

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**Factors that Affect the Management and Financing
of TVET Related Projects Implement by NGOs in
Addis Ababa City Administration**

By: Rahel Mulatu

Addis Ababa

June 2008

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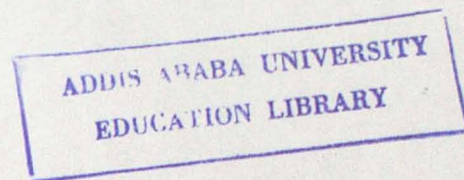
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Acronyms and List of Abbreviations

AU	African Union
CBOs	Community Based Organization
CRDA	Christian Relief and Development Association
DPPC	Disaster Prevention and Preparedness Commission
DPPB	Disaster Prevention and Preparedness Bureau
ECC	Ethiopian Chamber of Commerce
EPRDF	Ethiopians Peoples' Revolutionary Democratic Front
ESDP	Education Sector Development Program
ETP	Education and Training Policy
EVSE	Economically Vulnerable and Socially Excluded
IGS	Income Generation Scheme
LVA	Local Voluntary Association
MOE	Ministry of Education
NFE	Non-Formal Education
NGOs	Non-Governmental Organization
NNGOs	Northern Non-governmental Organizations
NPDPM	National Policy on Disaster Prevention and Management
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
TVET	Technical and Vocational Education and Training
UESCA	Union of Ethiopian Civil Society Associations
UNDP	United Nations Development Program
UNESCO	United Nations Education Scientific and Cultural Organization

Abstract

This study was carried out among 168 NGOs that comprise two groups; NGOs that currently work on TVET related projects and NGOs that currently do not work on TVET related projects. The major purpose of this study was to determine factors that affect NGOs in financing and managing projects on TVET aiming to increase the number and quality NGOs participation in the area and to increase of the existing programs through effective projects implementation. Research participants were selected using proportional stratified random sampling and select 185 NGOs. To collect data from respondents, two sets of questionnaire was administered for each group. To supplement the quantitative data gathered through the questionnaire interview, was held with 10 government officials and 25 donors. Information obtained was summaries, analyzed and presented hoping to answer research questions that are to determine factors that affect the design and implementation of TVET related project, factors that affect the acquirement and sustaining of funds and factors that are related with government policies procedure and practice. According to the findings of the study, most factors that affect the design and implementation of TVET related project and factors that affect the acquirement and sustaining of funds found to be inherent to individual NGOs. Based on the findings, the major challenges that affect the management and finding of TVET related projects found to be difficulties to appropriately monitor and evaluate projects, sustaining of funds and the lack of necessary assistance and support from the government. Though the study encountered some limitations, it will contribute primarily to the NGOs sector to evaluate past and current practices and can be a starter to constitute an important step in the right direction.

CHAPTER -1

1. Introduction

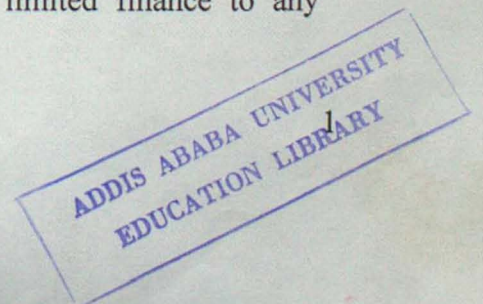
1.1. Back Ground

Today, qualification levels in Ethiopia are so low, that even basic items of daily use are imported at high scale and many services, repair and maintenance jobs are badly done or remain undone or are rented out to foreigners. On the other hand, the country is dealing with a very high youth unemployment rate which again highly aggravated by migration of youth from rural areas to cities in search for jobs having no qualification of any sort. Still, the impact of technology on occupations, the tendency of employers to set higher educational requirements, and the need for employees with specialized training have made vocational preparation imperative. For the stated and others more reasons there is a growing need and interest for TVET.

However, training provision that exists in Ethiopia is underfinanced and fragmented. Currently, most of the cost of the provision of TVET facilities is presently borne by the government. Nonetheless, it is foreseen that it will be very difficult for the government alone to cover the running expenses of the TVET system, as well as the expenses of expanding and developing the system.

During the last few years, a number of Non-governments, Non-profit organizations (NGOs) are working in Ethiopia incorporating vocational trainings as one of their intervention areas. Generally, local NGOs working in Addis Ababa provide financing to individuals often referred to as "The underprivileged segments of the population".

The main area of intervention of these institutions is non-formal training, often geared towards specific target groups like handicapped people, street-children, female heads of households and so on. Still, some of them are also engaging in the delivery of formal TVET making their entry requirements similar to those of government TVET institutions. Occasionally, the institutions may earmark a limited finance to any



training institution, whether private or public as wished by the NGOs, as long as it complies with their mission, purpose as well as their intervention areas.

However, financing of TVET programs made by NGOs are, currently, negligible. At this time, there are around 500 NGOs and 370 of them are active in Addis Ababa intervening different kinds of projects targeting high priority population (Addis Ababa City Government Social and Civil Affair Bureau, 2007). Yet, only 86 of them are currently involved in TVET related programs. Though the figure stated above can be encouraging, it cannot be satisfactory in any criteria when it is compared with the training needs of the society.

On the other hand, the current TVET delivery system seem to be uncoordinated, unregulated and fragmented spreading over different organizations, including NGOs and church-based organizations, with a multiplicity of testing and certification standards. This situation has implications for standardization of training, cost-effectiveness, quality assurance, recognition of prior learning, and the further education of TVET graduates.

Currently, only limited numbers of NGOs are involving in TVET related projects and the existing projects seem to be fragmented. The purpose of this study is, thus, to identify factors that affect the management and financing of TVET related projects implemented by Non government, Non-profit Organizations (NGOs).

1.2. Statement of the Problem

Technical and Vocational Education and Training (TVET) is very crucial for the economic and technological progress of a country. Especially for developing countries like Ethiopia, TVET is vital to enhance productivity, stimulate economic competitiveness and lift people out of poverty.

However, TVET is costly. According to Atchoarena, (1996:3) the cost of one TVET school is equivalent to two of three schools of general education. It must be recognized that TVET is expensive on a per student basis. Unit costs are necessarily expected to be higher in TVET institutions than in primary and secondary schools

because of smaller student-to-teacher ratios, expensive training equipment, and costly training materials that are “wasted” during practical lessons (Ibid, 1996:7).

Generally, TVET is expensive and quality comes at a price. There is no substitute for adequate funding when it comes to delivering quality vocational education and training. Only a few governments in Africa are able to finance TVET at a level that can support quality training. For instance, Ethiopia spends only about 0.5 percent of its education and training budget on TVET (Johnson, 2002). In this regard, to appropriately finance TVET programs, besides making better use of existing resources, mobilizing additional resources through expanding revenues from the traditional sources and diversifying sources of financing vocational training are important issues to be considered.

Nonetheless, raising revenues from non-traditional sources like getting more money from the government budget is hardly a viable option in Ethiopia as it is in most developing countries. Thus, a better option left to address problems of TVET financing seem to be diversifying sources of financing of vocational education to mobilize additional resources for TVET. One mechanism for accomplishing this is encouraging and participating non-public institutions including NGOs to involve in TVET financing.

In fact, international experiences show that successful TVET system is built on strong and well-defined partnerships between government and the non-government sector (ECC, 2006). The government, accordingly, welcomes all non public sectors including national and international NGOs to participate in the provision of TVET in the country. Thus, presently, there are a significant number of private profits making organizations involving in TVET financing.

However, it is clear that private sector training institutions are intrinsically unable to support the training needs of the poor and the disadvantaged segments of the population. Obviously, they are primarily organized for profit making and cannot offer much to help those who cannot afford to buy the service.

On the other hand, though the government typically finances service for the underprivileged, the resources are constrained. In this case, NGOs hold a great

potential for additional resources by offering much specifically, in creating equity to the training system by supporting the raining needs of the disadvantaged segments of the society charging very little or no fee and generally, by shouldering a significant share of the financial burden. Generally, the search for additional sources of financing TVET programs is likely to produce highly beneficial by products: programs that are more responsive to the various contributors and creation of greater training opportunities.

On the other hand, the findings of a study conducted by World Education Forum (in MOE, 2000; 48-49) attest that NGOs have proved to be worthy partners of Education and training programs providing innovative and alternative non-formal programs that highly benefit particularly unemployed youth and disadvantaged groups. Accordingly, the need to encourage and support these organizations holds a great benefit to the development and advancement of TVET.

Currently, out of 370 active NGOs working in Addis Ababa, only 86 NGOs incorporate TVET in their programs as one of their intervention area (Ababa City Government Social and Civil Affair Bureau, 2007). Again, most of these programs seem to be inconsistent and fragmented. However, compared to the training needs of the public, particularly those of high priority population groups, which include women, unemployed youth and disabled, NGOs seem to remain at the margins of the training system.

Thus, in order to stimulate these organizations to work more in training and motivate them to incorporate TVET as part of their intervention area, possible challenges those that hinder NGOs not to involve in TVET related programs in the first place and those that are pressurizing the existing programs to be fragmented and inconsistent must be identified.

1.3. Objectives

The main objective of this research is to determine major factors affecting the management and financing of TVET related projects implemented by NGOs working in Addis Ababa city Administration.

The specific objectives of the research are:

1. To determine factors that affect the designing of TVET related projects.
2. To determine factors that affect the acquiring of funds for financing TVET related projects.
3. To determine factors that affect project implementation.
4. To determine factors that affect sustaining funds of TVET related projects.
5. To determine factors in relation to government policies, procedures and practice that affect NGOs in managing and financing projects on TVET.

Having stated project objectives, the study attempt to address the following basic questions:

1. What factors affect the designing of TVET related projects?
2. What factors affect the acquiring funds for financing TVET related projects?
3. What factors affect project implementation?
4. What factors affect sustaining funds for TVET related projects?
5. What factors affect NGOs in managing and financing projects on TVET in relation to government policies, procedures and practice?

1.4. Significance

The finding of this research will have the following significances.

- The study will be useful, primarily, to local NGOs helping them to clearly differentiate and understand the existing challenges and problems as well as available opportunities in relation to TVET financing.
- The study will also provide relevant information to concerned government agencies in revising the existing policies and their implementation that may be a potential blockade to local NGOs to participate in TVET financing.
- It will contribute in supporting the efforts of key stakeholders of TVET, which includes the government especially Ministry of Education, the private sector

mostly chambers, and associations and the donor community, in building the Ethiopian TVET system responsive to the needs of the country.

- Moreover, it will provide some usable information and facts to other researchers who are interested to investigate more in the area.
- Other than the stated direct beneficiaries, high priority population may be indirectly benefited getting better access to TVET training programs.

1.5. Delimitation of the Study

This study cannot be generalized to international donor agencies (NGOs that give financial and material donations to local public and private TVET institutions) and networks of NGOs. Only, currently active NGOs that are registered under *Ministry of Justice* and sign operational agreement with *Addis Ababa City Government Social and Civil Affairs Bureau* and other sector organizations running diversified programs in Addis Ababa are the domain of this study. On the other hand, issues such as training output, training quality and training impact will not be dealt in this study.

1.6. Limitation

One of the major limitations of this work is its failure to include large number of Donor organizations in the study. Due to financial and time restriction, the study was only able participating 25 donor agencies though interview even though their number is far more than that.

The second major problem was the unavailability of adequate information and data regarding number and type of NGOs in different governmental offices especially in Addis Ababa City Government Social and Civil Affairs Bureau.

Thirdly, data on financing of vocational education and training are difficult to obtain since most NGOs found to be not transparent regarding their project planning, implementation and evaluation practice. These limitations had had an impact on the quality of some of the information including the study.

1.7. Operational Definition of Key Terms

Activity Report: - A written report that provides information regarding specific activities, procedures and process throughout the project life. (Chamoun, 2006: 30)

Acquiring of Funds: - A process of getting funds once or twice. (Johansson, 1998: 11)

Donor Agencies: - It is an organization that gives funds for projects of a development nature. (Hall, 1986: 88)

Financial Report: - A written report which quantitatively describes up-to-date aggregate statistics on the financial position of a company which includes an income statement and a balance sheet, and often also includes a cash flow statement. (Chamoun, 2006: 33)

Marginalized Groups: - People with lower social standing having limited access to resource, services and power. (Bennel, 1999: 12)

Needs Assessment: - It is a systematic exploration of the way things are and the way they should be in assessing the total needs of a community of people for that community. (Middleton, 1993: 53)

NGO: - Is professionally staffed, non- profit sharing, non-governmental agencies which seeks to aid constituencies external to them selves and are not accountable to their intended beneficiaries. (Chamoun, 2006: 9)

Phase out Strategy: - A part of a project that is prepared from the beginning of the project life which states the plan for sustainability of project outcomes. (Berkun, 2005: 26)

Project: - A set of interrelated activities that are undertaken by an individual or organization to meet specific objectives within defined schedule, cost and performance parameters. (Berkun, 2005: 3)

Project Appraisal: - A stage of a project cycle, which is primarily aimed to evaluate the overall soundness of the project and its capacity to meet the intended objectives before funds are committed. (Amdeberehan, 2004: 6)

Project Designing: - It is the second stage of the project cycle which involves refining, reshaping and modifying the selected project. (Chamoun, 2006: 21)

Project Implementation: - A stage where projects become fully operational reviewing the technical design so as to incorporate current experience and to adopt with current changes. (Gulliver, 1989: 287)

Project Evaluation: - It is the process of determining whether the project is proceeding as planned and whether it is meeting its stated goals and objectives according to the proposed time line. (Berkun, 2005: 67)

Project Management: - Is a discipline of organizing and managing of resources in a way that the project is completed within defined scope, quality , time and cost constraints. (Heerkens, 2001: 17)

Sustaining of Funds: - A process of securing a way of sustainable funding for a long time. (Johansson, 1998: 18)

1.8 Organization of the Study

This study is organized in to five chapters. The first chapter deals with problem and its approach. The second chapter comprises the review of related literature. The third chapter includes the research design and methodology where as the four chapter contains the analysis and interpretation of data. Finally the fifth and the last chapter treats summary of major findings, conclusions and recommendations.

CHAPTER-2

2. Review of Related Literature

This section provides a theoretical basis for the study by reviewing literatures related to TVET and TVET financing. The section will have four parts that discuss in detail: (1) The concept of Technical and Vocational Education and Training (TVET), (2), Sources of TVET Financing, (3), The Need for Diversifying Sources of Financing (4), Non-government, Non-profit Organizations (NGOs) and TVET financing (5), Managing Projects on TVET Financing and (6) NGOs in Ethiopia.

2.1. The Concept of TVET

2.1.1. Definition of TVET

The term TVET combines theory and practice: elements of education, such as specific calculations, knowledge about certain materials, working methods and so on, are combined with practical training through instruction in the workshop of an institution or practical work in an enterprise (MOE, 2002).

The second international congress on TVET in Seoul and the 30th session of General conference of UNESCO in Paris in 1999, for instance adopt a phrase TVET to designate the combined process of education and training that designed to advance individuals' general proficiency, especially in relation to their present or future occupations. (UNESCO, 2002). "While the "Technical" (T) in TVET appeals to a different and higher level (above general education but below higher education), the "Vocational" (V) is linked with specific practical occupations which include training and upgrading in all occupational fields of agriculture, industry, crafts and the service sector." (MOE, 2002:9).

A more sophisticated definition of TVET comes from the United Nations Education, Science and Culture Organization (UNESCO) and International Labour Force (ILO), where TVET is described as a " compressive term referring to those aspects of the educational system involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes,

understanding and knowledge relating to occupants in various sectors of economic and social life” (UNESCO, 2002).

Certainly, the standard definition of ‘basic education for all’, which emerged in 1990, does cover “all the skills and knowledge that people need if they are to lead a decent life”. These “basic learning needs” include early childhood education, primary schooling, and non-formal literacy and other programs for youth and adults including vocational training that helps to provide basic life and employment skills (Bennell, 1999). Here the necessity of TVET is even more emphasized while the standard definition of ‘basic education for all’ does clearly include provision of basic vocational skills.

2.1.2. Objectives of TVET

Evan (1971) noted, “The earliest and most widely accepted objective of vocational education is to provide a mechanism for meeting the manpower needs of the local community.” (p. 9). In fact, even today, the need of the society is seen as having a primary concern everywhere and, currently, the primary need of each institution across the nations happens to be finding skilled and educated personnel. Bennell (1999) also indicated that Vocational Education and Training is designed to advance individuals’ general proficiency, especially in relation to their present or future occupations. In fact, inline with general education, providing knowledge and skills in the technical and vocational fields are essential to fulfill national man power requirements of various sections such as industry, business, agriculture etc . . . (UNESCO, 1996).

