

**THE CHALLENGES AND PROSPECTS OF TVET REFORM IN
HARARI REGIONAL STATE AND DIRE DAWA CITY
ADMINISTRATION**

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By

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TABLE OF CONTENTS

	Page
Acknowledgements	i
Table of Contents	ii
List of Tables and Figures	v
List of Appendices	vi
Acronyms and Abbreviations	vii
Abstract	viii
 CHAPTER ONE	
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Significance of the Study	5
1.4. Delimitation of the Study	5
1.5. Limitation of the Study	5
1.6. Definition of Terms	6
1.7. Organization of the Study	7
 CHAPTER TWO	
2. REVIEW OF RELATED LITERATURE	8
2.1. TVET Concepts	8
2.1.1. Definition of TVET	8
2.1.2. Objectives of TVET	9

2.1.3. Importance of TVET	10
2.1.4. Stakeholders Involvement in TVET	11
2.2. TVET and Socio-economic Development	13
2.3. TVET Reform	14
2.4. The Practice of TVET in Developed and Developing Countries	15
2.4.1. Experience of Developed Countries	15
2.4.2. Experience of Developing (Africa) Countries	18
2.4.3. International and Africa Best Practices and Strategies	20
2.5. The State of TVET in Ethiopia	21
2.5.1. Historical Background of TVET in Ethiopia	21
2.5.2. Objectives and Strategies of TVET	23
2.5.3. Current Practice of TVET in Ethiopia	29

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY	32
3.1. Methods of the Study	32
3.2. The Source of Data	32
3.3. Sample Population and Sampling Techniques	33
3.3.1. Sample Population	33
3.3.2. Sampling Techniques	33
3.4. Instrument and Procedures for Data Collection	34
3.5. Methods of Data Analysis	34

CHAPTER FOUR

4. **PRESENTATION AND ANALYSIS OF DATA**36

CHAPTER FIVE

5. **SUMMARY, CONCLUTIONS, AND RECOMMENDATIONS**57

5.1. Summary of Findings57

5.2. Conclutions60

5.3. Recommendations61

Bibliography64

Appendices

LIST OF TABLES AND FIGURES

Table	Page
1. Characteristics, streams, academic status and service year of TVET college teachers.....	37
2. Streams, academic status and service year of TVET deans, experts and stakeholders	39
3. Group Statistics and Independent sample T-test for the awareness of respondents about TVET Reform	40
4. The sources of information for respondents TVET Reform awareness.....	41
5. TVET colleges teachers participation in the implementation of TVET reform	42
6. TVET Colleges capability to implement the reform and the tradition of diversifying tasks and responsibilities	42
7. Group Statistics and Independent sample T-test for the relationship between stakeholders and TVET Colleges.....	44
8. Group Statistics and Independent sample T-test for the Stakeholders participation in TVET reform	46
9. Initiation or activity that has been done to motivate teachers and Stakeholders	47
10. Group Statistics and Independent sample T-test for the commitment of all stakeholders to implement the reform	49
11. Opportunities exist to successful implement the TVET reform	54

Figures

1. Components of ecbp.....	27
2. Integration of ecbp.....	28

LIST OF APPENDICES

Appendices

1. Questionnaire of TVET college teachers (instructors).....69
2. Questionnaire of TVET Stakeholders73
3. Interview guide for TVET experts.....76
4. Interview guide for TVET college deans.....78

ACRONOMYS AND ABBREVIATIONS

ecbp	Engineering Capacity Building Program
ESDP	Education Sector Development Program
GTZ	German Technical Cooperation Agency
ICT	Information and Communication Technology
ILO	International Labor Organization
MoCB	Ministry of Capacity Building
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
NGO	Non-Governmental Organization
OREB	Oromia Regional Education Bureau
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
PRSP	Poverty Reduction Strategy Program
SDPRP	Sustainable Development and Poverty Reduction Program
TVET	Technical and Vocational Education and Training
UNESCO	United Nation Educational Scientific and Cultural Organization

ABSTRACT

The main purpose of this study was to investigate the challenges and prospects of the TVET reform in Harari regional state and Dire Dawa City Administration. As a result, an effort was made to examine the major factors that influence the implementation of the reform such as, TVET Colleges capacity in terms of (financial, human and physical) resources, and commitment to implement the reform, stakeholders' (awareness, participation and commitment), and the relationship between TVET institutions and stakeholders.

A descriptive survey method has been employed to identify major issues to be addressed and to examine the TVET reform constraints in the implementation and its prospects in three government TVET Colleges found in Harari regional state and Dire Dawa City Administration. The respondents of the study were 41 TVET teachers, 24 TVET stakeholders, 3 TVET College deans and 8 education bureau (TVET Agency) TVET experts.

Hence, the respondents sampling was carried out using quota, simple random and availability sampling techniques. The researcher has used both qualitative and quantitative methods of data collection. Accordingly, interview, questionnaire and analysis of documents were used to collect relevant information. In addition, the data analyzed using the latest Version 17.0 software of SPSS, percentages, frequency counts and T-test.

The results of the study indicated that, lack of (financial, human and physical) resources, low (commitment, awareness and participation) of stakeholders, teachers skill gap, high staff turnover, weak relationship between TVET institutions and stakeholders, and lack of well organized management system were the potential problems which needs to be addressed in order to better implement the TVET reform.

Therefore, it is recommended that developing a system to education and training schemes to continuously upgrade the competences of the TVET (teachers, administrators and professionals), allocating sufficient financial resources from the regional government, and generation of additional resources in to the TVET system. Similarly, due attention should be given to increase the awareness of stakeholders and assure their active participation and commitment, establishing strong and well organized management system by participating all concerned bodies in decision making and follow up of the program.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Education and training is an important factor in the process of human resource development in order to break the vicious cycle of poverty that Ethiopia has been entangled in. As the objective reality in the 21st century indicates, it is education and training that liberates citizen from ignorance and acquaints them with modern civilization to pave the way for further development and prosperity as well (OREB, 2005).

Human capital investment and properly designed education and training systems are of paramount importance for improved economic performance. A country with poor human capital has the least chance to develop even if huge capital outlays are invested in all other productive sectors (Mesfin, 2008). Thus, compressive capacity building and human capital formation is key pillar for social and economic development.

This obviously calls for a Technical and Vocational Education and Training (TVET) system that produce technicians with practical knowledge, who would be job creators rather than expecting jobs to be provided by the government. The strategic thinking behind the expansion of the TVET subsector is to meet the middle-level human power demand of the industry, service sector and commercial agriculture, which have become very essential to the overall development of the country (MoE, 2005).

Wide-ranging reforms of the public sector, including education, are currently underway in many states. In education, the primary goals of reform are generally to increase the efficiency, effectiveness and responsiveness of the systems and institutions. Governments are pursuing various strategies in pursuit of these goals and in many countries trends

towards decentralization, school-based management and greater institutional autonomy can be observed (Maclean, 2009).

With rapid technological advances, especially in information and communication, many countries are seeking to access the supposed benefits of the 'knowledge economy'. Consequently, technical and vocational education and training (TVET) has an increasingly important role to play. Countries know that to be economically competitive and to retain and attract investment, they must acquire and develop appropriate knowledge, skills and values. Furthermore, they are aware that policies for skills development must meet the needs and expectations of learners, local employers and wider society. This means reforming TVET, re-orientating institutions towards their clients and promoting lifelong learning (Maclean, 2009).

Therefore, the implementation of TVET reform has to be evaluated in terms of TVET institutions capability and commitment, stakeholders' participation, relationship and commitment to achieve the desired goal, with this regard, this study try to investigate the challenges and prospects of the TVET reform in Harari regional state and Dire Dawa City Administration.

1.2. Statement of the Problem

The role of TVET on the growth and development of society is an established fact. Broadly speaking, it does this by playing at least three major roles: meeting the human power needs of society; raising the employment opportunity of citizens thereby improving their livelihood; and motivating citizens for education and training. Therefore, TVET can be taken as a part of the education system that makes an individual more employable, active participant and relevant in the socio-economic system of a country (Psacharopoulos and Wood hall,1985).

Nonetheless, the role of TVET has become critical than ever before in the context of today's globalization in which every part of the world is increasingly getting interdependent in many respects. When we see our contemporary world from this point of view, modern society is undergoing a process of transformation of unprecedented magnitude and speed, which affects all spheres of economic, social and political life. The combined forces of globalization and rapid technological change drive this transformation, particularly by innovations in information and communication technologies. The result is a highly competitive global economic environment. The new global economy is based on market principles, liberalized trade, the relocation of production and the very rapid international movement of information and capital (African Union 2007 and UNESCO, 1999). Consequently, in recent years, TVET has claimed a place of importance on the agendas of many international organizations and donor agencies". Likewise, Ethiopia, an African country suffering under deep-rooted, severe poverty, has renewed its interest in TVET.

Here, in order to enable the country to tackle its wide-spread poverty and graduate to the ranks of the middle level-income countries in 2005, the Ethiopian and German governments jointly launched an ambitious reform program the Engineering Capacity Building Program (ecbp), as a cooperative development project, aimed at accelerating industrial development and the improvement of local conditions for private sector development in Ethiopia. A TVET reform system is one of the major four missions of ecbp. This radical and overall five year TVET reforming strategy was designed and disclosed in 2007.

