F**

**ADDIS BABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**DEPARTMENT OF CURRICULUM AND TEACHER PROFESSIONAL  
DEVELOPMENT STUDIES**

### **INTERVIEW GUIDE GENERAL FRAMEWORK**

This interview guide is prepared to collect data on “An Assessment of the challenges of TVET institute in Aradaa sub city of Addis Ababa; the case of Birhane Ethiopia institute”. Dear participants of the interview (**Arada sub City TVET Agency**) .I am thankful for your willingness to share your time and respond to the interview questions. You are kindly requested to provide as accurate, recent and relevant information as possible.

The information you give for the researcher during the interview will be used only for the research purpose and hence remain confidential. Your names and personal information will not be disclosed to any other third party.

Thank you in Advance!

1. What are the causes for the challenges now seen in the Birhane Ethiopia TVET Institute?
2. What is the current practice of the institute with respect to National TVET Strategy?
3. what do suggest the possible solution to these Challenges?

## **Appendix G**

**ADDIS BABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**DEPARTMENT OF CURRICULUM AND TEACHER PROFESSIONAL  
DEVELOPMENT STUDIES**

### **INTERVIEW GUIDE GENERAL FRAMEWORK**

This interview guide is prepared to collect data on “An Assessment of the challenges of TVET institute in Arada sub city of Addis Ababa; the case of Birhane Ethiopia institute”. Dear participants of the interview (**Addis Ababa City Administration TVET Agency**) .I am thankful for your willingness to share your time and respond to the interview questions. You are kindly requested to provide as accurate, recent and relevant information as possible.

The information you give for the researcher during the interview will be used only for the research purpose and hence remain confidential. Your names and personal information will not be disclosed to any other third party.

Thank you in Advance!

- 1 What are the causes for the challenges now seen in the Birhane Ethiopia TVET Institute?
- 2 What is the current practice of the institute with respect to National TVET Strategy?
3. What do suggest the possible solution to these Challenges?

## Appendix H

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF CURRICULUM AND TEACHER PROFESSIONAL**  
**DEVELOPMENT STUDIES**

### Observation Checklist

The purpose of this checklist is to gather facts about the availability and appropriateness of staff, instructional materials, facilities, services, etc. through observation.

Name of the TVET Institute: **Birhane Ethiopia Technical Vocational Education and Training Institute.**

#### 1. Facilities and Services

Serial No	Facilities and Services	Adequately available	Moderately available	Not available	Remark
1	Water supply				
2	Electricity				
3	Library				
4	Internet				
5	Toilet for staff				
6	Toilet for boys & girls				
7	Sports fields				
8	Guidance and counseling				
9	Cafeteria				
10	Teachers' offices				
11	Administrative offices				
12	Department offices				
13	Land for future expansion				
14	Meeting hall				
15	Work shop				

## 1.2. Condition of the training Institute

Serial No	Condition of the training Institute	Yes	No
1	The compound is attractive		
2	There are adequate seats and blackboards		
3	The classrooms are clean and ventilated		
4	Number of trainees for each field of study is appropriate		
5	There is adequate store		
6	There are adequate reference books in the library		
7	The machines , tools, and equipments available are sufficient in quality and quantity		

# APPENDICES

## Appendix A( figures)



None comfortable institutional compound which is full of dirty particles and stones



The distance between the office and the work shop (nearer to each other)



# None functional work shop machines



None functional and partially functional  
and the only toilet in the institute



# Appendix L(letter)

አዲስ አበባ ዩኒቨርሲቲ  
ሥነ ትምህርት ኮሌጅ  
የሥርዓተ ትምህርት መምህራን  
ሙያ ልማት ትምህርት ክፍል



Addis Ababa University  
College of Education  
Department of Curriculum  
And Teacher Professional  
Development Studies