Generally, in their provision, most countries formulate in one form or the other a number of objectives of TVET. Laucks (1988:1920) stated the purpose and objectives of Vocational Education and Training as:

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

Preparing people for present and future employment opportunities is emphasized in the first objective. Generally, TVET believed to be useful in creating job opportunities for trainees either by accelerating job opportunities or by helping job creation in order to alleviate unemployment problem. In this case, TVET is assumed to equipped youth school leavers or unemployed with technical skills, knowledge and attitude so that they will be able to find or create employment opportunity in a highly competitive labour market.

Similarly Atchoarena & Andre (2002) stated, "Vocational and technical education and training is mainly designed to lead participants to acquire the practical skills, know how and understanding necessary for employment in particular occupation, trade or group of trades of occupations." (p. 17)

However, contemporary theorists and writers in vocational training do not agree with the concept "We train for employment" meaning or hoping that there are enough employers waiting for qualified job seekers coming out of a TVET institution. In deed, in most countries especially in Africa, this is no longer the case. More graduates leave the TVET-institutions than the formal labour market can absorb (UNESCO, 2002). The mismatch between the output of TVET institutions and the absorption capacity of the economy threatens to become wider and many youngsters face unemployment.

Accepting there may not be not many jobs, but opportunities to launch a gainful business, many institutions now say, "we train for self-employment" "Train job-creators, not job-seekers" is a commonly heard slogan in this context. Consequently, management skills are being included the curricula of and training is connected with follow-up services which include the facilitation of access to credit and advisory services of these start-up enterprises (Bennell, 1999).

UNESCO also stated (1999), "although TVET programs may not create jobs, they can practically provide individuals with skills required to give them enhanced opportunities for self-employment, wage employment, informal sector initiative and employment."(p. 5). It is realized that training does not create jobs, but a pool of skilled excess labour might attract investment, which in turn will result in jobs as trained persons are better equipped to compete for jobs (World Bank, 1997).

The second objective states that the program can improve the aspiration of trainees towards manual work so that the traditional way of viewing TVET as that Academic Education could be removed or reduced.

According to Evans (1971), Vocational education is most concerned with occupations, which lead people to lower middle class status. Upper and upper middle class occupations are usually associated with collage degrees, and while a relatively high proportion of vocational graduates go on to college, vocational educators tend to ignore the demonstrated value of their programs to motivate people to want increased education. Vocational education for youth is most frequently designed to provide entry to lower middle class occupations (Ibid, 1971).

The third objective includes the concept that greater number of students can be diverted towards TVET program. Therefore, that, excess demand for higher education could be reduced (Laucks, 1988:1920).

The last objectives contain the idea that low achievers of academic subjects can do better with practical courses and work orients curriculum. In fact, TVET is by far more significant in relation to employment potential that it enables young people who are academically less to learn craft or manual trends and thus, to enable them secure gainful employment. This in fact is a major justification for TVET in those countries that have achieved high level of secondary enrolment over all and thus screen students based on their academic achievements to an appropriate form of training and education (World Bank, 1993:20-21).

The purpose and objective of TVET in a specific country determine the scope within which the program is to be developed, implemented and in agreement with several other sector objectives.

2.1.3. Range, Frame work and Characteristics of TVET

Vocational education programs range from short-unit (ten weeks or less) to long-term programs up to two years in length. The programs include numerous occupational areas, such as office skills, agriculture, various trades, health services, and technical training. The scope of vocational education is broad, ranging from occupations

requiring little skill to those requiring a high degree of skill and scientific knowledge (ECC, 2006). Jobs requiring minimum training are not generally included in formal programs because the necessary skills can be readily learned on the job. The following graph shows how TVET, general education and higher education interlinked.

Table 2.1 The Education and TVET system of Ethiopia. (ECC, 2006: 11)

Age	Grade		
19		Higher Education	
			Diploma Level
18	12	Upper Secondary	Certificate Level II
17	11	School	Certificate Level I
16	10	General Secondary school	Junior Level TVET
15	9		
14	8	Primary school	Basic Level Training (Non- formal)
13	7		
12	6		
11	5		

World Bank (2000) affirmed that the TVET system holds, at least ideally, the following characteristics:

- A unified national vocational education and training system
- Demand driven, albeit producing a small excess pool of skilled labour
- Based on labour market monitoring
- Participatory; involving all concerned, especially the social partners
- Emphasis on practical learning rather than talk and chalk lectures
- Students with the wish, the ability and which fulfill the requirements may continue to Community College or University after graduation.
- The target groups of the TVET system are:
 - Graduates of the Compulsory General Education system
 - Drop-outs from the General Education system
 - Adults in employment (training and/or retraining)
 - Adults in unemployment (training and/or retraining)
- The training provided will aim primarily at the Palestinian labour market, but also at neighboring labour markets.

- The system will be modular
- The system will provide primarily job specific modules, but also generic modules
- The financing of the system will be based on:
 - Government financing
 - Levy/tax on employers
 - Payments from students
 - Income generating activities
 - Grants and donations from national and international sources

2.1.4. Governance of the TVET System

The term “governance” refers to the management and the decision-making process in the administration of a system or an organization. Different nations and different organizations within a nation may approach governance concerns (who makes decisions? who pays the bills?) in very different ways (ECC, 2006: 16).

Traditionally, organization and coordination of education system in general and that of TVET in particular are the responsibility of the government. Formulating education and training policy with other initiatives and decisions is the role of government. Based on the educational and political strategies of the country, the government ministries that shoulder the responsibility for TVET management vary from country to country. Some countries share the responsibility for TVET management among several ministries and ministry of education, while others created a ministry for TVET in order to ensure better co-ordination between technical and vocational training and to the raise skill level.

In Ethiopia, concerning the governance of TVET, starting from March 2004 the Federal Government has given the ultimate responsibility of managing the program to the MOE: particularly to the TVET sector office (ECC, 2006). Accordingly, the office has a power (authority) by law to provide superior leadership and to prescribe standards regarding technical and vocational education and training carried out in the country (Source: Negarit Gazeta, 2004).

Generally speaking, for TVET, a system of corporate governance where all important stakeholders can participate is an internationally accepted benchmark for best practice. This view is accepted in principle in Ethiopia, but corporate governance is not yet fully operational in the country (ECC, 2006:16). All partners must continuously work to raise the awareness of the government agents, private sector operators, parents, trainers and other key partners in order to increasingly root TVET in the economy and in society.

2.1.5. Why TVET Matters

For many years, technical and vocational education in the country has been considered as a career path for the less academically endowed. This perception has been fuelled by the low academic requirements for admission into TVET programs and the limited prospects for further education and professional development. Worse, the impression is sometimes created by governments that the primary objective of the vocational education track is to keep dropouts or “lockouts” (ECC, 2006). It is a common belief that crafts persons or technician do not earn enough to make a living and also do not have much choice to improve and develop their career as well as their lives.

Still, they are many people who think that TVET is only for those who did not manage to go to the university. Still some do not even have much respect for people who work with their hands. The public and even parents consider the vocational education track as fit for only the academically less endowed. In many countries, students entering the vocational education stream find it difficult, if not impossible, to proceed to higher education. However, despite all this negative quotations, TVET has undeniable significance for individuals, enterprises and for the countries aver all development.

First, TVET has a great significance for individuals and families. As it is mentioned earlier, the first objective of TVET is preparing people for present and future employment opportunities. In this case, TVET benefits individual trainees to earn a living either by finding or creating employment opportunities. Currently, there is a strong stand that TVET will improve chance of the youth especially those who are disadvantaged economically and academically to secure stable wage employment. Now days, in fact the assumption has been extended to include productive self-

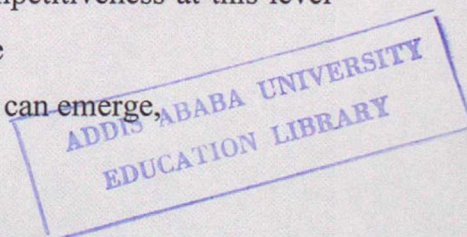
employment in both urban and rural informal sectors of the economy (Middleton, 1993:4).

Second, TVET benefits enterprises. In deciding where to invest, the main factors of importance are the efficiency of the local labour force (the produced output per salary unit). TVET is a decisive factor for enterprises of all sizes to remain competitive in the market (ECC, 2006). Since TVET includes all kinds of apprenticeships that take place in enterprises, industrial attachments or internships and all kinds of interventions geared to upgrade the knowledge and skills of the present work force, all enterprises are affected by TVET in one way or the other.

Third, TVET has a great significance for national and economic development. As Atchoarena, David & Andre (2002) stated TVET is an indispensable component to achieve sustainable development. It has been regarded as a tool for economic recovery and development. This was, in fact, due to the very conviction that projects for economic growth and development are to a large extent depend up on the availability of trained labour force for both traditional and new industries such as agriculture, business technical service etc... (Ibid, 1994). TVET offers the chance to integrate the huge number of small-scale enterprises where entrepreneurs are already - in a more or less informal way – training youngsters at a probably higher number than all training centres of the country.

As to Bennel (1999), building capacities and enhancing competitiveness at this level means laying the foundation of an integrated economy, where

- Forward and backward linkages between the sectors can emerge,
- New and sustainable jobs can be created,
- Upcoming job opportunities can be seized.



Developing countries also need to improve productivity through their economies in order to be competitive in the era of rapid economic and technological change. Improved productivity requires not only capital investment but also a skilled labour force. Besides the level of countries, a skilled workers and technicians competency is a key determinant factor of labour force productivity.

TVET is successful in terms of worker productivity (Middleton, 1993; 51). "Knowledge, skills and competencies of all men and women have become the cornerstone of personal growth and employability, enterprise competitiveness and society's economic and social sustainability" (ILO, 1997: 5).

Indeed, TVET represents a comprehensive and inclusive approach intended to help people achieve their full educational and vocational potential and as a result makes meaningful participation in the development efforts of their community (UNESCO, 2000:19). The TVET system, as the rest of the educational system, holds an obligation to assist in the preparation of its students towards life in a democratic society, and towards the contribution to the economy of that society.

There is a fresh awareness among policy makers in many African countries and the international donor community of the critical role that TVET can play in national development. The increasing importance that African governments now attach to TVET is reflected in the various Poverty Reduction Strategy Papers that governments have developed in collaboration with the World Bank. One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills.

2.2. Sources of TVET Financing

In practice, most systems of VET financing are mixed, involving public, private and individual contributions.

2.2.1. The Public Sector

Currently, most of the cost of the provision of TVET facilities is borne by the public sector. According to Johansson (1996), the three main source of public financing for TVET is are (1), general tax revenues (e.g. excise taxes and duties in lower income countries) and public borrowing (2), taxes and special training levies collected from enterprises in some countries and (3), external donor agencies.

Government expenditure for TVET may take a form of (1) Budget allocation to finance all or part (i.e. to subsidize) the cost a centralized training agency or specific training institutions, either public or private, (2) training grants or loans to individual trainees, and (3) subsidize or tax incentives for enterprises (Ibid, 1996).

2.2.2. Enterprises

Enterprises collect funds for TVET workers from three sources: (1) From workers themselves e.g. in the form of reduced wages during training, (2) From the government in the form of grants, subsidies or tax rebates, and (3) From operating expenses of the enterprise itself for in-company training (Johansson, 1996). The main examples for this way of TVET-delivery are the training centers of the Ethiopian Power Cooperation and the Ethiopian Telecommunications Cooperation (ECC, 2006). Here, enterprises train (or upgrade) people for his or her own purposes. At the moment, around 5,000 trainees are enrolled in the training units of (mostly public) enterprises and public authorities.

2.2.3. Training Providers

As Johansson (1998) stated, training institutions receive financing (1), from government in terms of budgets, subsidies and loans, (2) From enterprises in terms of training contracts or donations of equipment or instructor services, (3) From individuals in terms of fees and tuition (4) From the sale of goods and service to the public and, (5) from the community support and non-governmental organizations (NGOs).

Currently around 108 public TVET institutions provide long-term courses for around 80,000 trainees who fulfill the entry-criteria. In addition, it is estimated that institutions under the Ministry of Agriculture and Rural development enroll some 30,000 students annually to be employed as development agents. Public TVET schools in the health sector under the Ministry of Health produce around 2,000 graduates annually to be employed in the public health system. There is also operating a network of around 400 non-formal TVET institutions, the community skills training centers (ECC, 2006).

In the last few years, substantial private training institutions have emerged in Ethiopia. Most offer formal training and have similar entry requirements to the government ones. It was estimated that around 175 private institutions were operating in the country, but the actual figure is closer to 500 (Ibid, 2006). Non public TVET has been

offering a great importance in the country; firstly by utilizing the experiences and capacities in the private sector in order to improve the quality and relevance of TVET; secondly by increasing resources invested in TVET in order to improve the over all TVET supply and hence accessibility of the system of the system; and finally by partly relieving government from the burden of TVET delivery.

2.2.4. National and International NGOs

Despite the availability of the other sources of income, it is foreseen that it will be difficult to cover the running expenses of the TVET system, as well as the expenses of expanding and developing the system. The government, thus, recognizes and welcomes all national and international and international NGOs as they complement the efforts of the government in providing additional source to finance TVET.

Some international NGOs earmark grants and donations to any training institution, whether private or public as wished by the donor, as long as it complies with the established national priorities (Middleton, 1993). On the other hand, some national NGOs design and implement projects on TVET financing to benefit disadvantaged segments of the society. The main area of intervention of these institutions is non-formal training, often geared towards specific target groups (UNESCO, 2001). Grants and donations may also be given to the National Training fund for the general use of the TVET system.

Non-government, Non-profit organizations (NGOs) receive finance mainly from external donor community and from community support in some occasions. NGOs in turn finance TVET (1) through financially assisting the government's budget that are allocated to finance TVET programs, (2) through providing financial assistance and material donations to public and private training providers, (3) sponsoring under privileged segments of the population to TVET training (Johansson, 1996).

The main area of intervention of these institutions is non-formal training, often geared towards specific target groups (like handicapped people, street-children, female heads of households and so on). As UNESCO (2001:64) stated, given the adaptable and flexible nature, non-formal TVET is practically more amendable to the NGOs mode of

operation. They can also get involved in the delivery of formal TVET, which makes their entry requirements similar to those of government TVET institution (ECC, 2006).

Generally, most of the cost of the provision of TVET facilities is presently borne by the government. In fact, it clear that central government must play the central role in financing and providing training (Middleton, 1993:265). Nevertheless, enterprises from the public and from the private sectors as well as NGO's, religious organizations and donors also should contribute a substantial part if the system is needed to be developed.

2.3. The Need for Diversifying Sources of Financing

While the need for trained personnel has been recognized thought out history, the problem of providing such training in a satisfactory level has become increasingly difficult, as the need for training has accelerated (Evans, 1971). Currently, the need for training is increasing even more with the internationalization of trade, the acceleration of organizational and technological developments, the flexibility of labour markets, the emergence of lifelong education as a paradigm in the occupational itinerary of workers and in the processes of productive development, etc.

These factors have brought the training of human resources –and vocational training in particular– to the forefront of the agenda of development policies. However, one of the greatest challenges in TVET provision is its cost. Training for high-quality skills requires appropriate training equipment and tools, adequate supply of training materials, and practice. Other requirements include relevant textbooks, training manuals, and qualified instructors with experience in enterprises.

According to UNESCO (1996:21), TVET programs usually require tremendous amount of budget to run compared to general secondary education. It has been estimated that the cost of one technical school is equivalent to two or three schools offering general education. This high cost of TVET is mainly due to smaller class size and the needs for expensive equipments, facilities and teaching materials (Laugol, 1993:5). TVET is very costly. The Education Sector Development Program (ESDP)

calculate the total recurrent expenditure for TVET of 508 million ETB, and total capital investment of 1,787 million ETB over the three year plan period from 2002/03 to 2004/05 (MOE, 2003).

Despite the fact that it is expensive, government and non-government sectors must recognize that TVET is an investment, not a cost, having important returns that benefit individuals, enterprises and the country's economy in general. Hence, financing of TVET must be shared between public and non public sectors even including the learner. All partners in society who share the benefit should take the responsibility to contribute to the development and on going vitality of the TVET system (UNESCO, 1999: 670).