However; according Shigeru and others (2009), the strategy lacks explicit measures tackling major constraints on the ground level including problems such as low settlement rates of human resources, and transient labor and skills. And also the economic, social and cultural diversity of the Ethiopia renders a National Level TVET strategy inefficient as it is much too broad

and un-adaptive to context. This results in the existence of huge gap between National Level and regional level implementation in various aspects.

Hence, the main purpose of this study was, therefore, to investigate the challenges and prospects of the TVET reform in Harari regional state and Dire Dawa City Administration. Through this study, attempts were made to address the following research questions:

1. To what extent do TVET colleges capable to diversify their activities to implement the reform?
2. To what extent do stakeholders participate in TVET reform implementation?
3. What are the challenges that hinder the implementation of TVET reform?
4. What are the opportunities that support the implementation of TVET reform?

Therefore, the general objective of the study was to assess the challenges and prospects of the TVET reform and thereby to suggest possible solutions.

Moreover, the specific objectives of the study were:

- To assess TVET institutions capacity and commitment to implement the reform.
- To examine stakeholders participation in the reform implementation.
- To identify the challenges that hinders the implementation of the reform.
- To identify the opportunities those support the implementation of the reform.

1.3. Significance of the Study

In general, the study tries to investigate the challenges and prospects of the TVET reform in Harari regional state and Dire Dawa City Administration. Accordingly, the findings of the study could:

- Be used as feedback for Harari and Dire Dawa Regional Education bureaus (TVET Agency) in order to shade light on the problems that critically hinder an attempt to improve the TVET programme.
- Help regional as well as national policymakers, especially TVET Directors who are key players of decentralized strategy implementation, to make decisions on producing policies, strategies, rules and regulations either in Federal or Regional level that could accelerate and lay systematic ground to the reform strategy.
- May highlight areas of focus for further research on the reform implementation.

1.4. Delimitation of the Study

The study was aimed to investigate the challenges and prospects of the TVET reform in Harari regional state and Dire Dawa City Administration. Due to the existence of only three government TVET colleges in the study areas and also they are having more years experience in the implementation of the reform and training in TVET program. Moreover, taking time and financial constraint in to account and to make the study manageable, the study was delimited to the existing three government TVET institutions in Harari regional state and Dire Dawa City Administration.

1.5. Limitations of the Study

While conducting this study the researcher was face some difficulties which contribute to the limitation of the study. Many respondents were reluctant to fill out and return the questionnaire within the expected period of time. Apart from the difference in their understanding and awareness about the TVET reform, time constraint and lack of reference materials in the study

area was among the difficulties the researcher encountered. However, through rigorous efforts and perseverance, essential data were collected.

1.6. Definition of Terms

Apprenticeship: Job training undertaken by trainee in an organization pursuant to an agreement concluded among a training institution, an organization and trainee to enable the trainee to put to practice the technical and vocational education and training they acquired in a training institution and to be acquainted with work (Mesfin, 2008).

Cooperative Training: Cooperative training system in Ethiopia is derived from the “dual training system” of Germany and refers to mode of training delivery of technical and vocational education and training that combines training in enterprise and institution based on a training plan collaboratively designed and implemented by industries and respective TVET institutions (MoE, 2010).

In company Training: In-company training is a training approach through which active workers who are already in the enterprises could maintain, or upgrade their competencies while working. It is also a method by which companies/enterprises cope up with new and changing technologies (MoE, 2010).

Needs Assessment: a training needs assessment is identification of what knowledge, skills, and abilities are lacking but needed, the type of skills training needed by whom, which potential training, the amount of training needed for self employment and the training demand at different levels (MoE,2002).

Tracer Study: is a type of follow up study concerning whether TVET graduates have got employment or not (Mekonen, 2007).

Technical and Vocational Education and Training: Technical and Vocational education and Training is designed to train and educate students in specific traditional and modern fields of vocational and technical skills who have completed grade 10 and show sufficient desire and inclination to be trained in the fields of their choice (Mesfin, 2008).

Stakeholders: All role-players in the TVET system including TVET providers and institutions, teachers (instructors), students, employers (Trade Unions), parents, policy makers, NGOs and other institutions involved in training and human resource development, education institutions, donors, etc... (Engida, 2007).

1.7. Organization of the study

This study consists of five chapters. Chapter one deals with the problem and its approach. Whereby, it maps out the background of the problem, Statement of the problem, Significance of the Study, Delimitation and Limitation of the study, and Definition of terms. Chapter Two treats review of related Literature that lays conceptual frame work of the study. Chapter Three describes the Methodology and Procedures used in the study. Chapter Four present the analysis and interpretation of the data. The last chapter consist summary, conclusion and recommendations of the study. In addition to these, bibliography, sample questionnaires and interview guides have been annexed.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In this chapter we will look at different works done in the area of the problem under study by different bodies in order to have brief theoretical framework on the concepts of TVET and TVET reform.

2.1. TVET Concepts

2.1.1. Definitions of TVET

The term “TVET” as used in this document follows the UNESCO (1997), International Standard Classification of Education definition, which is education and training to “acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades.” The conceptual definition of TVET cuts across educational levels (post-primary, secondary, and even tertiary technical education) and sectors (formal or school based, non-formal or enterprise-based, and informal or traditional apprenticeship).

TVET represents a comprehensive and inclusive approach intended to help people achieve their full educational and vocational potentials and as a result make meaningful participation in the development efforts of their community. Indicating this Mesfin (2008), Technical and Vocational education and Training is designed to train and educate students in specific traditional and modern fields of vocational and technical skills who have completed grade 10 and show sufficient desire and inclination to be trained in the fields of their choice.

2.1.2. Objectives of TVET

The primary objective of all technical and vocational education and training (TVET) programmes is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area. Skills acquisition is vital for an economy to compete and grow, particularly in an era of economic integration and technological change. Skill needs are widespread in most developing countries - they are not only demanded by the modern wage sector but also by the agricultural and informal sectors. TVET is a direct means of providing workers with skills more relevant to the evolving needs of employers and the economy (UNESCO and ILO, 2002).

In most countries of the world, thus, the introduction of systematic, well-planned and rigorous program of TVET has become a vital component of education and training programs. In connection to this, ILO (1996) explains that provisions of technical and vocational education and training not only enables trainees to acquire skills in specific occupation that lead to employment in the economic sectors but also enable them to prepare themselves for self-employment.

According to UNESCO (2000), the aim of TVET is to produce qualifications skills demanded in a given social and economic context and to contribute towards the implementation of national policy with regard to employment promotion, poverty reduction, private sector promotion, increased productivity and enhanced competition in both local and global market.

Hence, the primary objective of TVET is to achieve goals of trained manpower requirements of the economy and eventually to meet the national development goals. In this regard, systems that permit proper organization and coordinated as well as deployment of qualified manpower need to be carefully designed and implement. Strengthening this, ILO (1999) expressed that the development of any country is largely determined by its ability to train and utilize those trained citizens effectively and efficiently. One of the

principal fears in TVET are to make sure whether that skills learned in a training setting will transfer to real working setting as well as maintained after the trainee has graduated.

2.1.3. Importance of TVET

The role of TVET on the growth and development of society is an established fact. Broadly speaking, it does this by playing at least three major roles: meeting the human power needs of society; raising the employment opportunity of citizens thereby improving their livelihood; and motivating citizens for education and training. Therefore, TVET can be taken as a part of the education system that makes an individual more employable, active participant and relevant in the socio-economic system of a country (Psacharopoulos and Wood hall, 1985).

Since education is considered the key to effective development strategies, technical and vocational education and training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development. That is the reason behind that we can see here and there in our world while countries are consistently striving to improve their education system in general and their TVET systems in particular (Psacharopoulos and Wood hall, 1985).

According to Africa Union (2007), given the immense scientific, technological and socio-economic development, either in progress or envisaged, which characterizes the present era, particularly globalization and the revolution in information and communication technology, technical and vocational education should be a vital aspect of the educational process in all countries, and in particular should:

- Contribute to the achievement of the societal goals of greater democratization and social, cultural and economic development, while at the same time developing the potential of all individuals.

- Lead to an understanding of the scientific and technological aspects of contemporary civilization in such a way that people comprehend their environment and are capable of acting upon it.
- Empower people to contribute to environmentally sound sustainable development through their occupations and other areas of their lives.

In addition, 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. TVET delivery systems are therefore well placed to train the skilled and entrepreneurial workforce that Africa needs to create wealth and emerge out of poverty.

According to African Union (2007), another important characteristic of TVET is that it can be delivered at different levels of sophistication. This means that TVET institutions can respond to the different training needs of learners from different socio-economic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods. The youth, the poor and the vulnerable of society can therefore benefit from TVET.

2.1.4. Stakeholders Involvement in TVET

The participation of different stakeholders in the TVET program in general and in the implementation of TVET reform in particular is essential. According to Atchoarena and Andre (2002), international research based suggestions for the betterment of TVET system refers to the desire to maintain closer link between training and labour market. To manage this issue successfully, TVET system must establish deep-seated links with stakeholders to make it easier for trainees and graduates to make smooth transition from school to work.

Getting together all the partners involved in the decision that affects TVET is increasingly an efficient approach towards improving the functioning of

training systems. Participation of stakeholders means giving them the institutional capacity to influence policy making and management so as to control activities and resources (Atchoarena, 1996).