☎ 251 11 123 97 16

✉ 1176

Fax: 00251(11) 242719

e-mail: ctpd@aau.edu.org.et

ቀን ጠቅላይ 1, 2006 ዓ.ም

## ለሚመለከተው ሁሉ

ተማሪ ሀገተው ዶ/ር ..... የመ.ቁ GSE/1367/11 በአዲስ አበባ ዩኒቨርሲቲ በሥርዓተ ትምህርትና መምህራን ሙያ ልማት ትምህርት ክፍል የድህረ-ምረቃ ተማሪ ሲሆን/ስትሆን መረጃ ለመስጠት ወደ ድርጅታችሁ/ተቋማችሁ የላክነው/ናት መሆኑን እየገለጽን ለምታደርጉለት/ላት ትብብር ከወዲሁ እናመሰግናለን።



ገባረ እግዚያብሄር ደበበ ዶ/ር  
የሥርዓተ ትምህርት መምህራን ሙያ ልማት ትምህርት ክፍል

አዲስ አበባ ዩኒቨርሲቲ  
ሥነ ትምህርት ኮሌጅ  
የሥርዓተ ትምህርት መምህራን  
ሙያ ልማት ትምህርት ክፍል



Addis Ababa University  
College of Education  
Department of Curriculum  
And Teacher Professional  
Development Studies

☎ 251 11 123 97 16

✉ 1176

Fax: 00251(11) 242/79

e-mail: ctpd@aau.edu.org.et

ቀን ጥቅምት ፲፱፻፲፱ ዓ.ም

### ለማመልከት ውሳኔ

ተማሪ ሊብታኒው ደሴ የመ.ቁ CSE/1307/11 በአዲስ አበባ ዩኒቨርሲቲ በሥርዓተ ትምህርትና መምህራን ሙያ ልማት ትምህርት ክፍል የድህረ-ምረቃ ተማሪ ሲሆን/ስትሆን መረጃ ለመሰብሰብ ወደ ድርጅታችሁ/ተቋማችሁ የላከነው/ናት መሆኑን እየገለጸን ለምታደርጉለት/ላት ትብብር ከወዲሁ እናመሰግናለን።

ከሰላምታ ጋር

ገብረ እግዚያብሄር ደበበ ዶ/ር  
የሥርዓተ ትምህርት መምህራን ሙያ ልማት ትምህርት ክፍል



ለውጠላ ጽ/ቤት/ዋና ደረጃ/የትምህርት  
ለተጠቃሚው ጽ/ቤት/የትምህርት ኮሌጅ  
ጽ/ቤት/የትምህርት ኮሌጅ

29107106

ከሥራ ላይ  
Shop ማስገባት  
ከፍተኛ ስራ ጋር  
የትምህርት ኮሌጅ  
የትምህርት ኮሌጅ  
የትምህርት ኮሌጅ

አዲስ አበባ ዩኒቨርሲቲ  
የሥርዓተ ትምህርት መምህራን  
ሙያ ልማት ትምህርት ክፍል



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✉ 1176

Fax: 00251(11) 242719

e-mail: ctpd@aau.edu.org.et

ቀን ጠቅላይ 1, 2006 ዓ.ም

### ለሚመለከተው ሁለ

ተማሪ ሀብተሙያሾ የሙያ GSE/1367/11 በአዲስ አበባ ዩኒቨርሲቲ በሥርዓተ ትምህርትና መምህራን ሙያ ልማት ትምህርት ክፍል የድህረ-ምረቃ ተማሪ ሲሆን/ስትሆን መረጃ ለመስጠት ወደ ድርጅታችሁ/ተቋማችሁ የላከነው/ናት መሆኑን እየገለጽን ለምታደርጉለት/ላት ትብብር ከወዲሁ እናመሰግናለን።

ከሰላምታ ጋር

ገብረ እግዚያብሄር ደበበ ዶ/ር

የሥርዓተ ትምህርት መምህራን ሙያ ልማት ትምህርት ክፍል



በርሃተ ገለግሎት  
Berhanu Alemu Wakeyo  
የወንጀል ፍቃድ አድጋች  
GTCF/ACC  
Accreditation-Bo-Accreditation  
Supervisor