Traditional sources of financing TVET are chronically insufficient with the result that vocational training institutions often confront major financial constraints. Governments, facing severe economic downturns and reassessment of priorities among competing alternatives, suffer from budget shortfalls. These shortfalls are typically transferred to vocational training in the form of budget cuts. However, it is considered of utmost importance to establish a sustainable mode of financing the system of TVET (Johnsson, 1996).

It is recognized that the needs for financing will increase vastly in the coming years, as the capacity of the system will have to be increased manifold, and as the system is in great need of development (UNESCO, 2002). In fact, the government has a major interest in the labour market being supplied with trained people to match the quantitative and qualitative demands of employers. Consequently, the government should contribute to financing the TVET sector from its annual budget, and should regulate the supply of other sources of finance (World Bank, 1997).

In most countries, however, it is foreseen that it will be difficult to cover the running expenses of the TVET system, as well as the expenses of expanding and developing the system depending only on the public sector. The most important point here is thus the fact that the development of non-public sectors in TVET financing facilitates the mobilization of additional-private-resources for TVET.

For instance, the distribution of TVET providers in most African countries Africa is skewed in general in favour of private providers. In Tanzania, public institutions account for only 8 percent of the total number of institutions, while enterprise-based training (at 22 percent), for-profit institutions (at 35 percent), and Church/NGO providers (at 31 percent) make up the bulk of the private sector institutions. In Zambia, public TVET provision is at 18 percent, while Church/NGO and for-profit providers take up 18 percent and 36 percent, respectively (AU, 2007)

Consequently, The MOE (2002) stated that the government has started to develop a more conducive environment for private training providers and NGOs to strengthen the mobilization of additional resources. Generally, the search for new sources of financing is likely to produce highly beneficial by products: programs that are more responsive to the various contributors and creation of greater training opportunities.

For this reason, the public sector is seeking to generate new sources to finance TVET to create equity. Unless, therefore, other non-public institutions, especially NGOs in this case, make available earmarked funding for training the poor, it is unlikely that government institutions alone will reorient their training activities in support of these groups (Bennel, 1999). Here is where the role of NGOs becomes very vital in creating equity and access for the disadvantaged groups.

2.4. NGOs and TVET Financing

2.4.1. Understanding the NGO Sector

The term NGO encompasses a broad array of different organizations that greatly vary in their purposes, philosophy, sectoral expertise and scope of activities. As Grey stated (1996:151), “the term NGO is so ambiguous extensively defined-overused and abused that it could be potentially meaningless.” In fact, due to the diversity in their nature, origin, objective and performance, NGOs are known by different names at different paces. It is very challenging to provide a standard definition to the term since several definitions are given by different authors and authorities.

As defined by Frantz (1987:128), NGOs are formal organizations, emerge when a group of people organize themselves in to a social unit that was established with the explicit objective of achieving certain ends and formulating resources to govern the relations among the members of the organization and the duties of each member.

According to CRDA (2005), NGOs are organizations that are formed by people who have a common goal and cooperate on voluntary basis to achieve their common interest out of the state or inter governmental structures and are not directly at the service of governments or other agencies; with their own priorities and programs they plan their independent activities, but can assist programs started by government.

Bebbington (1997:1756) defined NGOs as private, professionally staffed, non-membership and intermediary development organizations; found on the basis of commitment to an alternative, more democratize and inclusive development; created on the grounds that “ popular organizations were too weak or too repressed to be able to carry forward alternative development strategies.

As defined by Chamoun, (2006), NGOs are defined as “professionally staffed, non governmental agencies, which seek to aid constituencies external to themselves, and are not directly accountable to their intended beneficiaries.”

According to Fowler (1992), an NGO is a voluntary organization or grouping of individuals or organizations which is autonomous and not-for-profit sharing; operating in the voluntary sector; organized locally at the grassroots level, nationally, regionally or internationally for the purpose of enhancing the legitimate economic, social and/or cultural development or lobbying or advocating on issues of public interest or interest of a group of individuals or organizations; but shall not include Trade Unions, social clubs and entertainment sports clubs, political parties, private companies or faith propagating organizations.

Most simply, 'NGO' is an abbreviation, which stands for Non-Governmental Organization. Some people confuse the term with a 'non profit organization' or a 'non-commercial company.' Indeed, all NGOs are, by definition, non-profit organizations.

In its widest possible sense, the term NGO can be applied to any non-profit organization independent of government. A non-profit organization includes any business, organization or trust that is legally incorporated but is neither run nor maintained for the purpose of making a profit nor for the personal benefit of any member.

However, this definition presents a problem because it includes a vast number of organizations which are both structurally and functionally unrelated. Research institutes, charities, lobby groups, religious communities, professional groups and community associations all match this definition in addition to trade unions, trade associations, professional societies and even illegal bodies such as organized cartels linked to crime rings.

Therefore, according to Fowler (1992), the term NGO should be used to describe specifically autonomous, value-based organizations with non-commercial and non-party political objectives, which support themselves, in whole or in part, through the means of generous donors and voluntary service. An NGO exists to push its cause but also to remain honest and focused on its stated objectives.

In Ethiopia DPPC in NPDPM (1995:122) defines NGOs as a humanitarian organizations, which use their won resource to conduct variety of developmental projects with a view to join the government's effort to eliminate poverty.

2.4.1.1. Classifications of NGOs

The classification of NGOs seems to be tough just like defining them. NGOs as a sector of a society are a diverse entities operating under different paradigm with a diverse range of interest activities and perspective of development issues. So far, different authorities tied to classify NGOs using variety of methods.

The World Bank (1996) identifies two main groups of NGOs:

A. Advocacy NGOs

These are NGOs pushing for certain policies or ideas that address specific concerns. Examples include human rights NGOs who seek to influence government practice or socio-economic groups, seeking to change society.

B. Operational NGOs

These provide a particular function in society such as providing a service or meeting a particular need, be it health care, famine relief or social counseling. Both categories can operate on a community, national or international level. Naturally, there is overlap between the two types of NGOs described above. However, it is important that an NGO decides whether it is purely operational or has an advocacy dimension so that one can have an idea as to the degree of social activism or politicization.

According to Hall (1986), NGOs are identified by their

A. Institutional location: - local, national and international level

B. Organizational composition:

- Donor organizations:- those of international nature involved in donating
- Service Providing Organizations- national NGOs involved in providing services top those at the grass root level

C. Activities of NGOs:- those involved in health and education, environment, emergency relief, and in development in general.

Like wise, in Ethiopia, DPPC in NPDPM (1995:120-125) classified NGOs based on different criteria namely: origin, geographic area, affiliation, involvement and program orientation. According to Tegene Teka (1994:58-62), Ethiopian NGOs can fall in to three main categories. These are:

A. Local NGOs - Refers as "Edir" and "Equb" – generally referring to Local Voluntary Associations (LVAs) - both voluntary mutual aid associations organized by grass roots with varying size and can be classified as 'traditional' and 'modern' voluntary associations

B. National NGOs- it can be divided in to religious and secular organizations. These kinds of NGOs mostly drive funds from external source such as foreign embassies, individuals, northern or international NGOs and governments

C. **International NGOs**- This group includes a range of organizations, which have become household names; Amnesty International, Human Rights Watch, Save the Children, Oxfam, Physicians for Human Rights *inter alia*. Their annual Budgets run into hundreds of millions of dollars.

2.4.1.2. Characteristics of NGOs

NGOs ideally have specific characteristics, which distinguish them from government organizations or other registered private groupings. In fact, there is a great ambiguity regarding the characteristics of NGOs and it is difficult to establish criteria for precisely classifying 'what is and is not NGO'.

Regardless of the difficulties, UNDP (2002) stated the term NGOs would be applied to organizations, operating in the voluntary sector, which possesses the following defining characteristics:

(i) Organization

This means an established or permanent institution with a degree of organizational structure, which include regular meetings, and rules of procedures.

(ii) Voluntary

These are bodies that are formed freely, willingly, spontaneously by individuals, groups or organizations with an element of voluntary participation.

(iii) Self-governing and self-regulating

Non-Governmental Organizations have their own internal procedures for governance but nonetheless operate within accepted norms of society as a whole.

(iv) Not for Profit sharing

NGOs are not profit making organizations, but where profits are accrued, they are ploughed back to the community through the organization.

Hall (1986:7) also listed a number of characteristics most NGOs have in common.

- Flexible and adaptable to environmental conditions
- Close to grassroots than governmental agencies
- Stress the participation of beneficiaries in Planning , implementation and evaluation of programs

- Have simple administrative structures which require their personnel to be responsible for multiple tasks in the organizations
- Subject to fewer rules and regulations

Like wise, Pardon (1987:71) identify common characteristics of NGOs as

- “out-reach focus”- they are intended to benefit non members
- Established for common mutual concerns- issues like poverty, underdevelopment, disaster, relief and rehabilitation, human rights, environment, religious, charitable or welfare purpose and the like
- Whose fund is derived from voluntary donors, governments, beneficiary contributions, churches and other funding agencies.

Still, there is a great ambiguity since NGOs hold autonomy, independence and individualization as their trademark of their discourse; on the other hand, they tend to revolve around other institutional context and projects, social movement and political current. Moreover, the part of definition that describes NGOs as ‘a legally constituted organization with no participation or representation of any government’ seems to clash with the existing fact.

2.4.2. The Role of NGOs in TVET Financing

Defining an NGO is itself no small task but defining its role has become a hazardous minefield. NGOs have developed to emphasize humanitarian issues, developmental aid and sustainable development.

Apart from 'NGO' often alternative terms are used as for example independent sector, volunteer sector, civil society, grassroots organizations, transnational social movement organizations, private voluntary organizations, self-help organizations and non-state actors. All the above names indicate that NGOs are focus in addressing specific needs of sub-groups in society and have strong grassroots links and field-based expertise motivating individuals to be self-reliant and productive than being depending on government.

Having such purpose, a number of local, national and international NGOs have been involving in TVET financing projects to play roles in creating employment and self-employment opportunities for specific beneficiaries.

2.4.2.1. Traditional Interventions

The training programs of traditional NGOs have been similar in many respects to those offered by public sector VET government institutions. Training provision by NGOs is frequently of better quality and more efficient than by government training centers. This is mainly due to the strong commitment of centre managers and instructors coupled with a more practical orientation and a marked emphasis on fostering certain attitudes and life skills (Cumming, 1998). However, yet there are limitations that affect these projects. More generally, lack of clarity in objectives, priorities and strategies by NGOs have been and still are a common criticism. (Johansson, 1998).

Until recently, NGOs had been working mainly in the cultural and social sectors focusing on advocacy and awareness creation activities. Most of TVET related projects, as Bennel (1999) clarified, mainly focused on 'providing training for employment' which are entirely job-specific, unsustainable and judged to train potentially unemployable people. Accordingly, the mechanism seems often insufficient so that after their graduation, trainees need additional training in order to enter and succeed in the labour market (ILO, 1997; Bennel, 1999).

This experience automatically makes TVET related projects run by NGOs vocational schools less competitive in the educational services market since trainees in various occupations do not possess employability skills that are essential in finding and sustaining a job. A review in the early 1990s by OXFAM concluded, "Training has all too often been offered with no knowledge of the potential market for particular product or skills (UNDP, 2002). In fact, the actual effectiveness of projects on TVET in enabling beneficiaries to acquire and create employment opportunities may be affected due to many factors that are beyond the role of NGOs including standard and quality of the existing training system, management and human resource, availability of adequate facilities and so on.

On the other hand, these projects also tend to be staffed by those with community development backgrounds rather than business and enterprise development. Thus, most TVET financing related projects seemed fail to have any appreciable, sustained impact on livelihoods having little impact in overcoming economic vulnerability (Bennel, 1999).

2.4.2.2. The Participatory Intervention

'Participatory skill development' is perhaps the best term to describe the underlying rationale of an altogether new approach to skill development among the poor that has been adopted by many NGOs (Johansson, 2002). External funding of NGO programs has increased very significantly during the 1990s as donor agencies have become more aware of the relative effectiveness of well-managed NGOs in delivering services and empowering the poor (World Bank, 1997). On the other hand in many countries of Sub-Sahara Africa, governments have places TVET as a means of supporting the economic and social development of their country (Atchoarena & Delluc, 2002:54).

As governments and donors have begun to give due recognition to more sensible projects that contribute to the development and self-reliance of economically disadvantaged and socially excluded groups, the whole process then has been pressurizing National and Local NGOs to change their strategy regarding TVET financing projects (Gary, 1996). Faced with this situation, the response of an increasing number of NGOs has been to develop forms of non-formal education and training that encourage and empower the poor to challenge the unequal social relations that result in mass poverty (UNESCO, 2001).

Accordingly, TVET financing programs start focusing on more sensible and tangible TVET financing projects focus not only job specific skills but also integrate generic skills; linked with the world of work, which make and entrepreneurial skills that leave beneficiaries to gain, keep and progress within employment and also to be with self-reliance, independent and productive creating self-employment opportunities (World Bank, 1997; ILO, 1997). To design such a highly valuable projects, NGOs start to

design projects that are participatory nature integrating government , employers and trade unions, and the community at large (Bennel, 1999).

2.4.3. Justification for NGOs TVET Financing

Roughly speaking, almost one in four of the population in the developing world lives in absolute poverty and this number continues to increase rather than decrease (UNDP, 1998). Poverty reduction is now at the top of the policy agendas of most bilateral donor agencies and international development organizations (UNESCO, 1999). Accordingly, TVET can play a major role in assisting individuals who are economically vulnerable and socially excluded (EVSE) in developing countries and this in return directly calls for NGOs' active participation in TVET financing.

On the other hand, In Sub-Saharan Africa, most governments are simply too poor to be able to fund major training programs for the poor. Most training resources are allocated to a small number of public training institutions, which train mainly school leavers for skilled occupations, which, in most countries, are heavily concentrated in the public sector. Thus, the provision of public VET in SSA and other low-income countries tends to be particularly inequitable (World Bank, 2001).

According to Gibbs, et al (1999), Non-governmental organizations (NGOs) are 'closer to the people' and are generally better able to support the training needs of the poor. Non-Governmental Organizations (NGOs) are increasingly being recognized by governments everywhere as potential forces for social and economic development and important partners in nation building and national development. While it is true, that many opportunities for self-employment exist in most developing countries where most profession is being practice inadequately (ILO, 1997).

At present, there is an enormous range in the type of NGOs national, regional and international working with the poor and the disadvantaged in developing countries including Ethiopia. On the one hand, there are numerous charitable organizations run by churches and elite, mainly urban-based groups which provide conventional training courses for the poor and the disabled (UNESCO, 2002). Most of these organizations

are, however, heavily reliant for funding from NGOs in the North for the bulk of their activities.

In fact, most NGOs found in Ethiopia are very small and only work in a few localities. Consequently, the current capacity of NGOs to offer training services on a wider scale is limited. However, NGOs are being more radical and innovative both with respect to their objectives and the methods they employ are designing programs incorporating TVET trainings, mostly non-formal, to support and capacitate disadvantaged groups, creating an access for gainful employment or self-employment (World Bank, 2000). An increasing number of donor agencies see these NGOs as being a particularly appropriate institutional vehicle for 'working with the poor' (Middleton, 1993). They are more 'flexible' (i.e. non-bureaucratic), politically committed to supporting the poor, use appropriate intervention strategies that encourage the poor to identify their own needs and address them in ways that are 'empowering'.

As to Cumming (1998), NGOs are suitable for the educational innovations due to their unique characteristics such as flexibility and commitment. They are also said to be less bureaucratic, focused, effective and efficient (they got more with less resource) and tend to follow decentralizing pattern of organization at the grass root approach. Having this nature, they would often be able to achieve what governments never could (UNESCO, 2001).

2.4.4. Relationship between Government and NGOs

The government of Ethiopia recognizes the role of NGOs as agents of development and positive change. NGOs address diverse issues ranging from lobbying, advocacy and human rights to service provision. They bring creativity, innovation and develop strong community links thereby playing a catalytic role in improving the delivery of various types of services (UNESCO, 2001).

The government further recognizes that NGOs are independent entities. However, NGOs must be subjected to the law/s of Ethiopia. Warm relations between the government and NGOs has been exemplified especially by the support granted to the later in terms of tax exemptions, providing material and technical support to assist NGOs' projects and general collaboration in development endeavors.

Currently, NGOs are shifting their focus away from concerns about relief to more general interests in development (Bennel, 1999). They increased their involvement in socio-economic matters. The range of activities in which they began to involve themselves widened to include sectors such as energy, environment, primary health care, nutrition, education and vocational training. Thus, governments of developing countries are recognizing the role of NGOs as agents of development and positive change (World Bank, 2001).