TVET operates at the interface of different sectors of society, notably the education sector, the labour market, industry, MSE sectors, agriculture and rural development, and public administration. In order to serve and relate to all these sectors through high quality and demand-responsive instruments, the TVET system must be steered and implemented with the involvement of a wide stakeholder group. Different stakeholders will each contribute their own expertise, experience and capacities, in order that their combined efforts improve the relevance and effectiveness of the TVET system (MoE 2007).

Moreover, according to the National TVET Strategy stakeholders are needed specifically to play a major role in the following functions of the TVET system:

- Policy development and policy drafting and reviewing through participation in relevant bodies and panels;
- Financing through contributing resources to the TVET system;
- Quality assurance through active involvement in the setting of occupational standards and conducting occupational assessment;
- TVET delivery through the provision of training to their own staff, offering internships to trainees and providing apprenticeship training;
- Monitoring and evaluation through participation in TVET councils at federal and state levels and taking over key roles on the Management Boards of TVET institutions.

Since the major aims of TVET program is to prepare trainees for the world of work, as it has been stated above establishing close relationship with stakeholders is very essential. According to UNESCO (1996), the training institutions and enterprise can be mutually benefited from each other in such a manner that the expertise in the training institutions might

contribute in solving the problems of the enterprise through research. The enterprise in turn can help the training institutions in providing practical training and introducing new technologies to the trainees. Moreover, in the process of curriculum development it helps to update the content of the curriculum in order to maintain its relevance

2.2. TVET and Socio-economic Development

Sustainable economic development and TVET are interdependent. Economic growth is a basic condition for the reduction of unemployment and poverty. However, it does not automatically lead to more jobs and less poverty. It can only contribute to poverty reduction if broad sections of society find productive work which offers a decent wage (BMZ, 2005). This can be achieved only if different policies and mechanisms, which focus on employment and broad access to work and TVET, can be implemented

Economic development cannot take place without the development of human resources. Therefore, well-qualified professionals must be trained in order to raise the competitiveness of companies, countries, and regions (Lipsmeier and others, 2003). Although the development of human resources through TVET is not the only condition for economic and social development, it can make a crucial contribution to it.

In fact, both the economics of education and comparative vocational training research have yet to provide convincing results demonstrating a causal relationship between the structures of the education system and a country's economic success (Lipsmeier and others, 2003). Even industrialized countries have highly diverging TVET systems as well as different types of qualification and models of labour organization. The TVET characteristics that are regarded in some countries as a prerequisite of a functioning TVET system do not exist in other countries; and what appears as a discrepancy between education and employment in one economy is considered an advantageous precondition for economic and social development in another.

So far, development cooperation has not managed to use the experience in vocational training for the formulation of a convincing, uniform model of vocational training in developing countries (Lipsmeier and others, 2003). In order to create a basic model which can be applied with adjustment to local conditions, further research is needed in both, theoretical research (how to measure costs and benefits) as well as empirical research in developing and transition countries.

It should also be mentioned that almost no research exists on the contribution to economic and social development of vocational training versus general education, and no conclusions can be drawn so far in this respect (Descy & Tessaring, 2005)

2.3. TVET Reform

Wide-ranging reforms of the public sector, including education, are currently underway in many states. In education, the primary goals of reform are generally to increase the efficiency, effectiveness, relevance and responsiveness of systems and institutions. Governments are pursuing various strategies in pursuit of these goals and in many countries trends towards decentralization, school-based management and greater institutional autonomy can be observed (Maclean, 2009).

With rapid technological advances, especially in information and communication, many countries are seeking to access the supposed benefits of the 'knowledge economy'. Consequently, technical and vocational education and training (TVET) has an increasingly important role to play. Countries know that to be economically competitive and to retain and attract investment, they must acquire and develop appropriate knowledge, skills and values. Furthermore, they are aware that policies for skills development must meet the needs and expectations of learners, local

employers and wider society. This means reforming TVET, re-orienting institutions towards their clients and promoting learners (Maclean, 2009).

According to Jones (2003), TVET system reforms in the Sub-Saharan region have been initiated because most of the systems have been supply-driven and failed to meet the demands of the industry. In some African countries the reforms have seen the formulation of policy guidelines, establishment of national training authorities with the transformation of structures from government departments to independent regulatory bodies. The systems are generally designed to respond to the needs of industry and to offer opportunities for gainful employment outside the formal sector.

2.4. The Practice of TVET in Developing and Developed Countries

2.4.1. Experience of Developed Countries

Powers in the global economy, there must be a successful vocational education as a support. Study on the successful experience of the development of vocational education in the developed countries, like United States and Germany, can give us useful lessons. Stones from other hills may serve to polish jade. What are features of vocational education in these Western developed countries? What are the success stories? What are the implications for us? Below is a short brief introduction of the two advanced Western economic powers vocational education.

Vocational Education in the United States

According to Gaoling (2010), Vocational and technical education system in the United States, was founded in the beginning of the last century, formed a nationwide general vocational and technical education system in the 60's. One of them was recognized as the most successful is the community colleges, it aims at serving the community, sets university education, vocational education and adult education together; Community colleges can be said to be a major undertaking in American higher education. And in the

eyes of the world, community college is considered as the unique contribution made by United States in the field of higher education.

Moreover, most of this public community college offers three kinds of services.

1. **Careers Education:** For the purpose of continuing their studies in university after graduating, this part of students accounted for about 30%.
2. **Occupations (subsistence) Education:** students for the purpose of obtaining a credentials and employment through vocational training, accounting for about 50%.
3. **The Community Service:** including adult continuing education and business training and retraining programs, students for the purpose of updating their knowledge and enriching rising, accounting for about 20%.

Furthermore, America's Community College is flourishing long time. One of the key reasons is its introduction of lifelong education for all (Gaoling, 2010).

According to Gaoling (2010), America's Community College has been able to be eternity for more than a century, and the fundamental reason is that it was integrate itself into the community providing a full range of education and training services for the community's residents, businesses and employees. And also Vocational Colleges act as the base of training and producing regional economic high-skilled personnel and reserve labor force. Moreover, the vocational colleges make the most of the advantage in their human resources, science and technology information resources, and other areas, take the initiative to serve the local regional economy and social development, Provide information consultation for the Government and technology services for enterprises, and offer the best possible educational and vocational training services to the region. Deeply into factories,

workshops and field, turndown, provide services for the front-line workers and farmers.

Lessons to be learned

Vocational Colleges should keep in mind the school policy "for the purpose of service ", ascertain their own service targets, and make the vocational colleges socially oriented. In particular, be a center of regional economic and social, open, multi-vocational education and training, providing a full range of services for the region's students, businesses, employees.

Vocational Education in Germany

Germany has embarked vocational training for a long history, as early as the 13th century; there were training in the form of "masters train an apprentice". Vocational College is a higher vocational education institution which is Germany typical "dual system" model, is as another type of higher education in addition to universities, specialized non-university (Gaoling, 2010).

According to Mesfin (2007), the dual training system has developed in Germany during the post war period, is internationally acclaimed as an advanced version of apprenticeship training. Apprenticeship in a firm is combined with part time attendance at vocational school. The dual system is a training and education path for approximately 70 percent of school leavers who have obtained an intermediate certificate covering nine to ten classes of the main school. This system is considered as part of the German general education system.

Germany's dual system is an effective and successful training system in the world. Its success heavily depends, among other things, on sound commitment of the major economic actors-employers and the government (Mesfin, 2007).

In Supporting this Gaoling (2010) stated that, with regard to “how to teach”, the success of German "dual system" is that the students learn and practice variety of professional job-related skill in a real enterprise environment. In developing countries, except for few in industry, enterprise-run vocational schools have not this condition; it is very difficult to do this to the majority of schools.

Lessons to be learned

Intensify education and teaching reform and innovation, and carry out the combining work and study personnel training mode. And also actively promote and implement the learning pattern which combines labor and social practice, emphasis on consistency of students campus learning and practical work, take “the combining work and study “as higher vocational basic personnel training mode.

So, extensively carrying out a variety of teaching mode like working and learning alternation, task-driven, project-oriented and so on, melting of "teaching, learning, doing" was one important. And also trying to make students to master the technology and skills “physically”, adopting a variety of effective measures to enhance the students hands-on ability and practical operation abilities is necessary.

2.4.2. Experience of Developing (African) Countries

In Africa, TVET systems differ from country to country and are delivered at different levels in different types of institutions, including technical and vocational schools (both public and private), polytechnics, enterprises, and apprenticeship training centers. In West Africa in particular, traditional apprenticeship offers the largest opportunity for the acquisition of employable skills in the informal sector. In Ghana, the informal sector accounts for more than 90 percent of all skills training in the country (Africa Union, 2007).