The need for government and NGO partnership basically steams from the fact that training and educational programs, like all other sectors of development, are a collective endeavor that demands the full participation of various stakeholders.

2.5. Project management of TVET

2.5.1. Definition of a Project

A project is a set of inter-related activities that are undertaken by an individual or organization to meet specific objectives within defined schedule, cost and performance parameters. A project is a temporary and one-time endeavor undertaken to create a unique product or service, which brings about beneficial change or added value (Berkun, 2005).

Similarly, Magnen (1991:14) define project as “a set of investment and of other planned activities aimed at achieving specific objectives within a predetermined time-frame and budget. According to Baum & Tolbert (1985:333), “a project is a discrete package of investments, policies and institutional and other actions designed to achieve a specific development objective or set of objectives within a designated period” Simply, A project is a carefully defined set of activities that use resources (money, people, materials, energy, space, provisions, communication, etc.) to meet the pre-defined objectives.

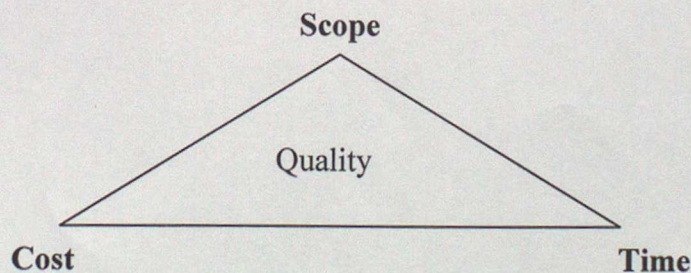
Though, there are different definitions assigned to the term project, each definition indicates projects seem to have the following common characteristics (Gittinger, 1982:5).

- It is a set of activities or tasks which involves a certain amount of resource with the expectation of future benefit
- It has specific objective/s
- It has predetermines resources or budget
- It involves a specific geographical or organizational boundary
- It can be undertaken by an individual, a group of individuals or organization.

2.5.2. The Concept of Project Management

Project management includes systematic planning of all activities involves, efficient organization, continuous coordination, skillful operation, motivating, periodic monitoring and control (Dharwadker, 1996:37; Duncon 1996: 167) Project management as said by Heerkens (2001), is the discipline of organizing and managing resources in a way that the project is completed within defined scope, quality, time and cost constraints.

Unlike the normal management, project management involves specialized forms of organization and methods of planning and control (Harrison, 1983: 1-3; Anderson et al., 1997: 28-29). The first challenge of project management is to make sure that a project is delivered within defined constraints. The second, more ambitious challenge is the optimized allocation and integration of inputs needed to meet pre-defined objectives (Lewis, 2002).



The Project Management Triangle

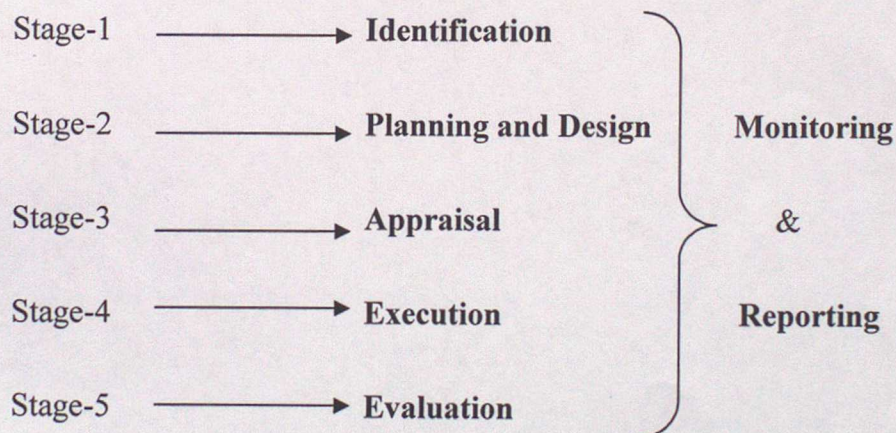
The time constraint refers to the amount of time available to complete a project. The cost constraint refers to the budgeted amount available for the project. The scope constraint refers to what must be done to produce the project's end result. These three constraints are often competing constraints: increased scope typically means increased time and increased cost, a tight time constraint could mean increased costs and

reduced scope, and a tight budget could mean increased time and reduced scope (Heerkens, 2001).

2.5.3. The Project Cycle

Several approaches can be used to manage project activities depending of the nature of the organization. However, most commonly organizations especially in developing countries used the traditional phased approach where projects usually go through a series of identifiable stages (Duncon 1996). This sequence of steps or stages to be completed in a project life is known as the “project cycle”. In fact, different authors for instance, Martin (1976), Baum and Tolbert (1985), Magnen (1991) and Dingle (1997), develop different types of project cycles in relation to different organizational perspectives.

However, most NGOs usually follow the five stages of the project cycle for managing their projects (Chamoun, 2006).



Not all the projects will visit every stage as projects can be terminated before they reach completion. Some projects probably do not have the planning and/or the monitoring. Some projects will go through steps 2, 3 and 4 multiple times.

2.5.3.1. Identification

Project ideas can be initiated by government, NGOs, formal and non-formal organizations, donor agencies and practically from anyone At times NGOs design projects because they actually identify a problem or a need and other times they design

projects because the donor agency has already made a determination about the problem to be addressed. However, sometimes a distinction must be made between demands or need-based projects and resource based projects (Maylor, 1996:3).

Practically, wherever the project initiation comes from, the main important thing seems to be the identification of projects with a high priority. Thus, the purpose of the identification stage of project management is to select among several project ideas putting indisputable priorities that are inline with national policy orientation and that seem likely to be feasible (Magnen 1991:45).

This phase, as stated by Berkun (2005), determines the nature and scope of the development of the project and involve the preparation of project profile that include

- Analyzing the needs in measurable goals.
- Review of the current operations.
- Conceptual design of the operation of the final product.
- Equipment requirement.
- Financial analysis of the costs and benefits including a budget.
- Select stakeholders, including users, and support personnel for the project.
- Project charter including costs, tasks, deliverables, and schedule.

According to Baum and Tolbert (1985:342), the project profile is designed not only to reflect the project nature and purpose but also to reach early agreement with donor agencies. Following the preparation of the project profile, the project go through an initial review to avoid excessive risk, inadequate demand for the proposed out put, inadequate supply of resources, over ambitious design , excessive cost and lack of commitment. (Dingle, 1997:19)

Consequently, only the 'most important projects' will be selected based on certain criteria like the extent and type of people benefited from the project, economic, financial, environmental and social benefit of the project, its relationship with the existing national and sectorial policy, participatory nature of the project, availability of the resources and so on. (Magnen 1991:46)

Generally the identification stage of the project management include initiation of project ideas, preparation of the project profile, screening, prioritizing, ranking and finally selecting the very important ones.

2.5.3.2. Design and Planning

Designing or preparing the project is the second stage of the project cycle which involves refining, reshaping and modifying the selected project. At this stage additional information will be included, the durations for the various tasks necessary to complete the work are listed and grouped into a work breakdown structure and also the logical dependencies between tasks are defined (Chamoun, 2006).

Then, the necessary resources can be estimated and costs for each activity can be allocated to each resource, giving the total project cost. At this stage, the project plan may be optimized to achieve the appropriate balance between resource usage and project duration to comply with the project objectives (Ibid, 2006). Once established and agreed, the project plan (proposal) becomes what is known as the baseline. Progress will be measured against the baseline throughout the life of the project (Heerkens, 2001).

A project plan document (proposal) may have different elements. Though the fundamental concepts are the same, different NGOs use different project proposal formats.

According to Chamoun, (2006), good-quality project proposals are expected to include components like:

- Justification
- Objectives
- Estimated Out put
- Strategy
- Sustainability plan
- Direct and Indirect project budget
- Monitoring, controlling and reporting mechanisms

Projects on TVET financing also must increasingly be linked with the world of work, which includes making TVET more practical to include business and management skills in the program and to link the training and the trainees to follow up measures like entrepreneurship courses and micro credit schemes (World Bank, 1999).

TVET programs should be designed as comprehensive and inclusive systems accommodating the needs of all learners and accessible to all (UNESCO,2002:15). The TVET system should be relevant, in the sense, that it should provide training that corresponds with the needs of the labour market, i.e. a system that is demand driven. Relevance, thus, is ensured through a system of labour market monitoring, for instance in the form of employer surveys and student tracer studies (Bennell, 1999).

As Johnsson (1998) stated, it is recognized that supply driven training almost certainly will result in giving to many students the wrong (unemployable) skills, and thus result in training for unemployment, which not only is wasting students time, but also an inefficient use of government funding.

2.5.3.3. Appraisal

This stage of the project cycle is primarily aimed to evaluate the over all soundness of the project and its capacity to meet the intended objectives before funds are committed. Thus, based on the assessment made various decisions can be made involving improvement and alteration of the plans or even discarding the project (Amdeberehan, 2004:6).

Mostly, the appraisal of a project done by appropriate authorities within the operating agency, donor agencies and different government sectors (Baum & Tolbert, 1985:353). The process of appraisal requires a number of criteria that a project must meet to be approved. According to Baum and Tolbert (1985:585-592), projects can be appraised assessing their technical Aspect, economic aspect, financial aspect, social aspect, institutional aspect and environmental aspect.

Though there is no written manual found regarding how TVET financing projects run by NGOs in Addis Ababa get appraised, practically, they are reviewed by education bureau before their approval be explicitly granted. However, the extent of education

bureau's involvement on the projects differs depending on the nature of the implementing agencies (NGOs). If the implementing agencies have their own TVET training centers, the education bureau sign a try-part agreement with the Addis Ababa civil and the implementing agencies. If the implementing agencies don't have their own training centers and intending to provide the TVET through already established private or government centers, the education bureau will only take part in apprising and commenting on the project. (Source: Addis Ababa City Government Social and Civil Affair Bureau).

To sum up, projects should be properly appraised and evaluated before allocating committing any finance not only to gain approval but to make the necessary adjustments and modifications the will add up to the project .

2.5.3.4. Implementation

This is the stage where projects become fully operational. Project Implementation, like other phases, involves different activities. For instance, in this phase, Project personnel should be identified or recruited. According to Gulliver (1989:287), project implementation requires competent and capable project manager, coordinator and other staffs depending on the unique nature of the project. Sometimes NGOs recruit the project personnel at permanent base and need not to recruit key project staffs at the beginning of the implementation stages. Other times, due to financial constraints, recruiting project personnel is done late. However, as to Baum and Tolbert (1985:364), for the best results, the project manager and other key staffs should be recruited or appointed prior to the start of project implementation and should participate in its planning.

For the proper implementation of the project, implementing agencies need to plan the implementation phase (Berkun, 2005). Planning the project implementation involves reviewing the technical design so as to incorporate current experience and to adopt with the current changes; preparing project frame work (work break down structure), estimating work time to estimate the level of effort required to complete the project in time and project implementation schedulable to identify a number of project activities

that have to be taken in a particular sequence and to keep the flow of the project implementation (Kemmerer, 1994 , Berkun, 2005).

It will be a prerequisite for a successful implementation of the strategy, that the implementation is executed in an orderly and well planned manner to avoid, that duplication, confusion, lack of funding, etc. impairs the process (Berkun, 2005). As a consequence the training system must establish some form of labour market monitoring, and close co-operation with the employers and trade unions, in order to establish what the skill requirements of the labour market are (UNESCO, 2002).

As Bennell (1999) stated, fragmentation leads to duplication and seriously impairs efficiency, due to the fact that the presence of so many unconnected and uncoordinated training institutions, means duplication in development of curricula, methods for training of staff, establishment of administrative systems, and employers possibilities of having a clear concept of the qualifications of the potential employee is very poor - the system becomes non-transparent. Thus the system becomes inefficient and costly. Finally, with a fragmented system, employers find it difficult to interact with the training system at a national or regional level.

2.5.3.5. Evaluation

Project evaluation describes different models and data collection strategies to gather information at different stages in the life of the project. It provides information to improve the project as it develops and progress. The information collected determine whether the project is proceeding as planned and whether it is meeting its stated goals and objectives according to the proposed timeline (Berkun, 2005: 67). Likewise, Magnen, (1991:117) noted “the general purpose of the evaluation phase is to systematically collect and analyze information about the projects implementation and results and make corrective action. Project evaluation also allows projects to better tell their story and prove their worth and thus provides crucial information for communicating to a variety of stakeholders.

The term evaluation and monitoring sometimes are used interchangeably. Monitoring is a continuous assessment both of the functioning of the project activities in the

context of implementation schedules and of the use of projects inputs in the context of design expectations (Berkun, 2005). Monitoring is an ongoing process that runs through all phases of a project life and refers to the routine tracking of the project's on going activities, achievements and constraints to ensure that activities are carried out as planned. Evaluation on the other hand, is periodic assessment of the relevance, performance efficiency and impact of the project in the context of its stated objectives (Casley and Kumar 1987:2). In a simple way, monitoring aimed to answer "what are we doing?" where as evaluation strives to answer "what have we achieved?"

Evaluations can be performed by the implementing agencies themselves usually by employed evaluators. This is called internal evaluation. On going and mid term evaluations usually done in this way. Evaluations can also be undertaken by external institutions out side the implementing agency for instance by funding agencies. These types of evaluations called external evaluation. Terminal and Impact evaluations are usually conducted by the funding agencies (Girma:2004:26).

Ideally, the evaluation design is part of the project proposal and data collection begins soon after the project is funded. Data are examined an ongoing basis to determine if current operations are satisfactory or if some modifications might be needed (Chamoun, 2006).

Most commonly there are four types of evaluations that are used (CRDA, 2003:5; Lewis, 2002).

- ***Ex-ante Evaluation:*** - which is carried out before the implementation of the project to be used as a base line
- ***Mid-term (ongoing) Evaluation:*** - which takes place while the implementation of the planned projects is on progress
- ***Terminal Evaluation:*** - which undertake at completion of the project where the funding of the project becomes to an end
- ***Impact Evaluation:-*** undertaken in most cases 3-10 years after the project activity has been terminated in order to determine the impact of the project on the target group

Generally, as resources are scarce, an excellent project management that ensures effectiveness and efficiency will be important. In this way projects that support the training system will be highly relevant, flexible, effective and sustainable; as long as sufficient financial resources are available (Sanders, 2000).

Moreover, in order to ensure a system that truly contributes to national development, i.e. a system that is demand driven, it will be necessary to create a system that is flexible, and has a high rate of participation of all concerned parties (Johnsson, 1998). Indeed, TVET should be a multi-demand concern approach requiring collaborative and interactive approach for its development. Collaboration between the government, private sectors, NGOs and the community has the potential to make education accessible for the majority” (UNISCO/ILO, 2002)..

2.6. NGOs in Ethiopia

NGOs have a long history of service to the people of Ethiopian. Their history dates back to the advent of the start of modernization of the country in the early 20th century. It was during this period that the European missionaries began to participate in the tasks of transforming the economic and social life of the country. Although their primary preoccupation remained spiritual, they took pioneering steps in expanding education and health revises. Their involvement in the economic and social life of the country began in early 20th century. (CRDA, 2005)

Their forceful involvement in the development efforts of the country, however, starts with the drought-induced famine of 1973/74. Initially, their operations focused on relief that saved millions of lives. Since then, they have become a permanent feather in the country's development process. The recurrence of the 1984/85 drought gave a further boost to the growth of NGOs operations. (Ibid, 2005) NGOs can pride themselves in their long history of services to the people of Ethiopia. True, their activities were limited but the efforts they made to positively influence the development of the country should not escape recognition.

As the NGOs were increasingly pulled into the development front, their role and areas of intervention changed. The growth NGOs in Ethiopia has been robust over the last

two to three decades. The number of NGOs, especially indigenous NGOs, has been rising. The number doubled in the last five years or so. About 500 NGOs operate development programs across the country today. (CRDA, 2003) Their capacity to play a discernible role in the country's development agenda has been steadily growing.

Yet, NGOs are considered 'gap fillers', in some quarters in Ethiopia. Control and bureaucratic requirements characterize the environment in which NGOs operate. Largely because of this, the NGO sector remains very small compared to other countries in Africa. Recognition of NGO contribution to the development process in the country is obscured by the unyielding poverty in the country and the paucity of quantitative data on NGO contributions. (UNESCO/ILO, 2002)

With the increasing involvement of NGOs in the development of the country, their role and areas of interventions also changed from time to time. Thus, NGOs were increasingly being pulled into the development front. This change in emphasis was influenced by national as well as international factors. Internally, the need to address the root causes of poverty was becoming increasingly apparent. The international renewed factor resolved to do away with poverty in the shortest possible span of time was also an important consideration. (World Bank, 2001) In addition, the shift in the paradigm of development and the consequent emphasis on empowerment, human development, etc..., have also contributed to the widening of the participation of NGOs in TVET.

Still, the sector remains very small compared to countries elsewhere in Africa. According to CRDA (2003), the two factors, among others, seem to account for the lack of public and government appreciation for the contribution of the NGO sector to the development process in the country. The first is the unyielding poverty in the country. It is common understanding that poverty in Ethiopia is increasing both in absolute and relative terms. There is considerable tendency, especially in the public sectors, of giving the NGO sector more than its share of accountability to the increasing poverty. The second is the paucity of quantitative data on NGO contributions including the impacts of these on the lives of the people, especially the target groups.

CHAPTER - 3

3. Method

This chapter is designed to provide detail information about the research participants, instruments of data collection and analysis, research design and research procedure.

3.1. Design

For conducting this study, a descriptive design was used since it is an appropriate method to assess factors that affect NGOs in financing and managing projects on TVET programs. This design was selected because it provides the best way to describe the basic questions stated in the research.

3.2. Participants

The research population to which the finding of this study refers to is the total number of NGOs, which are 370 in number, that are currently active in Addis Ababa signing an operational agreement with the *Addis Ababa City Government Social and Civil Affairs Bureau* and other sector organizations.

Participants were selected from a population of these 370 NGOs that are currently active in Addis Ababa. The population was composed of two groups; 86 NGOs that are currently working on TVET related projects and 284 NGOs that are not currently working on TVET related projects. One respondent (the project manager or the person who is directly responsible for managing projects) was selected from each organization to participate in the study. The samples were selected using proportional stratified random sampling to represent the identified subgroups in the sample in the same proportion they exist in the population and the sample size had made to be 50%.

Table 3.1 Sample Size

	Groups	Total Population	Sample
1	NGOs that work on TVET related programs/projects	86	43
2	NGOs that do not work on TVET related programs/projects	284	142
	Total Sample Size		185

3.3. Instruments

The study used both primary and secondary sources. The primary data collecting instruments used for this study were questionnaires and semi-structured interview.

3.3.1. Questionnaires

For this study, two separate questionnaires were prepared for the two groups and the questionnaires were designed in such a way that they would contain close-ended items and scaled items. Few number of free response items was also included to gain additional information.

3.2.2. Interview

To gain an in-depth data and to address questions and data sources that cannot be addressed in questionnaire, the questionnaire were accompanied by interviews. The interviews were semi-structured to help the participants focus on more relevant and critical issues that were directly related with the research questions. These are:

1. Semi-structured interview for 5 representatives of *Disaster Prevention and Preparedness Commission (DPPC)*
2. Semi-structured interview for 5 representatives of *Addis Ababa City Government Social and Civil Affairs Bureau*
3. Semi-structured interview for 25 *Donor organizations*

3.4. Procedure

This section describe all the steps that was followed in conduction the study starting from the techniques used to select the study participants. The sample NGOs were selected using stratified random sampling and one respondent who is directly work in relation to project management was selected from each NGO to fill the questionnaires. The respondents had made to be professionals that work directly in relation to project management since most questions included in the questionnaire requires professionals with project management concept.

The questionnaires were designed in such a way that would effectively address the research questions. Before distributing the questionnaires, pilot study was conducted to ensure language clarity and appropriateness of items participating five randomly selected NGOs from each group. Then the questionnaires were revised depending up on suggestions and comments collected during the try out. Finally, the modified

questionnaires were distributed to 185 sampled respondents. After the questionnaires were distributed to the research participants, three weeks were given to fill the questionnaires without rushing. Meanwhile, efforts were made through e-mail and phone to encourage participants to fill and return the questionnaires. After three weeks, a second set of questionnaires were sent for participants who did not respond to the first questionnaire. Among 185 respondents, 17 respondents failed to fill and return the questionnaire. Another two respondents happened to be inappropriate to fill the questionnaire and were excluded from the study since they work in fund-raiser and finance officer positions. Thus, a total of 168 NGOs: 38 NGOs from those that currently work on TVET related projects and 130 NGOs from those that do not currently work on TVET related projects participated in the study.

After the questionnaires were collected, they were checked for incomplete responses and were edited to enhance clarity and relevance of the data gathered. On the other hand, an interview guide was prepared and face-to-face interviews were conducted with representatives of DPPC, Addis Ababa Social and Civil Affairs Bureau and 25 donor agencies. The participants' responses were recorded manually and analyzed.

This study assumed NGOs that currently have an operational agreement with *Addis Ababa City Government Social and Civil Affairs Bureau* are active in implementing their programs as stated. This study also assumed that there are no significant number of NGOs that involve in TVET related projects except those which are currently registered under *Addis Ababa City Government Social and Civil Affairs Bureau*.

3.5. Data Analysis

Quantitative data were analyzed by utilizing descriptive techniques. To conduct meaningful analysis, figures were aggregated at different levels and grouped in tables. Then the resulting frequencies were used to compute mean and percentage, which were utilized for the interpretation of the data. Other than mean, the data that were collected through questionnaire were analyzed identifying appropriate analysis techniques that can go with the stated research design including standard deviation and t-test. The data from the interview were analyzed in narration under each category in the table relating to relevant issues addressed through the questionnaires.

CHAPTER- 4

4. Presentation and Analysis of the Data

This chapter deals with two parts. The first part treats the characteristics of the study population. The second part discusses the analysis and interpretation of the data.

4.1. Characteristics of the Study Population

The main sources of information were NGOs that are currently active signing project agreement with Addis Ababa City Government Social and Civil Affair Bureau. In this regard, 168 respondents were involved in filling out the questionnaires. These include 38 respondents from NGOs that are currently engaged in implementing projects on TVET and 130 NGOs that are not currently engaged in implementing any project in relation to TVET.

Accordingly, out of the total 43 questionnaires distributed to NGOs that are currently working on projects in TVET, 38 (88.37%) were filled and returned. On the other hand, from the 142 questionnaires distributed to NGOs that currently implement no project in relation to TVET, 130 (91.55%) were filled and returned.

To raise the quality of data and information, interview was conducted with 25 donor agencies, 5 officials from DPPA, 5 officials from Addis Ababa City Government Social and Civil Affair Bureau.

4.1.1. General Information about Respondents

The following part discuss the general information and characteristics of individual respondents considering their age, sex, position, qualification and work experience both in relation to project management and in NGOs.

Table 4.1 - Respondents by Sex and Age

No	Item	Respondents			
		NGOs that currently work on TVET Related Projects		NGOs that are not currently working on TVET Related Projects	
		No	%	No	%
1	Sex	36	94.74	125	96.15
	▪ Male	2	5.26	5	3.85
	▪ Female				
	Total	38	100	130	100
2	Age				
	▪ 25 years and below	5	13.16	12	9.23
	▪ 26-35 years	17	44.74	67	51.54
	▪ 36-45 years	15	39.47	43	33.08
	▪ 46 years and above	1	2.63	8	6.15
	Total	38	100	130	100

As shown in table 4.1, the majority of the respondents 36 (94.74 %) from NGOs that are currently working on TVET related projects were male. Like wise, the majority 125(96.15%) of the respondents from NGOs that currently do not involve on TVET related projects happened to be males. This may indicate that the number of female professionals that are working in NGOs as a project staff is much lower than male.

Concerning the age composition of the respondents from NGOs that are currently working on TVET related projects, the majority 17(44.74%) were in the age range of 25-35. The other 15(39.47%) were in the range of 35-45 years. Regarding NGOs that are not currently working on TVET related projects, the majority of the respondents 67 (51.54%) from this group were in the age range of 25-35 and the other 43 (33.08%) of them were found to be in the age range of 35-45 years. Regarding the age composition, the two groups of NGOs happen to be similar. This may be attribute to the fact that NGOs in general recruit relatively younger professionals.

Table 4.2- Respondents by Position, Qualification and Experience

No	Item	Respondents			
		NGOs that Currently work on TVET related projects		NGOs that are not currently working on TVET related projects	
		No	%	No	%
1	Current position				
	▪ Project manager	20	52.63	65	50.00
	▪ Project officer	12	31.58	53	40.77
	▪ Project coordinator	6	15.79	12	9.23
	▪ Other	-	-	-	-
	Total	38	100	130	100
2	Qualification				
	▪ Certificate	0	0.00	2	1.54
	▪ Diploma	2	5.26	7	5.38
	▪ First Degree	23	60.53	64	49.23
	▪ Second Degree and above	13	34.21	57	43.85
	Total	38	100	130	100
3	Work experience in relation to project management				
	▪ <1 year	2	5.26	5	3.85
	▪ 1-4 years	17	44.74	65	50.00
	▪ 4-6 years	13	34.21	47	36.15
	▪ 6 years and above	6	15.79	13	10.00
		Total	38	100	130
4	Work experience in NGOs				
	▪ <1 year	3	7.90	7	5.38
	▪ 1-4 years	20	52.63	56	43.08
	▪ 4-6 years	13	34.21	54	41.54
	▪ 6 years and above	2	5.26	13	10.00
	Total	38	100	130	100

Regarding the position of respondents, as shown in table 4.2, 20(52.63%) of respondents from NGOs that are currently working on TVET related projects were projects managers, 12(31.58%) were project officers and 6(15.79%) were project coordinators. On the other hand, 65(50%) of the respondents from NGOs that currently do not involve in TVET related projects were project managers, 53(40.77%) were project managers, and 12(9.23%) were project coordinators. As shown in the above data, all respondents were working in positions that are directly related to projects management and implementation. Consequently, this proves the soundness of information obtained from the respondents regarding project related issues.

Regarding the qualification of respondents, the two groups of NGOs had similar composition. The majority 23(60.53%) of respondents from NGOs that are currently working on TVET related projects were first-degree holders, 13 (34.21%) had second

degree and above, 2(5.26%) of them had diploma. Like wise, the majority 64(49.23) were first-degree holders, 57(43.85%) had second degree and above, 7(5.38%) had diploma and only 2(1.54%) of the respondents had certificate. According to the above data, both groups of NGOs seem to have well qualified personnel. This may attribute to the fact that NGOs in general have a great opportunity in employing a better-qualified staffs since they pay a relatively higher salary.

Regarding the work experience of the respondents, most of the respondents 17(44.74%) from NGOs that are currently working on projects on TVET related have 1-4 years experience in relation to project management the other 13 (34.21%) have 4-6 years experience. In relation to work experience in NGOs, in particular, 20(52.62%) of the respondents from this group have 1-4 years experience and the other 13(34.21%) have 4-6 years experience.

Likewise, when we come to the work experience of respondents from NGOs that do not currently involve in TVET related projects 65(50%) of them had 1-4 years experience and 47(36.15%) of them have a 4-6 years experience in relation to project management. Regarding the work experience of respondents in NGOs in particular, 56(43.08%) of the respondents from this group had 1-4 years experience and the other 54 (41.54%) had 4-6 years experience. The above data show that majority of the respondents have 1- 4 years experience in relation to project management as well as working in NGOs. This may indicate the possible existence of lack of experience that may affect NGOs in managing and implementing projects on TVET.

According to Chamoun (2006), project management is quite often the province and responsibility of an individual who design the project (mostly the project manager). This individual must be able to envision the entire project from start to finish and to have the ability to ensure that this vision is realized. Moreover, the responsible person for the project is expected to be capable enough to control the issues of cost, time, quality, and above all, to determine and implement the exact needs of the client, based on knowledge of the firm he/she is representing. However, since, NGOs commonly prefer to recruit younger professionals usually university graduates as discussed

previously, the chance of finding adequately experienced professionals in relation to projects management seem to be infrequent.

4.2 Analysis and Interpretation of the Data

This part of the chapter treats the presentation, analysis and interpretation of the data, which are pertinent to the problem. To assess factors that affect the designing and implementation of projects on TVET, acquiring and sustaining funds on TVET and the relationship between government and NGOs, likert type scale together with close ended questions was used to gather data from respondents. Based on this, the analysis was carried out using the t-test at an alpha level less than 0.05. The calculated mean value were interpreted as 0.05-1.50= very low, 1.51-2.50=low, 2.51-3.50= moderate, 3.51-4.50= high and above 4.50= very high.

4.2.1. General Information about NGOs that are Currently Working on Projects Related to TVET

Table 4.3 - NGOs by Their Types of Participation in the Area of TVET

No	Item	Respondents			
		NGOs that currently work on TVET			
		Yes		No	
		No	%	No	%
1	Does your organization run a training center?	10	26.32	28	73.68
2	If no, does your organization constantly participate in projects relating to TVET?	21	55.26	17	44.74

Table 4.3 depicts the type of NGOs participation in TVET related projects. Accordingly, table 4.3 shows that only 10(26.35%) of NGOs have their own training center. This shows that most NGOs that are currently participating in the area of TVET in Addis Ababa do not run a training center and thus, use already established private and government TVET centers to provide the training covering the training and other project costs.

On the other hand, only 21(55.26%) of these NGOs confirmed participating in projects relating to TVET. The stated figure indicates that NGOs that does not have a training center are somewhat inconsistent in participating in such projects.

Table 4.4- NGOs by Their Level of Participation in the Area of TVET

NO	Item	Respondents	
		NGOs that currently work on TVET	
		No	%
1	How many years it has been since you start being engaged in implementing such projects?		
	▪ Less than a year	4	10.53
	▪ 1 -3 years	19	50.00
	▪ 3-5 years	10	26.31
	▪ More than 5 years	5	13.16
	Total	38	100
2	How many people on the average benefit yearly from you TVET program/projects?		
	▪ Below 75	2	5.26
	▪ 76-150	31	81.58
	▪ 151 - 300	5	13.16
	▪ Above 300	-	-
	Total	38	100

As shown in table 4.4, among NGOs that are currently working on TVET 19 (50%) of them have been 1-3 years since they have been engaged in implementing such projects and 10 (26.32%) of them have been 2-3 years. The above data implies that NGOs start being engaged in projects related to TVET very recently. However, most NGOs are making undeniable contribution, as it is shown in the above table, in managing and related projects on TVET since majority of the benefit 75-150 individuals per year in average.

On the other hand, the majority 31(81.58%) of NGOs that are currently working on TVET related projects said they benefit about 75-150 people per year in average. 5(13.16%) said they benefit 150-300 people and the rest 2(5.26%) said they benefit below 75 people per year in average. This implies that NGOs are making encourageable contribution in relation to TVET. However, considering the growing societal demand for TVET especially among the younger generation, people that are currently benefiting from the program seem to be limited. This indicates the need for more NGOs to participate in the area.

4.2.2. General Information about NGOs that do not currently Work on TVET

Table 4.5- NGOs by their Practice and Interest in Relation to TVET Related Projects

No	Item	Respondents			
		NGOs that do not Currently Work on TVET			
		Yes		No	
		No	%	No	%
1	Can projects on TVET be incorporated with your area of intervention?	128	98.46	2	1.54
2	Have you ever being engaged on projects that focused on projects involving TVET?	81	62.31	49	37.69
3	Is your organization interested to work on TVET related projects in the future?	88	67.69	42	32.31

As shown in the above table, among NGOs that do not currently work on TVET related projects, 128 (98.46%) agree that projects on TVET related be incorporated in their area of intervention. Indeed, most NGOs in Addis Ababa work generally to address issues like HIV/AIDS, unemployment, poverty and issues related gender inequality and human right aiming to benefit the disadvantaged segments of the society. Accordingly, to rehabilitate and help these groups and to maximize project effectiveness, NGOs are integrating TVET and Income Generation Scheme Trainings (IGST) in their programs.

However, according to the above data, only 81(62.31) of these NGOs confirm they used to participate in implementing projects on TVET previously. This indicates that more than half of NGOs from this group are familiar with projects on TVET. Besides, 88 (67.69%) of NGOs confirmed they have an interest to work on TVET related projects in the future. Though the figure is significant, the above figure fall short from being satisfactory. The perception, mind-set and recognition of people towards TVET

are changing from time to time. Accordingly, the societal need for TVET is increasing dramatically from time to time (ECC, 2006). Since the government alone cannot finance TVET to the satisfactory level. NGOs need to act like gap filler in creating equity to the training system making a significant contribution to help the efforts of other sectors.

At present, TVET is getting more and more attention from the government and it is being the focus of international donor agencies. However, the above data indicates that large numbers of NGOs are standing at the margin of the training system being reserved from making a significant contribution in the area of TVET.