In all of Sub-Saharan Africa, formal TVET programmes are school-based. In some countries, training models follow those of the colonial power. In general however, students enter the vocational education track at the end of primary school, corresponding to 6 – 8 years of education as in countries like Burkina Faso and Kenya, or at the end of lower or junior secondary school, which corresponds to 9 –12 years of what is called basic education in countries like Ghana, Nigeria, Mali and Swaziland (Africa Union, 2007). While in the case of Ethiopia students enter Technical and Vocational Education after they have been completed General secondary education at grade 10. The vocational education track has the unenviable reputation of being a dead end so far as academic progression is concerned and fit for those pupils who are unable to continue to higher education

According to African Union (2007), the duration of school-based technical and vocational education is between three and six years, depending on the country and the model. Some countries like Ghana, Senegal, and Swaziland in an attempt to expose young people to pre-employment skills have incorporated basic vocational skills into the lower or junior secondary school curriculum. However, technical and vocational education for employment is unlikely to be effective when delivered concurrently with general education in junior secondary schools. This is because employment oriented training requires inputs in human (qualified instructors) and material resources that are not available or too expensive to provide in all junior secondary schools or even in a cluster of secondary schools. Vocationalisation of the junior secondary school curriculum should therefore be viewed with caution. A good basic education provides a solid foundation for a good technical and vocational education. The only cases in which vocationalisation may be helpful is probably in the use of computers, general agriculture or farming and entrepreneurship. Computer literacy is relevant to all occupations while the teaching of basic agriculture and entrepreneurship are not capital-intensive or too costly.

Regarding the governance of TVET, oversight responsibility is shared in general between the ministries responsible for education or technical education and labour or employment, although some specialized vocational training programmes (in agriculture, health, transport, etc.) fall under the supervision of the sector ministries. In spite of the multiplicity of training programmes, the place of TVET in the school system in many countries is marginal both in terms of enrolments and number of institutions (African Union, 2007).

In general different studies undertaken by different scholars have identify that the currently TVET delivery systems in Sub-Saharan Africa is characterized in general by Weak national economies, high population growth, shrinking or stagnant wage employment opportunities especially in the industrial sector, Huge numbers of poorly educated, unskilled and unemployed youth in the socio-economic environment and Uncoordinated, unregulated and fragmented delivery system with Low quality, Geographical, gender and economic inequities, Poor public perception, Weak monitoring and evaluation mechanisms, Inadequate financing, poor management and ill-adapted organizational structure. So it needs immediate response and reforms to overcome the short comings.

2.4.3. International and African Best Practices and Strategies

The current status of TVET in Africa is not all about weaknesses. TVET systems in a growing number of countries are undergoing or have undergone promising reforms that are designed to build on the inherent strengths of the system. The major reforms concern the setting up of national training bodies, and the enactment of laws to strengthen national vocational training programmes. The need to link training to employment (either self or paid employment) is at the root of all the best practices and strategies observed world-wide (Africa Union, 2007).

National Training Authorities have been set up in many countries, including South Africa, Botswana, Namibia, Zambia, and Tanzania. Ghana has also recently passed an Act of Parliament that establish a Council for Technical and Vocational Education and Training (COTVET) which will have overall responsibility for skills development in the country. In order to achieve greater coherence within the diverse TVET system, some countries have established National Qualifications Frameworks (Africa Union, 2007).

According to Africa Union (2007), from outside Africa two training models stand out for mention: the centralized Singaporean model and the dual system practiced in Germany. In Singapore, a National Manpower Council ensures that training is relevant to the needs of the labour market. Training also includes the inculcation of shared cultural values and attitude development. The dual system of vocational training in Germany allows for learning to take place in a vocational school and in an enterprise concurrently. Approximately, 70% of all school leavers, aged between 15 and 19 years undergo training under the dual system. The dual system promotes the linkage of vocational training to the world of work.

2.5. The State of TVET in Ethiopia

2.5.1. Historical Background of TVET in Ethiopia

Despite such a long history of civilization in Ethiopia, the introduction of formal education dates back not earlier than the first quarter of the 4th century A.D. Furthermore, this education system that had been serving as a source of civil servants that included judges, governors, scribes, treasurers and administrators remained in the hands of the church until the end of the 19th century. Although it has a relatively long history, this church education is said to have been hardly relevant to the socio-economic needs of the society because it had little or no link with productive works and manual skills (Ayalew, 2000).

Minlik II was the first Ethiopian ruler who was succeeded by breaking through the existing church oppositions and introduced secular western type of education; as a result the Minlik II School was established at Addis Ababa in 1908 for the purpose of instructing the Kith and Kin of nobility in language and diplomacy. It was elitist type of education (Mesfin, 2008).

According to Teklehaimanot (2002), Even though it's not encouraged and supported during this long time, indeed, the practice of TVET has been taking place by the society itself. But it was a traditional one for which a well structured and formally regulated delivery system was not established. In other words, instead of being delivered in formal schools it was transferred from generation to generation by an observation of practices from the day to day activities of the family engaged on crafts. Training was carried out by actually being involved in the process, either by observation or practice.

In addition, in such a kind of skills' training system that still exists in the informal sectors of rural areas, it is the family and the individual who covered the training expenses. The trainees, on the other hand, contribute to the family income by directly being involved in the production process, reducing the opportunity cost to a great extent. And this is the key part that gave chance for the sustainability of the local TVET practice in Ethiopia without any interruption since millennia (ILO, 1999 and Teklehaimanot, 2002).

According to Shigeru (2009), Ethiopia's modern TVET delivery system had started in 1950s by the establishment of the first TVET center: Tegbareed in Addis Ababa (1941), to produce technically skilled man power for the country. In the same decade, non-formal skill training offered by major companies (e.g. Ethiopia Airline) had also started to be provided. At the time, the option of formal TVET training was offered to students without entry requirement of academic background. Since then, Formal TVET

delivery system had changed its level of studies in order to produce competent technicians that satisfy the national demand.

Moreover, It had at first been offered in parallel with the first cycle secondary education (9th to 10th grade), which is equivalent to junior high school. Then from around 1970s until 2000s, most of it had been provided in parallel with the second cycle secondary education (11th to 12th grade), which is equivalent to high school, and the rest had been offered at higher education level. A certificate and an advanced diploma (nearly equal to an associate degree) were awarded to a graduate respectively (Shigeru, 2009).

In early 2000s, the national TVET strategy was set, and a radical reform program was undertaken to improve efficiency and effectiveness of TVET delivery system by mainly re-organizing the system structure. In relation to this Shigeru (2009), stated that an advanced diploma program in TVET scheme was demolished. And instead a technical college was established as a further educational path after a certificate program in the scheme. A technical college accepts a student who has a TVET certificate and provides one year program that a student will be awarded a diploma at graduation. Most of technical colleges were not newly set up but the downgraded former advanced diploma institutions. A technical college belongs to a level of higher education. However it is considered as an extension of a certificate training program and the training program design follows this perception.

2.5.2. Objectives and Strategies of TVET

The main development objective of the Ethiopian Government is poverty eradication. Hence, the country's development policies and strategies are geared towards this end. The Ethiopian Government set up the Plan for Accelerated and Sustained Development to End Poverty (PASDEP), Ethiopia's guiding strategic framework for the five-year period 2005/06-2009/10. The PASDEP represents the second phase of the Poverty Reduction Strategy Program (PRSP) process, which has begun under the

Sustainable Development and Poverty Reduction Program (SDPRP), which covered the past three years, 2002/03-2004/05 (MoFED, 2005). In the PASDEP, the following two topics are considered as central ways to fight against poverty:

- Commercialization of agriculture
- Economic growth through private sector development

That means PASDEP expects TVET program to produce competent and qualified work force for the successful implementation of its plan and eradicate poverty.

As it is indicated in first part of the literature the purpose of TVET is to satisfy the need for trained manpower that performing practical work in the economy. In light of this MoE (2002) indicated, the two fundamental objectives of providing TVET in Ethiopia are:

- To enhance the Agricultural Development Led Industrialization (ADLI) of the country through training and supply of new generation of quality middle level skill manpower to the industrial, service and construction sectors; and
- To contribute the development of the industrial construction and service economic through quality and quantitative capacity development of TVET and thereby improving the supply of middle level skilled manpower.

Moreover, according to 2007 National TVET Strategy, the overall objective of the TVET Strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people (MoE, 2007).

Furthermore, the strategy clearly identifies the specific objectives which aims to create and further develop a comprehensive, integrated, outcome-

based and decentralized TVET system for Ethiopia through Strengthen TVET institutions in view of making them Centers for Technology Capability, Accumulation and Transfer; Create a coherent framework for all actors and stakeholders in the TVET system and also to establish and capacitate the necessary institutional set-up to manage and implement TVET in ensuring quality management system (QMS); and Improve the quality of TVET (formal and non-formal) at all levels and make it responsive to the needs of the labour market (MoE, 2007).

In addition to the above objectives, the strategy also identifies objectives which aim to facilitate the expansion of relevant TVET offers which are crucial to national development; strengthen the private training provision and encourage enterprises to participate in the TVET system. And also to empower women and rural people through skills development in order to ensure equal access of women and people with special needs to TVET; to Strengthen the culture of self-employment and support job creation in the economy. Apart from that, in particular in the emerging regions in order to build the necessary human capacities to effectively manage and implement TVET.

According to MoE (2007), in order to achieve or attain the above mentioned objectives, there are concrete strategies which are designed for all training trades. Which includes to define an occupational standard on each training trade based on market needs analysis; to reform training curriculums according to the occupational standards to make it demand driven; to adopt competency based training style instead of time based training style in training delivery in order to make it outcome-based and also to develop qualification framework to certify the quality of TVET outputs.