4.2.3. Issues Related with Designing Projects on TVET

Table 4.6- Objective and Value of Projects

	Items	Respondents							X	SD
		NGOs that currently Work on TVET								
		Very low	Low	Moderate	High	Very high				
		1	2	3	4	5	6			
1	To what extent do you think objectives of TVET financing project are clear?	-	1	6	19	12	38	4.11	0.75	
2	Do you think project on TVET are well-designed and strong enough to meet their objectives?	-	2	20	15	1	38	3.39	0.63	
3	To what extent your organization give attention to need assessment before designing the project?	2	18	15	2	1	38	2.56	0.79	
4	Do you think projects are designed in such a way that they will respond future demand?	4	15	14	2	-	38	2.21	0.68	

X=Mean SD= Standard Deviation (Significant at alpha level 0.05)

Regarding the objective and value of TVET related projects, the extent to which objective of TVET are clear was rated very high with the mean value of 4.11. Indeed, TVET programs that are provided by government and nongovernmental organizations share the main and first objective: creating and broadening employment opportunities for different groups. Accordingly, the main objective of TVET related projects that are being implemented by NGOs in different level mostly aim to assist disadvantaged

groups to create or find employment opportunities by providing marketable skills and trainings.

However, the extent to which these project proposals are well designed and strong enough to meet their objectives was rated moderate with the mean value of 3.39. The information gathered through interview with Administrative officials from Addis Ababa City Government Social and Civil Affairs Bureau strengthens this idea. According to the officials, a large number of projects that integrate TVET programs do not have phase out strategies as well as appropriate monitoring and evaluation techniques. Accordingly, a large number of projects are judged weak and even most of them rejected or sent to be revised every year by the bureau for not meeting their intended objectives in a sustainable manner. The previous fact revealed that most project professionals among the respondents had inadequate experience in relation to project management and that might be one of the explanations for the projects to fall short to be strong enough to meet their objectives.

Regarding the value of TVET related projects currently implemented by NGOs, the data indicate that most NGOs moderately give attention to need assessment before designing the project with the mean value of 2.56. However, this figure may not be satisfactory since TVET programs need to be demand driven considering the needs and interests of trainees (beneficiaries). According to UESCA (2007), the overall goal of (Plan for Accelerated and Sustained Development to End Poverty) PASDEP, which constitutes the education component regarding TVET is to provide relevant and demand driven education and training that corresponds to the needs of economics and social sector for employments and self-employment by re-orienting and refocusing the existing TVET system.

The current training programs in many countries are supply-driven. TVET programs are very often not designed to meet observed or projected labour market demands. The emphasis appears to be on helping the unemployed to find jobs, without any critical attempt to match training to available jobs. This situation has resulted in many vocational school graduates not finding jobs or finding themselves in jobs for which

they have had no previous training. Non-targeted skills development is one of the major weaknesses of the TVET system in many African countries (CRDA, 2005)

Then again, the level to which TVET respond to future demand was rated low with the mean value of 2.21. Considering the level to which attention is given to assess the need and interest of beneficiaries in designing the project from the previous data, it is not surprising to see most NGOs doubting if the projects respond well to future demand.

The interview conducted with donor agencies and government officials in this regard indicated that most NGOs design projects mostly depending on material availability, cost, suitability for implementation and assumption rather than need assessment. Accordingly, these projects seem to be less than satisfactory in addressing present and future demand of beneficiaries. This may be seen as a considerable factor that decline effective design of negatively projects not to meet their intended results.

Table 4.7- Project Compatibility and Acceptance

No	Item	Share of NGOs that					
		NGOs that currently Work on TVET					
		Yes		No		No comment	
		No	%	No	%	No	%
1	Do you think objectives of TVET financing projects closely adhere to the current education policy of the country?	31	81.58	2	5.26	5	13.16
2	Do you think these projects are designed to be socially and politically acceptable?	27	71.05	-	0.00	11	28.95

Among NGOs that are currently working on TVET related projects, 31 (81.58%) agree that TVET related projects closely adhere to the current education policy of the country. On the other hand, 27(71.05) of these NGOs confirm they think these projects are socially and politically acceptable. Since majority of the respondents answer positively to the questions in this category, this may be taken among the strength of the training programs.

In fact, a Technical and Vocational Education and Training proclamation was issued in 2004 to provide guidance and standards for the system, including guidelines for accreditation, internship, certification, board and council establishment, standard management and human resource organization.(UESCA, 2007) Accordingly, every sector that participate in TVET is expected to meet these standards.

Table 4.8– Complexity in Designing project on TVET

No	Items	Respondents							t-obt
		Very low	Low	Moderate	High	Very high	No	X	
		1	2	3	4	5			
1	How complex do you think it is to design projects integrating TVET compared to other types of projects? <ul style="list-style-type: none"> ▪ NGOs that currently work on TVET ▪ NGOs that are not currently working on TVET 	1 4	5 13	22 67	8 38	2 8	38 130	3.13 3.25	-0.81
Total							168		-0.81

X=Mean t-obt= t-obtained (Significant at alpha level 0.05)

As it is shown in table 4.8, both groups of NGOs: NGOs that are currently working on TVET and NGOs that do not currently work on TVET believe these projects are moderately complex to design with the mean value of 3.13 and 3.25 consequently. The t-test value also shows that there is no significant difference between the responses of the two groups of NGOs regarding the matter. This implies that designing projects on TVET or integrating TVET are equally complex in relation to designing other kinds of projects. This implies that designing projects in relation to TVET are not the major factor that challenges NGOs in the area.

4.2.4. Issues Related with Acquiring of Funds for Projects on TVET

Table 4.9 –Issues that Affect the Acquiring of funds

No	Items	Respondents							t-obt
		Very Low	Low	Moderate	High	Very high			
		1	2	3	4	5	NO	X	
1	Do you think projects on TVET are generally convenient and convincing for donor agencies? ▪ NGOs that currently work on TVET ▪ NGOs that are not currently working on TVET	- 2	1 9	5 39	19 62	13 18	38 130	4.16 3.65	-3.59
	Total						168		-3.59
2	To what extent your organization is willing to participate donor agencies when designing such projects? ▪ NGOs that currently work on TVET ▪ NGOs that are not currently working on TVET		1 4	16 40	2 11	1 3	38 130	2.47 2.42	0.31
	Total						168		0.31
3	Do you think projects on TVET are relatively costly when compared to other types of projects? ▪ NGOs that currently work on TVET ▪ NGOs that are not currently working on TVET	- -	1 5	4 16	17 44	16 65	38 130	4.26 4.30	-0.28
	Total						168		-0.28
4	Do you think acquiring adequate fund for these projects are relatively difficult compared to other types of projects? ▪ NGOs that currently work on TVET ▪ NGOs that arenot currently working on TVET	- -	2 7	20 62	12 41	4 20	38 130	3.47 3.57	-0.69
	Total						168		-0.69

X=Mean t-obt= t-obtained (Significant at alpha level 0.05)

As shown in the above table, the extent to which projects are convenient and convincing for donor agencies was rated high with mean value of 4.16 by NGOs that currently work on TVET and 3.65 by NGOs that do not currently work on TVET. Currently, an increasing number of donor agencies see TVET as a means to support and capacitate disadvantaged groups, creating an access for gainful employment or

self-employment (Bennel, 1999). The data obtained from interview of donor agencies and government officials also confirm the above idea.

Regarding the next issue, the response from both groups of NGOs indicated that the extent to which NGOs participate donor agencies when designing such projects was rated low with the mean value of 2.47 and 2.42. Usually, local NGOs believe most International Donor agencies manipulate and influence the design of the project depending on their interest and motives. On the other hand, depending on the interview conducted with donor agencies, the intension of implementing agencies (NGOs) not involving donor agencies in designing the project is one of the main problem that prevent international donor agencies from releasing funds. Considering the above information, there seem to be a gap between donor agencies and implementing agencies as to how and to what extent donor agencies need to involve in project design.

Regarding the cost of the project, the extent to which projects on TVET are relatively costly when compared to other types of projects was rated often costly with the mean value of 4.26 and 4.3 by NGOs that work on TVET and for those that do not work on TVET consequently. In deed, one of the greatest challenges in TVET provision is its cost. According to UNESCO (1996:21), TVET programs usually require tremendous amount of budget. Primarily, this is due to the need for smaller class size and the needs for expensive equipments particularly for NGOs that run their training center. Secondly, recently the government, communities and beneficiaries are being more interested in the sustainability plan of projects rather than the training itself. Accordingly, NGOs are being enforced to allocate large amount of budget to sustain the out come of the project in order to capacitate beneficiaries and primarily to promote self-employment in providing start up financial support and equipment provision for beneficiaries (trainees). This huge amount of budget thus increasing the total project cost.

Regarding the availability of fund, NGOs that are currently working on TVET related projects confirm that acquiring adequate fund for these projects are moderately difficult compared to other types of projects with the mean value of 3.47. On the other

hand, the issue was rated as often difficult by NGOs that do not currently work on TVET. However, taking the average mean value of the two groups of NGOs (3.52), it can be concluded that TVET related projects require a slightly higher effort in acquiring funds than other projects.

Partly, taking the interview conducted as a reference, this may be due to the organizational capacity and organizing features of NGOs that are applying for project calls. Most NGOs does not give attention to present a well-organized legal document that clearly define their mission, objective, governance, structure, rights and obligations. This creates a great challenge to determine the actual organizational capacity, technique of the organization to implement such projects effectively.

4.2.5. Issues Related with Project Implementation

Table 4.10-Factors that Affect Project Implementation

	Items	Respondents							
		NGOs that currently work on TVET							
		Very low 1	Low 2	Moderate 3	High 4	Very high 5	No 38	X 2.66	SD 0.87
1	To what extent key project personnel are recruited before designing the project?	2	16	14	5	1	38	2.66	0.87
2	To what extent you participate appropriate government bodies when implementing the project?	-	1	3	18	16	38	3.29	1.23
3	To what extent your organization participate donors when implementing the project?	1	3	17	12	5	38	3.45	0.91
5	After signing the project agreement, do you immediately start implementing the projects?	7	11	16	3	1	38	2.47	0.87
6	Does your organization generally manage projects according to the project agreement?	-	1	5	17	15	38	4.21	0.77

X=Mean SD= Standard Deviation (Significant at alpha level 0.05)

As shown in table 4.10, the extent to which recruiting key personnel before designing the project was rated moderate with the mean value of 2.66. This may be due to the lack of finance for salary until the project is financed and funds are realized.

Regarding the extent of participating appropriate government bodies when implementing the project, the response was also rated moderate with the mean value of 3.29. This shows that NGOs give average attention to follow integrated implementing strategy in implanting projects. On the other hand, the extent to which the organizations participating donor agencies when implementing the project rated as moderate with the mean value of 3.45. Generally, according to the interview conducted with government officials and donor agencies, projects that are designed and implemented by NGOs are expected to be participatory in nature integrating not only donor agencies but also government, beneficiaries and the community. In this sense, based on the above data, efforts made by NGOs to participate these parties seem to be dissatisfactory.

In Ethiopia, efforts have been made to upgrade TVET to provide more demand driven training through closer linkage with labour market and to increase the link with employers and the world of work. (UESCA, 2007) Moreover, the code of conduct for NGOs in Ethiopia (1999) stated that NGOs should be public centered. This requires NGOs to participate the government, donors, beneficiaries or target population and the community at large.

Regarding the project agreement, the extent to which NGOs implementing the project right after signing the agreement was rated low with mean value of 2.47. Partly, this may be due to the delay release of funds. On the other hand, the interview conducted revealed that there is a delay in executing some activities in the part of the government. Most government officials at Kebele and Sub City level have a very limited human resource, disorganized documentation system, long working process and poor information system.

Moreover, government offices at Kebele, Sub City and regional level seem to lack a well-coordinated working system with one another that facilitate smooth flow of information and service. Accordingly, activities like beneficiary selection, beneficiary organization (in micro groups and cooperatives) and other monitoring activities that are executed by the government offices at different level seem to take long time that results in the delay of project implementation. Regarding the over all project

implementation, the data shows that generally the organizations often manage projects according to the project agreement with the mean value of 4.21. Major projects agreements include agreements regarding allocation of funds, implementation procedures, stakeholders' participations and monitoring, evaluation and reporting of projects. Accordingly, appropriately managing projects as to the projects agreement requires strictly following and keeping points that are mentioned above. However, majority of the respondents confirm to manage projects accordingly and the information will be examined later in related questions.

Table 4.11- The Complexity of Projects in Implementation

No	Item	Respondents							t-obt
		Very low	Low	Moderate	High	Very high			
							No	X	
1	Do you think projects on TVET inherently difficult and complex to be implemented when compared to other types of projects? <ul style="list-style-type: none"> ▪ NGOs that currently work on TVET ▪ NGOs that are not currently working on TVET 	1 3	7 17	17 61	11 39	2 10	38 130	3.16 3.28	-0.37
	Total						168		-0.37

X=Mean t-obt= t-obtained (Significant at alpha level 0.05)

As shown in the above table projects involving TVET were rated moderately difficult and complex to be implemented when compared to other types of projects by NGOs that work on TVET and by those that do not currently work on TVET with the mean value of 3.16 and 3.28 respectively. This indicates that projects related to TVET do considered to be more difficult when compared to other types of projects regarding their implementation.

Indeed, most of NGOs that are engaged on projects related with TVET use already established private and public training centers. Accordingly, issues related with the actual provision of the training including training standard, training system, training facilities, supply of teachers, accreditation and certification are not the direct concern

of these organizations (Bennel, 1999). Usually, NGOs in this case are focused only in financing the training cost usually together with transportation allowance for the trainees, providing related capacity building training programs, organizing trainees and monitoring and evaluation of the project. (Bennel, 1999)

4.2.6. Issues Related with Sustaining Funds for Projects on TVET

Table 4.12- Issues related with Sustaining Funds for Projects on TVET

No	Items	Respondents							t-obt
		Very low	Low	Moderate	High	Very high			
		1	2	3	4	5	No	X	
1	To what extent do you think attention is given to evaluate project out comes and keeping records for further reference? ▪ NGOs that currently work on TVET ▪ NGOs that are not currently working on TVET	1 2	6 60	17 42	9 18	5 8	38 130	3.29 2.77	2.94
	Total						168		2.94
2	To what extent do you think your organization manage to use resource for the declared mission according to the agreement reached with your donors? ▪ NGOs that currently work on TVET ▪ NGOs that are not currently working on TVET	- 2	1 58	2 44	15 19	20 7	38 130	4.42 2.78	11.00
	Total						168		11.00
3	Does your organization give emphasis to send activities, progress and other reports to donor agencies? ▪ NGOs that currently work on TVET ▪ NGOs that are not currently working on TVET	1 -	4 31	16 47	15 39	2 13	38 130	3.34 3.26	0.5
	Total						168		0.5
4	Do you think sustaining funds for these projects are relatively difficult compared to other types of projects? ▪ NGOs that currently work on TVET ▪ NGOs that arenot currently working on TVET	1 3	4 11	16 56	15 42	2 18	38 130	3.34 3.47	-0.81
	Total						168		-0.81

X=Mean t-obt= t-obtained (Significant at alpha level 0.05)

The extent to which attention is given to keeping records and maintaining appropriate documentation system was rated moderate with the mean value of 3.29 for NGOs that work on TVET and 2.77 by NGOs that do not currently work on TVET related projects. Conversely, the interview conducted with donor agencies and government officials exposed that large number of NGOs do not give attention to maintain proper documentation system regarding their efforts and past activities for future reference. This creates a great challenge to determine the actual organizational capacity, technique of the organization as well as the soundness of activities.

Accordingly, most donor agencies face difficulty to evaluate and approve projects to release consecutive funds for these organizations. For instance, as it is mentioned in the interview, some NGOs do not keep record of address of beneficiaries, copy of identification card, trainees attendance, photograph and video documentation while training and graduation. Accordingly, it seems to be usually impossible to insure the reliability of the projects as well as to evaluate outcome and impact of the project. Thus, sustaining funds for these projects for consecutive years seem to be a very challenging task.

Regarding project reports, the extent to which organization give emphasis to send activity, progress and other reports to donor agencies was rated moderate by NGOs that work on TVET and by those that do not currently work on TVET with the mean value of 3.34 and 3.26 consequently. Also the t-test value indicates that there is no significant difference between the responses of the two groups. To strengthen the point mentioned above, donor agencies also list the reporting tendency of NGOs as one of the major problem that block the sustainability of funds. A good number of NGOs (about 67%), as to the interview, have a tendency of sending reports twice a year and sometimes at the end of the year though mostly they state to report quarterly for donor and appropriate government bodies. This tendency may create a great difficulty in assessing, monitoring and evaluating project activities, progress and outcomes for any interested parties including donor organizations consequently challenging the sustainability of fund.

In relation to the use of funds, both groups of NGOs confirmed that they moderately manage to use resource for the declared mission according to the agreement reached with their donors with mean value of 3.34 for NGOs that currently work on TVET and 3.47 for NGOs that do not currently work on TVET. The t-test value also confirms that there is no significant difference between the response of the two groups. As the respondents indicated, major reasons that affect the management of the resource include insufficiency of funds, tightness of government policies and procedures and lack of competent human resource. On the other hand, the interview conducted with donor agencies and government official indicated that some NGOs seem to be less hesitant to be transparent to reveal basic financial information to the concerned parties and manipulate use of funds accordingly.

Whatever the reason may be, the figure seems to be much less satisfactory highly affecting the sustainability of funds of TVET programs. As Trish noted (2005), NGOs have a responsibility to be transparent, honest accountable and ethical to give out accurate information and not to manipulate situations for the personal benefit of third board and staff. Indeed, as an agent of the public, NGOs need to assume a greater responsibility in managing and using funds and resources only for the declared reasons.

On the other hand, sustaining funds for these projects found to be highly difficult for NGOs that work on TVET with the mean value of 4.42. Conversely, NGOs that do not currently work on TVET rated the question as moderately difficult with mean value of 2.78. As it is shown in the above data, there is a difference in the perception of the two groups of NGOs regarding the sustainability of funds since NGOs that actually work on projects integrating TVET in their programs found suitability of funds relatively difficult. The t-test also shows there are a significant difference between the response of the two groups. This may indicate that sustaining funds is more difficult than acquiring funds for first phases since sustainability of fund is generally dependent on the result of project implementation and practice. Considering the response given by NGOs that work on TVET, the documentation and record system as well as reporting tendency of the organizations seem to be below the expected level greatly affecting sustainability of funds.

4.2.7. Issues Related with Relationship between the Government and NGOs that Work on TVET

Table 4.13- Government Participation in Projects that Involve TVET

No	Items	Respondents							
		NGOs that currently Work on TVET							
		Very low	Low	Moderately	High	Very high			SD
1	2	3	4	5	No	X			
1	To what extent your organization participate appropriate government bodies throughout the project lifetime?	7	17	8	4	2	38	2.39	1.07
2	Does the organization send reports to interested government bodies according to the agreement?	2	8	18	7	3	38	3.03	0.96

X=Mean SD= Standard Deviation

(Significant at alpha level 0.05)

As shown in the above table, the extent to which NGOs that work on TVET participate appropriate government bodies throughout the project lifetime was rated low with mean value of 2.39. On the other hand, the extent to which NGOs send report to interested government bodies according to the agreement was rated moderated with mean value of 3.03. Likewise, the interview conducted with government officials revealed that most NGOs accustomed in delaying and missing reporting periods rarely submit quarterly report in time over passing the project agreement with the government. .

This information seems to be paradoxical with the information given in relation to managing of projects as to the projects agreement since majority of the respondents confirm to manage projects accordingly. However, multiple resources confirm delayed and overlooked reporting style of NGOs implying one of the major factors that harden the relationship between NGOs and the government. On the other hand, the information given by NGOs regarding managing of projects as to the projects agreement do not comply with that of the government officials and this might indicate the inadequate knowledge of NGOs regarding their responsibility and accountability.

Table 4.14- Project Appraisal and Assistance Given by the Government

No	Items	Respondents					
		NGOs that currently Work on TVET					
		Yes		No		No Comment	
		NO	%	NO	%	NO	%
1	Do you think the appraising made by education bureau is valuable to improve and modify the projects?	26	68.42	1	2.63	11	28.95
2	Do you think the appraisal criteria used by Addis Ababa Education bureau were adequate to appraise the projects?	14	36.84	4	10.53	20	52.63
3	Does the education bureau provide technical assistance to assist and facilitate such kinds of projects?	2	5.26	11	28.95	25	65.79

Regarding project appraisals, 26(68.42%) of NGOs that work on TVET thought appraisals made by education bureau is valuable and the other 11(28.95%) seemed unable to say anything about the criteria. On the other hand, 14(36.84) from NGOs that are currently working on TVET think the appraisal criteria used by Addis Abeba Education Bureau were adequate to appraise the projects and the majority 20(52.63%) of them were unable to decide anything. Depending on the above data, project appraisals, appraisal techniques and appraisal criteria seem to be inadequately communicated most likely due to the lack of information flow and transparency between government bodies and NGOs.

Regarding the assistance provided by the government, only 2(5.26%) said the education bureau provide technical assistance to assist and facilitate such projects. 11 (28.95%) of them answer negatively to the question and the majority 25 (65.79%) seemed unable to decide. Still, the data shows that large numbers of NGOs are not clear about the assistance given by the government. Generally, the above data indicate the existence of a huge information gap between the government, and NGOs since majority of the respondents clearly line their relationship with the government and are not clear with the types and kinds of assistance the government provide to assist effective implementation of such projects.

According to the government officials, efforts are being made to increase the access to benefit the sector and to ease the government from its burden. As an inventive, the

private sector together with NGOs is getting a privilege to secure land free of charges and import educational materials and equipment duty free. Particularly, the government is trying to encourage and support the efforts of NGOs on TVET, by organizing the graduates, accessing short-term loans and providing manufacturing places though it is not yet to the satisfactory level. However, the efforts made by the government are being challenged, as to the officials, due to the NGOs' way of practice and traditions. As it is mentioned, NGOs are usually hesitant to open and make accessible their basic financial information, governance structure, activities and the listing of officers and the partnership to the government and to make an effort to inform about the origin and the use of their resources. This, as a result, is making the relationship between the Ethiopian NGOs and the government based on distrust and suspicion. As to UESCA (2007), NGOs are expected to make an effort to be more transparent in all of their dealings with the government, the public, donors, partners and other interested parties and the government is responsible to make sure whether or not the NGOs are really working for and on the benefit of the people.

4.2.8. Awareness and Interest of NGOs Regarding TVET

Table 4.15- Value and Priority Given to Projects on TVET

Items	Respondents							t-obt
	Very low	Low.	Moderate	High	Very high	No	X	
	1	2	3	4	5			
1 To what extent do you think TVET integrated projects designed by NGOs are valuable?								
<ul style="list-style-type: none"> ▪ NGOs that currently work on TVET ▪ NGOs that are not currently working on TVET 	-	-	3	13	22	38	4.5	6.52
		9	39	54	23	130	3.62	
Total						168		6.52
2 Are projects on TVET is of a high priority compared to other projects?								
<ul style="list-style-type: none"> ▪ NGOs that currently work on TVET financing projects ▪ NGOs that are not currently working on TVET 	1	2	5	17	13	38	4.03	3.82
	3	8	66	42	11	130	3.38	
Total						168		3.82

X=Mean t-obt= t-obtained (Significant at alpha level 0.05)

As it is shown in table 4.15, the extent to which projects on TVET are designed and implemented was rated as highly valuable by NGOs that work on TVET and by those that do not currently work on TVET with mean value of 4.5 and 3.62 respectively. Though both groups of NGO give higher value for projects that are related with TVET, generally NGOs that work on TVET seem to give significantly higher value of such projects shown in the t-test value of 6.52.

In Ethiopia, unemployment, especially in urban areas, is a serious challenge for working age people (labor force) stood at 54 percent in 2003/04 and the government is facing a great challenge to meet the demand for increased employment. In this regard, since recently, TVET have been given a chance to expose its value. The recent experience of the Addis Ababa city administration in small and medium scale enterprise development linked with TVET has benefited large number of people.

TVET program, as an integral part of education and training policy, plays a significant role in training and retraining the labour force and equip them with the skills, knowledge and attitude that can help them to respond to changing market economy and to create employment opportunities (UNESCO, 2002). Accordingly, projects on TVET that are financed and managed by NGOs are becoming more and more valuable.

On the other hand, NGOs that work on TVET was rated projects that are designed and implemented integrating TVET as very prioritized compared to other projects with mean value of 4.03. The same question was rated as moderately prioritized by NGOs that do not currently work on TVET with mean value of 3.38. The t-test also shows there a significant difference between the responses of the two groups. Indeed, the data confirmed that NGOs that work on TVET give significantly higher propriety for projects on TVET when compared to those that do not work on TVET as shown in the t-test value of 3.82. This may indicate the different level of interest of the two groups to involve in such projects.

Table 4.16- Willingness of NGOs to Participate on Projects Independently and Interdependently

No	Item	Respondents			
		Percentage share of NGOs that			
		Yes		No	
		No	%	No	%
1	Do you think NGOs need to involve in TVET financing projects?				
	<ul style="list-style-type: none"> ▪ NGOs that currently work on TVET ▪ NGOs that are not currently working on TVET 	37 117	97.37 90.00	1 13	2.63 10.00
	Total	154		14	
2	Does your organization work in collaboration with other NGOs perusing projects on TVET?				
	<ul style="list-style-type: none"> ▪ NGOs that currently work on TVET ▪ NGOs that are not currently working on TVET 	23 29	60.52 22.31	15 101	39.47 77.69
	Total	52		116	
3	Does your organization work in collaboration with public and private TVET institutions?				
	<ul style="list-style-type: none"> ▪ NGOs that currently work on TVET ▪ NGOs that are not currently working on TVET 	28 19	73.68 14.62	10 111	26.32 85.38
	Total	47		121	

As shown in the above table- 37(97.37%) of NGOs that work on TVET and 117 (90%) of NGOs that do not work on TVET agreed that NGOs need to involve in financing and financing projects on TVET. In deed, it is recognized that the government cannot afford to finance TVET alone. Every time the government needs to find ways of reducing the unit cost and at the same time ensuring the relevance and effectiveness of the existing TVET system. Given the size of the resource gap and the limited capacity of the economy to mobilize domestic resources, the sectorial short falls need to be covered from donor's assistance, community contribution and NGOs as far as possible.

On the other hand, 23(60%) of NGOs that work on TVET indicated that they work in collaboration with other NGOs perusing TVET related projects. On the other hand,

only 29(22.31%) of NGOs that do not work on TVET indicate they work in collaboration with other NGOs perusing TVET related projects. Though NGOs that are currently working on TVET seem to be better in working in collaboration with other NGOs regarding TVET, still the extent to which they are working in collaboration with other NGOs seem to be less than satisfactory. Regarding NGOs, that do not work on TVET, the figure is much lower and much less satisfactory.

On the other hand, 28(73.68%) from NGOs that work on TVET and 111(83.38%) from NGOs that do not work on TVET confirm to work in collaboration with public and private TVET institutions. Generally, the extent to which NGOs are working integrating the efforts of other NGOs, private and public sectors seem to be less than the expected level.

4.2.9. Problem Encountered

This part focuses on the problems required attention and improvement in order to increase the quality and quantity of NGOs participation in TVET. Considering the information given, the three most important problems identified by the respondents will be discussed.

Table 4.17- Problems that Require Attention

No.	Category	Rank								No	X
		1	2	3	4	5	6	7	8		
1	Designing competent projects	-	-	-	-	-	2	12	24	38	1.42
2	Acquiring adequate fund	2	1	2	3	15	12	1	2	38	3.95
3	Delayed release of fund	1	2	1	7	11	14	2	-	38	4.03
4	Sustaining fund	13	11	8	4	2	-	-	-	38	6.13
5	Implementing projects	-	1	1	1	1	5	18	12	38	2.08
6	Difficulties to monitor and evaluate projects	11	10	8	6	1	-	2	-	38	6.42
7	Lack of necessary assistance and support from government	7	7	12	5	3	3	1	-	38	5.82
8	Housing and facility problems	4	6	7	12	5	2	2	-	38	5.42

Based on the data given by NGOs that work on TVET, the major challenge NGOs face in relation to financing and managing TVET related projects was difficulties to monitor and evaluate projects with the mean value of 6.42. Monitoring and evaluating is the ending and mostly the difficult part of project management, which prove the effectiveness of the efficiency of project implementation. Particularly, evaluation of projects that involve TVET is a very difficult task.

According to CRDA (2005), reports on NGOs' contribution in relation to TVET are not an analytical document but an information package. The collective contribution of the NGOs sector to TVET is poorly recorded and assessed and the database is yet to be created. On the other hand, individual NGOs also have poor documentation system

to show production supplied and capacity enhanced at different level. This makes acquiring and sustaining of funds very challenging as discussed earlier limiting the participation of NGOs in the area.

The second major problem as identified by the respondents was sustaining funds with mean value of 6.13. As discussed earlier, major problems that encounter in sustaining funds as well as in managing projects including week documentation and record system of NGOs, delayed and disregarded reporting tendency of NGOs, lack of transparency of NGOs to reveal basic financial information to the concerned parties greatly affect sustaining of funds. Moreover, lack of integrated and collaborated working system form the government and inadequate financing form the side of donor agencies contribute to the problem.

The third major problem was mentioned as lack of necessary assistance and support from government difficulty mean value of 5.82. As sometimes, the case for CSOs working in other countries, and as many working in the area argue, the relationship between NGOs and the government is sometimes seems to be influenced by distrust and suspension. The government questions the capacity of NGOs not only in addressing critical issues but also their legitimacy as representative of the poor (CRDA, 2005). NGOs, on the other hand, criticized government for being too rigid, bureaucratic and uncooperative. Conversely, as to this study, a huge information gap seems to exist between the two sectors that freeze smooth flow of communication that facilitate cooperation assistance and teamwork.

CHAPTER- 5

5. Summary, Conclusion and Recommendation

This chapter deals with the summary of the findings, conclusions and recommendations.

5.1. Summary of the Findings

This study was intended to identify major factors that affect the management and financing of TVET related projects implemented by NGOs in Addis Ababa city Administration. To procure data, samples were selected using proportional stratified random sampling. Accordingly, 38 NGOs that are currently working on TVET and 130 NGOs that are not currently working on TVET participated in the study each represented by one respondents.

In order to conduct this study, all the necessary data and information were collected through questionnaires and interview. In addition, a review of literature was used to secure additional information on the subject under the study. To analyzer the data, percentage, mean, standard deviation and T-test were used. Based on the results of the data analysis, the following major findings were identified.

1. NGOs start being engaged in projects in relation to TVET related very recently. However, those that are currently working on TVET related projects benefit about 75-150 people per year in average.
2. Though few NGOs are currently engaged in TVET related projects, most NGOs (98.46%) confirm that TVET can be incorporated in their area of intervention.
3. Major Factors Affecting the Design of Project on TVET Found to be:-
 - Failure of NGOs to include phase-out strategy to insure the sustainability of the projects' outcome;
 - Failure of NGOs to include appropriate monitoring and evaluation techniques in their projects
 - Failure of NGOs to integrate need assessment before designing project proposals. They mostly depend on material availability, cost and suitability for implementation.

- Failure of donor agencies to give appropriate freedom for NGOs in restricting and manipulating projects ideas and elements while designing the project.
4. Major Factors that Affect Acquiring of Funds for Projects on TVET Found to be-
- Failure of NGOs to participate donor agencies when designing such projects
 - Failure of NGOs to prepare and present a well-organized legal document that clearly define their mission, objective, governance, structure, rights and obligations and to document their efforts;
 - Failure of NGOs to maintain proper documentation system regarding their efforts and past activities for future reference
 - Failure of donor agencies to satisfactorily prioritize and finance projects on TVET financing
5. Major Factors that Affect Project Implementation found to be-
- Failure of NGOs to be transparent to open and make accessible their basic financial information, governance structure, activities and the listing of officers and the partnership to the government and to make an effort to inform about the origin and the use of their resources
 - Failure of NGOs to prepare and activity and financial reports to interested parties including donor organizations and the concerned government bodies
6. Major Factors that Affect the Relationship between Government and NGOs Found to be -
- The existence of a huge information gap between the government, and NGOs since most NGOs cannot clearly define their relationship with the government and the types and kinds of assistance the government provide to assist effective implementation of such projects
 - Failure of the government to give organized, efficient and quality service and to work collaboratively with other government and non-government offices
 - Failure of NGOs to send duly activity and financial report for government

Generally, based on the study findings, difficulty to monitor and evaluate projects, sustainability of funds, and the relationship between the government and NGOs ranked to be the first three major challenges that affect the management and financing of TVET related projects run by NGOs.

5.2. Conclusions

In today's world, the role of NGOs is becoming prominent in influencing political, economic and social policies to the advantage of the poor and marginalized sectors of the society. Emerging between the government and the private sectors as the third segment of societal relations, NGOs play a decisive role in complementing what has not been addressed by the government and influencing the relationship between the government and the private sectors.