Furthermore, to develop systems and action plans for short-term training and up-grading TVET trainers and instructors and also to establish a new institution called Polytechnic by upgrading existing technical colleges in

order to fill the gap between graduates from the Faculties of Technology and 10+3 graduates (MoE, 2007).

TVET Reform

Despite having experienced considerable growth in recent years, Ethiopia remains one of the poorest countries in the world. In order to enable the country to tackle its wide-spread poverty and graduate to the ranks of the middle-income countries, the government of Ethiopia has framed an ambitious development strategy, the focus of which is private sector development. In 2004, the heads of government of Ethiopia and Germany decided that Germany would lend its support to the Engineering Capacity Building Program (ecbp) that Ethiopia launched in 2005.

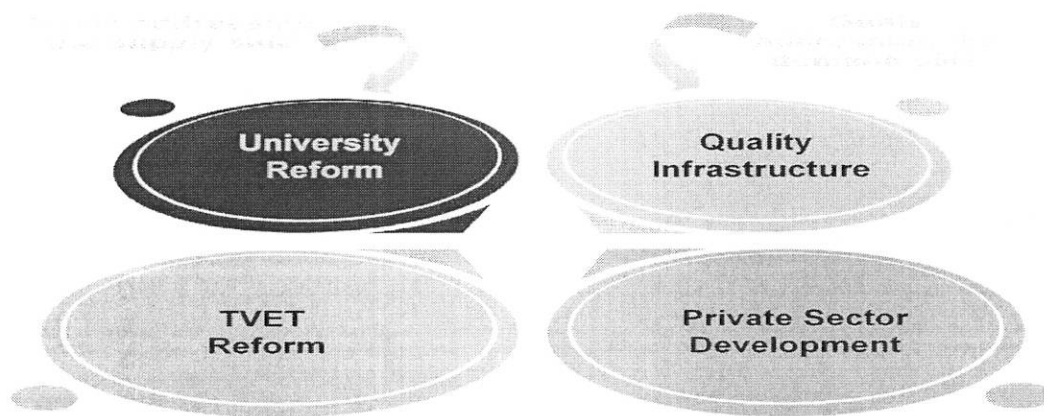
According to ecbp (2006), in order to complete the mission successfully and fruitfully, the following four ecbp components, with objectives that will be achieved at the end of the ecbp intervention were set:

- i. Private Sector Business Development:** with the goal of Institutional, legal and political conditions are improved in the promoted economic sectors and the range of needs-oriented, business related services is enhanced.
- ii. Quality Infrastructure:** with the goal of The Ethiopian Quality Infrastructure provides customer-friendly, demand driven services in line with international guidelines.
- iii. TVET System Reform:** with the goal of the services provided by the Ethiopian Technical and Vocational Education and Training (TVET) system delivers in the areas of technical and entrepreneurial training are oriented to the needs of the labour market.
- iv. University Reform:** with the goal of Engineering and vocational training faculties in Ethiopia provide practice-oriented and needs-driven training.

The rationale behind the programme according to BMZ (2008) is that, by training the country's skilled workforce, the private sector can be made more

competitive. This is the task of the technical and vocational education and training (TVET) system and it is the reform of that system that is at the centre of the programme. Training for TVET teachers at the engineering faculties of universities is to be improved by means of university reform. The purpose of the large number of seconded German experts is to upgrade the skills of trainers already teaching at vocational training institutions, i.e. capacity development. At the same time, some fundamental reforms are being undertaken to improve the enabling environment for private sector activity.

Figure 1: Components of ecbp



Source: Adopted from MoE (2007).

As it is illustrated in above figure, this program is designed to enhance the supply side and the demand side of the economy in order to boost country development with focuses on strategic and cross-cutting issues and principles: Priority sectors, Regionalization, Value chain approach, systemic approach to interventions, demand-driven interventions, Impact monitoring and evaluation and so on.

TVET Reform is one of two components for the supply side and the services provided by the Ethiopian TVET system in the area of technical and entrepreneurial training are expected to be oriented to the needs of the labor

market. It is considered that a pair of TVET and private sector development is a dynamic combination promoting employment in style (Shigeru, 2009).

Integration of ecbp

According to ecbp (2006), As an Ethiopian industrialization programme, ecbp is fully integrated with in its components as well as into the national strategies that guide the change process, like PASDEP, Agriculture-based Development Strategy and the current industrialization framework. (See figure 2 below).

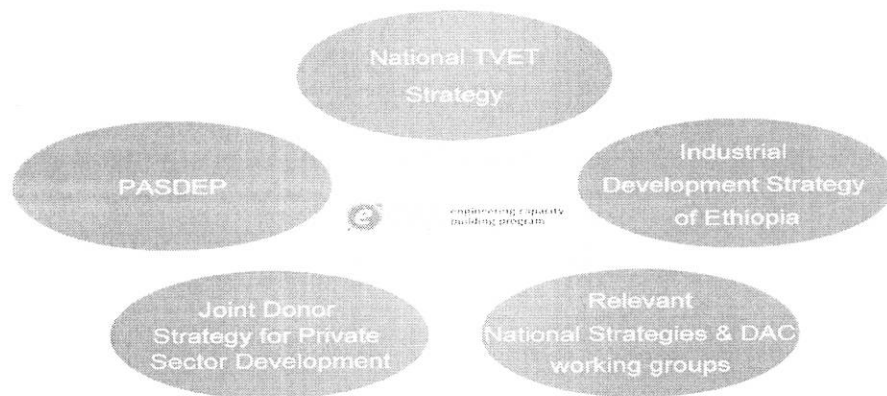


Figure 2: ecbp integration

Source: Adopted from MoE (2007).

Additionally, it must be emphasized that ecbp is fully aware of the efforts of other development partners in its fields of activity. Also, other partners are invited to participate in the national ecbp and integrate their plans into the ecbp. ecbp is a complex system in terms of multi-regional and multi-client orientation ecbp (2006). This requires a strong, simple and compulsory structure for all stakeholders with respect to communication, information flows and information management.

2.5.3. Current Practice of TVET in Ethiopia

According to the national annual TVET performance evaluation report held by the end of June 2007 and other documents in the MoE (2005 and 2007) have shown that by now the following achievements are gained in the TVET sector:

- The number of TVET institutions and their respective trainees and graduates has raised highly;
- Despite it is still at a relatively lower proportion, female enrolment has grown speedily;
- Education and training boards are established (spirit of partnership initiated) for assisting each training institution to facilitate its performance further;
- Different working documents such as new TVET strategy, guidelines, directives, frameworks etc. are prepared and implemented to improve the performance, efficiency and output of the system;
- The government has given a better attention and support than ever before;
- Community perception and attitude has to some extent improved that can be confirmed by the growing number of people who are benefited from TVET; etc.

Nevertheless, in spite of the improvements and achievements mentioned above and others not mentioned here, the same evidences have disclosed that there are still many challenges encountered, the major ones of which include:

- There are both qualitative and quantitative shortage of teachers, especially from their practical competence point of view that in turn by itself has resulted in low quality of training with undue emphasis on theory and certification rather than on skills acquisition and competency testing;
- Focus of the training only on the formal training delivery system, i.e. the training delivered mostly did not yet pay adequate attention to

those junior workers who are unskilled and not experienced enough, those whose qualifications do not match with their jobs, and those whom have outdated skills, all of whom can be treated through the non formal program;

- Presence of mismatch between the labor market and the training delivered that ultimately has resulted is producing skilled unemployed, although self employment is available as an alternative;
- The delivery of training only in training institutions (focus on in school training) and lack of cooperation with the industrial sector to deliver the training or low level of partnership both in delivering and financing the training;
- Lack of an efficient utilization of the already available facilities and machinery;
- Shortage of training inputs particularly of consumable raw materials and sometimes presence of obsolete training equipment;
- Low level of the labor market information system to gear the training according to the prevailing quantitative and qualitative needs of the labor market and in turn make the training delivered more employable and productive (MoE, 2005 and 2007).

Therefore, there is no doubt that these and other related new challenges in a demographic situation where there is a steady population growth and a high number of secondary school leavers coupled with a consequent decline of public funding for TVET highly constrain the development of TVET in Ethiopia. Accordingly, it is clear that ensuring TVET to be an integral component of lifelong learning, orienting it for sustainable development, and providing it for all target groups in line with the latest technologies available is not that easy. This apparently calls for two measures to be taken. These are on the one hand since the mere expansion of TVET does not solve the problems of unemployment and low productivity of the economy, the TVET promotion approach should be demand driven and outcome based (MoE, 2005, 2007 and UNESCO, 2009).

On the other hand, the financing system of TVET should be diversified and flexible to meet society's skill development needs with which the sole responsibility and burden of establishing and expanding TVET institutions that had been laid up on the shoulders of the government can gradually fade out. Indeed, that is why need to redesign and implement a new TVET strategy in the entire country (MoE, 2005, 2007 and UNESCO, 2009).

CHAPTER THREE

3. Research Design and Methodology

3.1. Methods of the study

The purpose of this study was to investigate the challenges and prospects of the TVET reform in Harari regional state and Dire Dawa City Administration. The study seeks to examine TVET institutions capacity and commitment to implement the reform, to investigate stakeholders' awareness, participation and commitment and it tries to identify the challenges and opportunities of TVET reforms.