Still, the contribution of NGOs in the provision of education, particularly regarding TVET, is encouraging but not yet up to the level expected. Conversely, due to the existence of a resource gap and the limited capacity of the economy to mobilize domestic resource, the government alone cannot finance TVET to the satisfactory level. Accordingly, NGOs need to contribute, as far as possible to fill the gap and to create equity to the training system by addressing the training needs of the disadvantaged segments of the society shouldering huge amount of financial burden.

Generally, in order to effectively participate in managing and financing projects, particularly in relation to TVET, requires NGOs to explore ways to acquire funds and to secure ways to sustaining funds for a long time. In addition, it requires proper project design, implementation and evaluation practice and also creating healthy and cooperative environment with other sectors and NGOs.

The study, accordingly, reveals major factors that are affecting the management and financing of TVET related projects implemented by NGOs. Some of the conclusion draws are:

- Major factors that affect the design and implementation of projects as well as the acquiring and sustaining of funds to finance these projects are found to be inherent to individual NGOs.
- The first three major challenges that affect the management and financing of TVET related projects are failure to appropriately monitor and evaluate projects, sustaining of funds for a long time and lack of assistance from the government.

- Failure of NGO to include need assessment, phase-out strategy and appropriate monitoring and evaluation techniques are major factors that affect the design of the projects.
- Failures of NGOs to prepare and present a well-organized legal document as well as failure to maintain proper documentation system are major factors that affect acquiring of funds highly affecting the perception of donor agencies regarding the experience, capacity and performance of the individual NGOs.
- Failure of NGOs to open information regarding their finance, governance, activities and funds as well as to submit activity and financial reports found to be major factors that is creating distrust between donors and individuals NGOs highly affecting the sustainability of funds.
- The existence of a huge information gap between the government and NGOs is affecting the smooth flow activities and cooperation between the sectors. Organizational inefficiency of most governmental offices to provide facilitated and quality service also is challenging the government from supporting and encouraging NGOs to participate in the area of TVET to the satisfactory level.

5.3. Recommendations

In order to address factor that affect NGOs in Financing and managing projects on TVET, particularly issued related with inadequate financing, poor management and ill-adapted organizational structures the following recommendations are forwarded based on the study finding and result.

Recommended Points for National and International NGOs

NGOS need to : –

- Using resource for the declared mission and for the benefit of the target groups and genuinely communicating necessary information to the concerned bodies
- Readily opening their accounts and records to the government, donors, beneficiaries and other interested parties whenever required

- Preparing and duly submit activity and financial reports for the concerned bodies, government and donors and ensuring financial policies, system and practice to comply with the existing laws
- Have a well-organized legal document which clearly define mission, objective and governance structure
- Establish strong linkages and collaboration with other NGOs and the private sector to share best practices and also network and bench-mark with other training providers
- Specifically assign professional on TVET with adequate expertise and insight in the formulation and implementation of vocational education and training programs
- Searching and serving the interest and the needs of the community as far as possible
- Designing, implementing and financing projects on TVET and actively playing TVET advocacy role within the international donor community
- Reach out to the Diaspora and explore other financial resources to support TVET related projects

Recommended Points for the Donor Community

The donor community need to:

- Support development of national TVET policies and strategies;
- Prioritize and fund TVET related projects allocating adequate and sustainable funds for the programs as much as possible
- Identify, document and disseminate best practices to member NGOs
- Sensitize governments on the role of TVET for socio-economic development as well as the need to increase funding for TVET
- Appropriately monitor implementation of training programs that are run by NGOs
- Re-orientation of funding mechanisms towards output-based funding, i.e. linking funding to performance; in accordance with agreed performance indicators that may include numbers trained (completion rates), course type and level, percentage of graduates in gainful employment six months after training, etc.

Recommended Points for Government

The government need to: -

- Introduce policies and incentives that will support increased private sector participation in TVET delivery
- Facilitate exchange of information and regular dialogue with NGOs and other stakeholders.
- To mobilize all stakeholders in a concerted effort to create synergies and share responsibilities for the renewal and harmonization of TVET policies, programs and strategies in the city
- Disseminate TVET strategy document widely among NGOs and the donor community to make a firm guideline regarding the training system
- Offer technical assistance to member states in need of such assistance
- Build leadership and management capacity to adequately drive TVET system ;

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Appendix-A

Addis Ababa University
College of Education
School of Graduate Studies
Department of Business Education

A questionnaire to be completed by Key project personnel

(For NGOs that Currently, involve in TVET Financing Projects)

This questionnaire is designed to identify factors that affect NGOs in financing and managing projects focused on Technical and Vocational Education and Training in Addis Ababa. The finding may serve NGOS, government and stakeholders providing realistic information regarding issues, practices and challenges concerning these projects. Your cooperation is very vital for the success of this study and thus, I kindly request you to fill the questionnaire completely and timely.

N.B:

Your organization may currently be engaged in implementing different kinds of projects. However, **this questionnaire is only concerned about projects on Technical and Vocational Education and Training (የተክኒክና ሞያ ትምህርትና ስልጠና)) Financing in Addis Ababa on which the organization reached agreement with Addis Ababa City Government Social and Civil Affair Bureau.** Therefore, you are kindly requested to fill the questionnaire accordingly focusing only on these projects.

Remark: 1. Do not write your name

2. Your responses will kept confidential and will be used only for academic Purpose.
3. Failure to complete the questionnaire properly or leave items unanswered highly affect this study. Thus, you are kindly requested not to leave any item un answered or uncompleted.

General Instruction:

Please respond to the item in the questionnaire by placing a mark (✓) inside the box and write briefly as much as possible for the open-ended questions.

Part- One: General Information

1) Sex

Male

Female

2) Age

25 years and below

25-35 years

35-45 years

45 years and above

3) Current position

Project Manager

Project Officer

Project Coordinator

Other (please specify) _____

4) Qualification

Certificate

Diploma

First Degree

Second Degree and above

5) Work experience in relation to project management

< 1 year

1 - 4 years

4 - 6 years

6 - 8 years

6) Work experience in NGOs

< 1 year

1 - 4 years

4 - 6 years

6 - 8 years

Part- Two: General Information about the Organization

7) Does your organization run a training center?

Yes

No

8) Does your organization have adequate organizational capacity to properly manage and implement project on TVET?

Yes

No

9) How long has it been since you start being engaged in implementing such projects?

Less than a year

1-3 years

3-5 years

More than 5 years

10) How many trainees on the average benefit yearly from your TVET program/projects?

Below 75

75-150

150-300

More than 300

Part- Three: Issues Related with Designing Projects on TVET

11) To what extent do you think objectives of TVET financing project are clear?

Very high

High

Moderate

Low

Very low

12) Do you think project proposals are well designed and strong enough to meet their objectives?

Very high

High

Moderate

Low

Very low

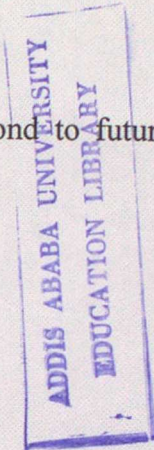
If you tick the last two, please explain why _____

13) To what extent does your organization give attention to make need assessment before designing the project?

- Very high
- High
- Moderate
- Low
- Very low

14) Do you think projects designed in such a way that they will respond to future demand?

- Very high
- High
- Moderate
- Low
- Very low



15) Do you think objectives of TVET financing projects closely adhere to the current education policy of the country?

- Yes
- No

16) Do you think these projects are designed to be socially and politically acceptable?

- Yes
- No

17) How complex do you think it is to design project on TVET compared to other types of projects?

- Very high
- High
- Moderate
- Low
- Very low

If you tick the first two, please explain why _____

Part-Four: Issues Related with Acquiring Funds for Projects on TVET

18) Do you think Projects on TVET are generally convenient and convincing for donor agencies?

Very high

High

Moderate

Low

Very low

19) To what extent is your organization willing participate donor agencies when designing the project?

Very high

High

Moderate

Low

Very low

Never

20) Do you think TVET financing projects are relatively costly when compared to other types of projects?

Very high

High

Moderate

Low

Very low

21) Do you think acquiring adequate fund for these projects are relatively difficult compared to other types of projects?

Very high

High

Moderate

Low

Very low

Part-Five: Issues Related with Implementing TVET Financing Projects

22) To what extent does your organization recruit key project personnel before designing the project?

Very high

High

Moderate

Low

Very low

23) To what extent does your organization participate appropriate government bodies when implementing the project?

Very high

High

Moderate

Low

Very low

24) To what extent does your organization participate donors when implementing the project?

Very high

High

Moderate

Low

Very low

25) After signing the project agreement, do you immediately start implementing the projects?

Yes

No

If no, please explain why _____

26) Does your organization generally manage projects according to the project agreement?

Yes

No

27) Do you think projects on TVET financing are inherently difficult and complex to be implemented when compared to other types of projects?

Very high

High

Moderate

Low

Very low

If you tick the first two, please explain why _____

Part-Six: Issues Related Sustaining Funds for Projects on TVET Financing

28) To what extent do you think attention must be given to evaluate project outcomes and keep records for further reference?

Very high

High

Moderate

Low

Very low

29) Does the organization send activities, progress and financial reports to interested donor agencies according to the agreement?

Very high

High

Moderate

Low

Very low

30) To what extent do you think your organization manage to use resource for the declared mission according to the agreement reached with your donors?

Very high

High

Moderate

Low

Very low

If you tick the last two please explain why _____

31) Do you think sustaining funds for these projects are relatively difficult compared to other types of projects?

Very high

High

Moderate

Low

Very low

If you tick the first two, please explain why _____

Part-Seven: Issues Related with Relationship between Government and NGOs

32) To what extent does your organization participate appropriate government bodies when designing the project?

Very high

High

Moderate

Low

Very low

33) Does the organization send reports to interested government bodies according to the agreement?

Very high

High

Moderate

Low

Very low

34) Do you think the appraising made by education bureau is valuable to improve and modify the projects?

Yes

No

If no, please explain why _____

35) Do you think the appraisal criteria used by Addis Ababa Education bureau were adequate to appraise the projects?

Yes

No

36) Does the education bureau provide technical assistance to assist and facilitate such kinds of projects?

Yes

No

I do not know

If yes, please specify some of the assistance given

a. _____

b. _____

c. _____

Part-Eight: General Issues Regarding Projects on TVET Financing

37) To what extent do you think TVET integrated projects designed by NGOs are valuable?

Very high

High

Moderate

Low

Very low

38) Are projects on TVET financing of a high priority compared to other projects?

Very high

High

Moderate

Low

Very low

39) Do you think NGOs need to involve in TVET financing projects?

Yes

No

Please explain why. _____

40) Does your organization work in collaboration with other NGOs perusing projects on TVET?

Yes

No

41) Does your organization work in collaboration with public and private TVET institutions?

Yes

No

42) Please specify (in order of importance) the kind of assistance you think the government need to provide to support and facilitate such kinds of projects?

1. _____

2. _____

3. _____

43) Rank in order of their seriousness the following major potential problems that occur in relation to projects on financing and managing TVET programs taking your organization's experience.

No.	Category	Rank
1	Designing competent projects	
2	Acquiring adequate fund	
3	Delayed release of fund	
4	Sustaining fund	
5	Implementing projects	
6	Difficulties to monitor and evaluate projects	
7	Lack of necessary assistance and support from government	
8	Housing and facility problems	

Thank you very much...!

Addis Ababa University
College of Education
School of Graduate Studies
Department of Business Education

A questionnaire to be completed by Key project personnel

(For NGOs that do not currently involve in TVET Financing Projects)

This questionnaire is designed to identify factors that affect NGOs in financing and managing projects focused on Technical and Vocational Education and Training in Addis Ababa. The finding may serve NGOS, government and stakeholders providing realistic information regarding issues, practices and challenges concerning these projects. Your cooperation is very vital for the success of this study and thus, I kindly request you to fill the questionnaire completely and timely.

N.B:

Your organization may currently be engaged in implementing different kinds of projects. However, **this questionnaire is only concerned about projects on Technical and Vocational Education and Training (የተክኒክና ሞያ ትምህርትና ስልጠና) Financing in Addis Ababa on which the organization reached agreement with Addis Ababa City Government Social and Civil Affair Bureau.** Therefore, you are kindly requested to fill the questionnaire accordingly.

Remark: 1. Do not write your name

2. Your responses will kept confidential and will be used only for academic purpose.
3. Failure to complete the questionnaire properly or leave items unanswered highly affect this study. Thus, you are kindly requested not to leave any item un answered or uncompleted.

General Instruction:

Please respond to the item in the questionnaire by placing a mark (✓) inside the box and write briefly as much as possible for the open ended questions.

Part- One: General Information about Respondents

44) Sex

Male

Female

45) Age

25 years and below

25-35 years

35-45 years

45 years and above

46) Current position

Project Manager

Project Officer

Project Coordinator

Other (please specify) _____

47) Qualification

Certificate

Diploma

First Degree

Second Degree and above

48) Work experience in relation to project management

< 1 year

1 - 4 years

4 - 6 years

6 - 8 years

49) Work experience in NGOs

< 1 year

1 - 4 years

4 - 8 years

8 years or more

Part- Two: General Information about the Organization

50) Can projects on TVET be incorporate d with area of intervention?

Yes

No

51) Have you ever being engaged on projects that involve TVET?

Yes

No

If yes, Please specify (in order of importance) the major challenges

a. _____

b. _____

c. _____

d. _____

e. _____

52) Is your organization interested to work on TVET related projects in the future?

Yes

No

53) Do you think your organization has adequate organizational capacity to properly manage and implement projects in relation to TVET?

Yes

No

Part- Three: Issues Related with Designing Projects on TVET Financing

54) How complex do you think it is to design projects on TVET compared to other types of projects?

Very high

High

Moderate

Low

Very low

If you tick the first two, please explain why _____

Part- Four: Issues Related with Acquiring Funds for Projects on TVET Financing

55) Do you think Projects on TVET are generally convenient and convincing for donor agencies?

Very high

High

Moderate

Low

Very low

56) To what extent is your organization willing to participate donor agencies when designing the project?

Very high

High

Moderate

Low

Very low

Never

57) Do you think TVET financing projects are relatively costly when compared to other types of projects?

Very high

High

Moderate

Low

Very low

58) Do you think acquiring adequate fund for these projects are relatively difficult compared to other types of projects?

Very high

High

Moderate

Low

Very low

If you tick the last two, please explain why _____

63) Do you think sustaining funds for these projects are relatively difficult compared to other types of projects?

Very high

High

Moderate

Low

Very low

If you tick the first two, please explain why _____

Part- Seven: General Issues Regarding Projects on TVET Financing

64) To what extent do you think TVET integrated projects designed by NGOs are valuable?

Very high

High

Moderate

Low

Very low

65) Are projects on TVET financing is of a high priority when compared to other projects?

Very high

High

Moderate

Low

Very low

66) Does your organization work in collaboration with other NGOs perusing projects on TVET?

Yes

No

67) Does your organization work in collaboration with public and private TVET institutions?

Yes

No

68) What do you think major factors are that drive NGOs away from participating in TVET financing projects? (Please write them in order is importance)

What do you suggest?

a. _____

b. _____

c. _____

d. _____

e. _____

69) What kind of assistance do you think the government need to provide to assist and facilitate such kinds of projects? (Please specify them in order of importance)

a. _____

b. _____

c. _____

d. _____

e. _____

Thank you very much...!

Appendix-C

Addis Ababa University
College of Education
School of Graduate Studies
Department of Business Education

Interview Guideline for Government Officials and Donors

1. To what extent do NGOs give attention to need assessment before designing the project?
2. Do you think project on TVET are well designed and strong enough to meet their objectives?
3. Do you think projects are designed in such a way that they will respond future demand?
4. To what extent do NGOs participate concerned parties including donors and the government when designing and implementing such projects?
5. To what extent do NGOs manage to use resource for the declared mission and for the benefit of the people?
6. Do you think acquiring adequate fund for these projects are relatively difficult compared to other types of projects?
7. After signing the project agreement, do NGOs immediately start implementing the projects?
8. Do NGOs generally manage projects according to the project agreement?
9. To what extent do NGOs give attention to evaluate project out comes and keep records for further reference?
10. To what extent NGOs prepare and send activities, progress and other reports to the concerned parties?
11. What are major factors do affect the sustainability of funds for TVET related projects?
12. To what extent do you think TVET integrated projects designed by NGOs are valuable?