As a result, descriptive survey method has been employed to carry out the study. This method was appropriate because it provided clear picture of the process by describing it as it actually operated. And it has enabled the researcher to identify major issues to be addressed and to examine the TVET reform constraints in the implementation and enabled to test basic questions. Moreover, the method also helped to draw out recommendations that are deduced from the findings of diversified sources and that might help to improve the existing TVET reform implementation. These may remedy the constraints in TVET reform implementation and suggest possible solution through the analysis of the variable relations.

3.2. The Source of Data

In this study, data were collected from various sources. Primary source of data, which includes actual information, opinion, views and attitudes on the problem under study, were secured from Regional Education Bureau (TVET Agency) TVET experts, TVET College Principals, TVET college teachers, and TVET stakeholders through questionnaire and interview.

Secondary sources of essential data for the study were gathered from various books, government regulations, policies, directives, journals and documents analysis.

3.3. Sample Population and Sampling Techniques

3.3.1. Sample Population

The study includes the existing three government TVET colleges: one in Harari Regional State and two in Dire Dawa City Administration. They are Harar TVET College, Dire Dawa TVET College, and Ethio-Italy TVET College respectively. Accordingly, the respondents of the study were 41 TVET college teachers, 24 TVET stakeholders, three TVET College deans and eight education bureau (TVET Agency) TVET experts.

3.3.2. Sampling Techniques

The sample TVET Colleges, Harar TVET College, Dire Dawa TVET College, and Ethio-Italy TVET College, were selected based on their experience in the implementation of the reform and training in TVET program. In addition to that they are the only government TVET colleges in the study areas.

Moreover, the researcher selects TVET college teachers and Stakeholders using quota and simple random sampling techniques. Because, this methods involves dividing the respondents in certain groups known as quota, which were selected in such a way that quota consists of units with specified characteristics like sex, academic stream and occupation which gives accurate, reliable and representative sample.

In addition, Regional Education Bureau (TVET Agency) TVET experts were selected using purposive sampling technique in order to have respondents who have direct relation with the issue under the study and who can provide their insight and share their experience. Regarding TVET College deans they were included in the sample using availability sampling.

3.4. Instruments and Procedures for Data Collection

The researcher has used both qualitative and quantitative methods of data collection, as both methods were required for the study. Accordingly, interview, questionnaire and analysis of documents were used to collect relevant information.

The questionnaires were containing close-ended and open-ended items. On top of this, rating scales that are relevant to the various issues under the study were used in the research questionnaires.

In assessing the implementation of TVET reform in the study areas, the following procedures of data collection (gathering) were used. Data gathering tools were prepared, pilot test were undertaken to check appropriateness of the instrument and to get constructive comments from the respondents. Finally, based on the feedback from the pilot test, the questionnaires were improved and instruments were administrated with the necessary explanations on how to complete it. After reasonable time, the questionnaires were collected and analysis of the data was made by using appropriate statistical tools.

3.5. Methods of Data Analysis

Depending on the nature of the collected data and the questions of the study, different statistical techniques and tools were employed for data analysis and interpretation.

Raw data were condensed, tabulated and organized to make it meaningful and manageable size and were analyzed both quantitatively and qualitatively. The data were analyzed using the latest Version 17.0 software of SPSS (Statistical Package for Social Sciences). For analyses of the variables, mean were used for the key pair of variables in the questionnaire, t-test and chi-square was computed to ascertain if the association was statistically significant or not. Moreover, percentage and

frequency counts were employed to analyze the data, which determine the relative standing characteristics such as age, sex, academic qualification, field of specialization etc...

In addition, some close-ended and few open-ended items were directly analysed. In general, the analysis and interpretation were made based on the basic questions.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation, analysis and interpretation of data from the sample TVET colleges teachers, stakeholders, education bureau (TVET Agency) TVET experts and TVET College deans. The relevant data collected through questionnaires, interview, and documents were analyzed and interpreted in view of the research objectives.

Accordingly, from the total 80 copies of questionnaire distributed to TVET college teachers and stakeholders, 65 (81.25%) were filled in and returned. In addition to this, the opinions of eight education Bureau (TVET Agency) TVET experts and three TVET College deans interviewees were also collected, processed and added into the part of the analysis and interpretation as deemed necessary.

As per the information obtained from the selected sample population (respondent), the analysis and interpretation of the data are presented as follows.

Table 1: Characteristics, streams, academic status and service year of TVET college teachers

No	Items	No	%
1	Sex		
	1.1. Male	35	85.4
	1.2. Female	6	14.6
	Total	41	100
2	Academic status		
	2.1. Diploma	6	14.6
	2.2. Degree	34	82.9
	2.3. Masters	1	2.4
	Total	41	100
3	Field of study		
	3.1. Wood work	3	7.3
	3.2. Manufacturing Technology	8	19.5
	3.3. Drafting	3	7.3
	3.4. Information Technology	3	7.3
	3.5. Construction Technology	1	2.4
	3.6. Electronics	5	12.2
	3.7. Architecture design Technology	3	7.3
	3.8. Mathematics	2	4.9
	3.9. Purchasing	1	2.4
	3.10. Civil engineering	2	4.9
	3.12. Concrete Technology	1	2.4
	3.13. Building construction	3	7.3
	3.13. Industrial engineering	2	4.9
	3.14. Automotive Technology	4	9.9
	Total	41	100
4	Service Year		
	4.1. 1-5 Year	24	58.5
	4.2. 6-10 Year	6	14.6
	4.3. 11-15 Year	6	14.6
	4.4. 16-20 Year	1	2.5
	4.5. Above 20 Year	4	9.8
	Total	41	100

As it was presented above in table 1, the majority of the respondents 35 (85.4%) were males. This might be due to socio-cultural influences which consider this profession as much of physical work and its male's profession. Nevertheless, efforts need to be made in order to encourage females' participation. According to MoE (2007), TVET need to be gender-sensitive. All TVET opportunities will be equally accessible to female. TVET institutions will have to develop gender sensitive policies in order to ensure that they are not discriminated against through content nor organization of TVET programs and to effectively prevent harassment of female trainees and staff members.

On the other hand, most of the respondents i.e. 34 (82.9%) under the present study had first degree. This indicates that majority of the teachers respondents had the qualification and have better exposure of education programs, which help them to transfer their skills and knowledge to the trainees.

Moreover, regarding the respondent's field of study, Manufacturing Technology 8 (19.5%), following Electronics 5 (12.2%) and automotive technology 4 (9.9%) was the fields of study which have a large number of respondents representation in the study. Moreover, the examination of the respondents service year reveals that, most of them 24 (58.5%) had 1 to 5 years of service and four (9.8%) had above 20 year of service. This indicates that most of the respondents had short-term experience in the profession; as a result it is necessary to build their capacity through different short-term and long term trainings to better serve their institutes and trainees.

As table 2 presented below, TVET college deans, education bureau (TVET Agency) TVET experts and TVET stakeholders had first degree and masters Degree. Concerning their fields of study, two (66.7%) of TVET College deans were trained in Educational Planning and leadership, and one (33.3%) in Physics. Whereas, the education bureau (TVET Agency) TVET experts were

graduates of Vocational Management three (33.3%), Electronics two (25%), Management two (25%), and 1(12.5%) Manufacturing Technology.

Besides, the great majority of the respondents have served for considerable number of years. This shows that these institutions were well staffed with administrators and experts with better experience. While, this institutions also need to focus on qualifying this administrators and experts academically through upgrading in order to further build their capacity.

Table 2: Streams, academic status and service year of TVET College Deans, experts and stakeholders

No	Items	Respondents					
		TVET college Deans		TVET Experts		TVET Stakeholders	
		No	%	No	%	No	%
1	Academic status						
	1.1. PhD	-	-	-	-	-	-
	1.2. Master	1	33.3	3	37.5	5	20.8
	1.3. Degree	2	66.7	5	62.5	19	79.2
	1.4. Diploma	-	-	-	-	-	-
	Total	3	100	8	100	24	100
2.	Field of study						
	2.1. Educational Leadership	2	66.7	-	-	1	4.1
	2.2. Physics	1	33.3	-	-	4	16.7
	2.3. Manufacturing Technology	-	-	1	12.5	2	8.4
	2.4. Vocational Management	-	-	3	37.5	-	-
	2.5. Electronics	-	-	2	25	1	4.1
	2.6. Management	-	-	2	25	8	33.3
	2.7. Information Technology	-	-	-	-	2	8.4
	2.8. Economics	-	-	-	-	6	25
	Total	3	100	8	100	24	100
3	Service Year						
	3.1. 1-5 Year	-	-	-	-	5	20.8
	3.2. 6-10 Year	1	33.3	2	25	-	-
	3.3. 11-15 Year	-	-	1	12.5	10	41.7
	3.4. 16-20 Year	-	-	-	-	-	-
	3.5. Above 20 Year	2	66.7	5	62.5	9	37.5
	Total	3	100	8	100	24	100

Stakeholders' Awareness

To assess the awareness of TVET college teachers and stakeholders about the TVET reform, a likert scale was employed. 1= very low, 2= low, 3= moderate, 4= high and 5= very high was used to gather data from respondents. Based on this scale, the analysis was carried out using the t-test at an alpha level less than 0.05 (95% confidence interval for mean). The calculated means were interpreted as 0.05-1.5= very low; 1.51-2.5= low; 2.51-3.5= moderate; 3.51-4.5= high; and 4.51 and above= very high

Table 3: Group Statistics and Independent sample T-test for the awareness of respondents about TVET Reform

Variable		Respondents' Category	No.	Mean	Std. Deviation	Std. Error Mean		
To what extent did you know about TVET reform?		TVET teachers	41	3.78	0.852	0.133		
		TVET stakeholders	24	2.5	1.412	0.288		
Variable		T-test for Equality of Means						
		T-value	df	P-value	Mean Difference	Std. Error Difference	95% Confidence Interval of Difference	
							Upper	Lower
To what extent did you know about TVET reform?	Equal variances assumed	4.273	0.000	1.197	0.280	0.637	1.757	
	Equal variances not assumed	3.772	0.001	1.197	0.317	0.551	1.843	

P is significant at alpha level (<0.05)

As it's illustrated in the table 3 above, the majority of the TVET teachers had high understanding about the TVET reform with the mean value of 3.78. While, regarding the stakeholder's majority of the respondents indicated with their mean value 2.5 that they had low understanding about the TVET reform. Moreover, the p-value result between the two groups of respondents

was less than 0.05 implying that statistically significant mean difference with the awareness of the TVET teachers and stakeholders. Thus, the above findings show that the stakeholders' awareness about the reform was low.

In supporting this MoE (2007) stated that in Ethiopia, as in many African countries, TVET suffers from a relatively poor public and stakeholder's image and awareness about the program. TVET is usually associated with low status job, low salary and lack of personal development opportunities, partly due to the low quality of previous TVET programmes that did not allow TVET graduates to successfully compete in the labour market. TVET is generally perceived as a place of last resort for those students who failed to get into higher education. This misconception needs to be rectified. So, efforts should be made to increase stakeholders' awareness and know how about the reform. Since their contribution is a key in the successful implementation of the reform.

Table 4: The sources of information for respondents TVET Reform awareness

Variable	Respondents' Category		Mass media	Training	self reading	Meeting
Which of the following is the source of information for your TVET reform Know how?	TVET teachers N=41	No	8	26	4	3
		%	19.5	63.4	9.8	7.3
	TVET stakeholders N=21	No	-	10	9	5
		%	-	41.7	37.5	20.8

Moreover, as it was presented in the table 4 above, the sample respondents were asked to point out their source of information for their TVET reform understanding and know how. Accordingly, 36 (55.4%) of the respondents obtained the information from trainings given by the colleges and regional education bureau, 13 (20%) from self reading, 8 (19.5%) from mass Media, and 7 (12.3%) from different meetings. Thus, the above finding suggests that there was various ways through which TVET teachers and stakeholder receive information about the TVET reform and also concerned body can transfer for them.

Table 5: TVET colleges teachers participation in the implementation of TVET reform.

Variable	No.	Minimum	Maximum	Mean	Std. Deviation
To what extent you participate in the implementation of TVET reform in your colleges?	41	2	5	3.54	1.185

As table 5 presents above, the response for the participation of TVET college teachers in the implementation of TVET reform in their colleges were rated “high” with the mean value of 3.54. While according to some respondents their participation was low in the implementation of the reform in their colleges. The reasons for their low participation according to the these respondents were low demonstration system, less participation of the teachers by college administration, lack of different facilities and materials, and also lack of continuous trainings and motivation from the concerned bodies. Hence, it is better to further strengthen the participation of all teachers in the implementation of the reform in their respected colleges. Since their participation is essential.

Table 6: TVET Colleges capability to implement the reform and the tradition of diversifying tasks and responsibilities

Variable	No	%
Do you think that your College is capable in terms of human, financial and institutional capacity to implement the reform?	yes	12 29.3
	No	29 70.7
Total	41	100

Variable	No.	Mean	Std. Deviation
The extent that tasks and responsibility diversified (delegated) to concerned body in your College?	41	2.46	0.925

The capability of the TVET colleges is one of the important factors which determine successful and effective implementation of the TVET reform. To assess this aspect (under Table 6), the sample respondents were asked to

indicate about the capability of their Colleges. Accordingly, majority 29 (70.7) of the respondents stated that their Colleges are not capable. According to these respondents, this is due to the fact that in their Colleges there is a shortage of different equipment, machinery, and materials, lack of financial resources, lack of adequate and qualified human power including administration. Moreover, the colleges have weak institutional structure, organization and capability in order to manage and use effectively the available Human and financial resources. Apart from that, the participation of teachers and stakeholders in planning and implementation of the reform is low.

On top of this, in the interview conducted with regional education bureau (TVET Agency) TVET experts and TVET College deans, most of them pointed out that the colleges have a capability in terms of human power, materials availability and financial resources if they were used effectively and efficiently, even though they were not sufficient and adequate. But, according to these respondents the problems were information gap and communication problem, Lack of awareness and commitment, teachers' skill gap and qualification problem, and high staff turnover, and management capacity and experience problem. While, this respondents agree that specifically in the new Dire Dawa TVET College (Ethio-Italy TVET college) there is a shortage of materials, human power and financial resources and it needs to be given due consideration to solve the prevailing problem. In addition, they point out that this will need the participation and support of all stakeholders.

On the other hand, considerable fraction of the total respondents stated that the tradition of diversifying tasks and responsibilities to concerned bodies in their colleges were low with the mean value of 2.46. On top of this, interview conducted with regional education bureau (TVET Agency) TVET expert and TVET College deans, they explain that in previous years there were no such strong tradition of diversifying tasks and responsibilities to concerned bodies. But now after the implementation of Business Process Re-

engineering (BPR) and the establishment of TVET as Agency (in case of Dire Dawa) it has been improved and on process of progress. Thus, to further strengthen this it needs considerable effort, participation and commitment from concerned bodies.

The Relationship Between Stakeholders and TVET Colleges

The relationship between stakeholders and TVET Colleges, and also stakeholders' participation in the implementation of the reform were rated by the respondents by expressing the degree of their agreement using five point likert scale as very high(5), high(4), moderate(3), low(2), and very low(1). For the purpose of analysis, the responses were rated as 4.51 and above as "very high", 3.51-4.5 as "high", 2.51-3.5 as "moderate", 1.51-2.5 as "low", and 0.05-1.5 as "very low".

Table 7: Group Statistics and Independent sample T-test for the relationship between stakeholders and TVET Colleges

Variable		Respondents' Category	No.	Mean	Std. Deviation	Std. Error Mean		
The relationship between stakeholders and TVET Colleges?		TVET teachers	41	2.59	0.894	0.140		
		TVET stakeholders	24	3.46	1.351	0.276		
T-test for Equality of Means								
Variable		T-value	df	P-value	Mean Difference	Std. Error Difference	95% Confidence Interval of Difference	
							Upper	Lower
The relationship between stakeholders & TVET Colleges	Equal variances assumed	-3.136	0.003	-0.873	0.278	-1.429	-0.317	
	Equal variances not assumed	-2.825	0.008	-0.873	0.309	-1.500	-0.246	

P is significant at alpha level (<0.05)

The main objective of TVET program is to prepare trainees for the world of work. As a result, creating close relationship with stakeholders is very

essential. The above table 7 presents the relationship between stakeholders and TVET Colleges. Thus, as it was illustrated in the table the response for the relationship between the stakeholders and TVET Colleges were rated “moderate” with the mean value of 2.59 for TVET teachers and 3.46 for TVET stakeholders. In this regard, the P-value result between the two group respondents was less than 0.05 implying that there was statistically significant mean difference between the perception of the TVET teachers and stakeholders.

In support to the above findings, the interview held with education bureau (TVET Agency) TVET experts and TVET college deans reflected similar opinion about the relationship between TVET Colleges and stakeholders. That is, the Colleges and regional education bureau had a relationship with some stakeholders, even though it was not as such strong and involve all. Thus, one could possibly conclude that the Colleges and the education bureau (TVET Agency) had not established strong relationship with stakeholders.

Stakeholders’ Participation in the Implementation TVET Reform

TVET operates at the interface of different sectors of society, notably the education sector, the labour market, industry, micro and small enterprises, agriculture and rural development, and public administration. In order to serve and relate all these sectors through high quality and demand responsive instruments, the TVET system must be steered and implemented with the involvement of a wide stakeholder group. Different stakeholders will each contribute their own expertise, experience and capacities, in order that their combined efforts improve the relevance and effectiveness of the TVET system (MoE, 2007).

To assess this aspect under Table 8 below, the sample respondents were asked to indicate their opinion about the participation of stakeholders in the implementation of TVET Reform. Accordingly, looking at the TVET teachers’ responses mean 2.24; the participation of stakeholders’ was low in

the implementation of the TVET reform. The stakeholders' indicated with their mean value 2.96 that the participation of stakeholders was moderate. Moreover, the p-value result between the two groups of respondents was less than 0.05 implying that statistically significant mean difference with the perception of the TVET teachers and stakeholders. In support to the above findings, the interview held with education bureau (TVET Agency) TVET experts and TVET college deans reflected similar opinion about the low participation of stakeholders.

Table 8: Group Statistics and Independent sample T-test for the Stakeholders participation in TVET reform

Variable		Respondents' Category	No.	Mean	Std. Deviation	Std. Error Mean		
The extent stakeholders participate in the implementation of TVET reform?		TVET teachers	41	2.24	0.799	0.125		
		TVET stakeholders	24	2.96	1.301	0.266		
T-test for Equality of Means								
Variable		T-value	df	P-value	Mean Difference	Std. Error Difference	95% Confidence Interval of Difference	
							Upper	Lower
The extent stakeholders participate in the implementation of TVET reforms	Equal variances assumed	-2.747	0.008	-0.714	0.260	-1.234	-0.195	
	Equal variances not assumed	-2.434	0.020	-0.714	0.294	-1.311	-0.117	

P is significant at alpha level (<0.05)

In addition, responding to the open question respondents stated that some stakeholders participate in the implementation of the reform, even though it was not as such strong and satisfactory. For example, stakeholders participate in college level and regional level through TVET board and TVET council respectively. However, this establishment are not that much functional, active and supportive to better implement the TVET reform.

Appendices

APPENDIX- I

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A questionnaire to be filled by TVET college teachers (instructors)

Introduction

The purpose of this questionnaire is to collect information regarding the challenge and prospects of TVET reform in Harari regional state and Dire Dawa city Administration. Accordingly, the success of this study depends on the sincerity and frankness of your response. Be sure that the information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation

Please not that:

- No need of writing your name
- Put a tick mark in the box in front of your choice

Part one: personal Data

1. Name of TVET College _____
2. Sex: Male Female
3. Academic qualification: Diploma Degree Masters other ___
4. Major field of specialization _____
5. Years service 1-5 6-10 11-15 16-20 above20

Part Two: General question

1. To what extent did you know (have an understanding) about TVET reform?
Very high high moderate low very low
 - If you know, how (through what) did you know about the reform?
Mass media Training reading other___
2. The extent that you are participates in the implementation of TVET reform in your College? Very high high moderate low very low
 - If low (very low), Why? _____

3. Did you think that your College is in a better condition or capable in terms of human and financial resource and institutional capacity in order to implement the TVET reform in better performance?

Yes No

If no, why? _____

4. The extent that your college is diversifying tasks and responsibilities to concerned body in the College in order to better implement the TVET reform?

Very high high moderate low very low

5. How do you explain the relationship between stakeholders and your College in the implementation of the TVET Reform?

Very high high moderate low very low

6. The extent that stakeholders participate in the implementation of TVET reform in your College? Very high high moderate low very low

• If they participate, how? Can you specify _____

7. Is there any initiation or an activity that has been done by your College or regional education bureau to motivate you as a teachers and stakeholders to participate in the implementation of TVET reform? Yes No

• If yes, could you specify _____

• If not why? _____

8. The extent that you as a teachers, your College, regional education bureau and stakeholders demonstrate commitment to the implementation of TVET reform in your institution Very high high moderate low very low

- If very high (high), how? Could you specify _____

- If low (very low), why? Could you specify _____

9. What are the potential problems that you think hinders the implementation of TVET reform at all levels?

10. What do you suggest (recommend) as an alternative for this potential problems? __

11. Is there any opportunity that helps or support the successful implementation of TVET reform? Yes No

If yes, could you specify? _____

12. What did you think about the prospect of TVET reform at regional as well as at national level? _____

Thank You!!

APPENDIX- II

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A questionnaire to be filled by different TVET Stakeholders

Introduction

The purpose of this questionnaire is to collect information regarding the challenge and prospects of TVET reform in Harari regional state and Dire Dawa city Administration. Accordingly, the success of this study depends on the sincerity and frankness of your response. Be sure that information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation

Please not that:

- No need of writing your name
- Put a tick mark in the box in front of your choice

Part one: Personal Data

1. Name of organization _____
2. Sex: Male Female
3. Academic qualification: Diploma Degree Masters Ph.d
4. Major field of specialization _____
5. Years service 1-5 6-10 11-15 16-20 above20

Part Two: General questions

1. To what extent did you know or understand about TVET reform?
Very high high moderate low very low
 - If you know, how did you know about the reform?
Through Media Training self reading other _____
2. How you explain the relationship between TVET Colleges, Regional Education bureau and your organization?
Very high high moderate low very low
3. To what extent did your organization participate in the implementation of TVET reform in your region?
Very high high moderate low very low

- If low (very low), Why? _____

- If yes, how? And in which area did you participate? _____

4. Is there any initiation or motivation that has been done by TVET Colleges or regional education Bureau to participate your organization in the implementation of TVET reform? Yes No

If yes, please specify _____

5. To what extent did your organization, TVET institutions in the region and regional education bureau demonstrate commitment to the implementation of TVET reform?

Very high high moderate low very low

If low (very low), Why? _____

If high (very high), how? _____

6. What are the potential problems that you think hinder the successful implementation of TVET Reform at all levels?

7. What do you suggest or recommend improving those potential problems? _____

8. Is there any opportunity that helps or support the successful implementation of TVET reform? Yes No

If yes, could you specify? _____

9. What did you think about the prospect of TVET reform at regional as well as national level? _____

Thank You!!

APPENDIX- III

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide to Regional Education Bureau (TVET Agency) TVET experts

Introduction

The purpose of this Interview is to collect information regarding the challenge and prospects of TVET reform in Harari regional state and Dire Dawa city Administration. Accordingly, the success of this study depends on the sincerity and frankness of your response. Be sure that information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation

1. Name of organization _____
2. Major field of specialization _____
3. Responsibility (position) _____
4. Years of service _____
5. Did you think that your Colleges are in a better condition or capable to implement the TVET reform? Why?
6. Is there the tradition of diversifying tasks and responsibilities from regional education bureau up to TVET College different structure (departments) in order to implement the reform with better performance?
 - If yes, how?
 - If No, why not?
7. To what extent your office is working with stakeholders in the region to better implement the reform?
8. Did stakeholders participate in the implementation of TVET reform in your region?
 - If yes, How and in which areas?
 - If No, why not?
9. Did stakeholders, your Colleges and REB demonstrate commitment to the implementation of TVET reform in your region?
 - If yes, how?
 - If No, why not?

10. What are the potential problems that you face in the implementation of TVET reform in your region? If yes, could you specify?
11. What do you suggest to improve those potential problems?
12. Are there any potential Opportunities that help or support for the successful implementation of TVET reform in your region. If yes, could you specify?
13. What did you think about the prospect of TVET reform in your Colleges, region as well as national level?

APPENDIX- IV

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide to TVET College Deans

Introduction

The purpose of this Interview is to collect information regarding the challenge and prospects of TVET reform in Harari regional state and Dire Dawa city Administration. Accordingly, the success of this study depends on the sincerity and frankness of your response. Be sure that information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation

1. Name of TVET College: _____
2. Academic qualification: _____
3. Major field of specialization _____
4. Years service _____
5. To what extent did you think that your College is in a better condition or capable to implement the TVET reform? Why?
6. Did your College diversify tasks and responsibilities according to the structure of the College in order to implement the reform in better performance? How? /If No, Why not?
7. Did stakeholders participate in the implementation of TVET reform in your Colleges?
 - If yes, how and in which areas? If No, why not?
8. Did stakeholders, your College (and staff) and Regional Education Bureau demonstrate commitment to the implementation of TVET reform?
 - If No, why
9. Did you face any potential problems in the implementation of TVET reform? Could you specify?
10. What do you suggest to improve those potential problems?
11. Are there any potential Opportunities that helps or support for the successful implementation of TVET reform? If yes, could you specify?
12. What did you think about the prospect of TVET reform in your College as well as regional level?

DECLARATION

I here declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name: Getahun Endale Tamre

Signature: _____

Date: _____

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

Name: Yekunoamlak Alemu (Ph.D)

Signature: _____

Date: _____

Moreover, according to the respondents even though the participation of most stakeholders is low there are some which participate actively and support the institutions very well.

In relation to this respondents specify the areas in which these stakeholders participate, this includes cooperative and in company training, apprenticeship training, participating in formal and informal short-term training with collaboration of the Colleges, using output (human and material) of the Colleges, financial, material and expertise support etc...

Table 9: Initiation or activity that has been done to motivate teachers and stakeholders

Variable		Respondents' category				Total	
		TVET teachers		TVET stakeholders			
		No	%	No	%		
Is there any initiation or activity that has been done by TVET Colleges and regional education bureau to motivate TVET teachers and stakeholders?	yes	20	48.8%	10	41.7%	30	46.0%
	No	21	51.2%	14	58.3%	35	53.0%
Total		41	100.0%	24	100.0%	65	100.0%
Chi-Square Tests							
Pearson Chi-Square		Value		df		Asymp. Sig. (2-sided)	
		.308(b)		1		0.579	

As it was illustrated in table 9, of the respondents 21 (51.2%) TVET teachers and 14(58.3%) stakeholders stated that there was no initiation or activity that has been done by the TVET Colleges and regional education bureau (TVET Agency) to motivate them in order to participate in the implementation of TVET reform. While of the respondents 20 (48.8%) TVET teachers and 10(41.7%) stakeholders stated that different initiation and efforts had been done by TVET Colleges and Regional education bureaus to

motivate and involve them in the implementation of the reform. Moreover, chi-square test result between the two groups of respondents was greater than 0.05 implying that statistically insignificant difference between the perception of the TVET teachers and stakeholders.

In addition to that responding to an open question the respondents, who stated that there were no initiation or activity done by TVET Colleges and regional education bureau (TVET Agency), said that it was due to the fact that there were lack of commitment and attention from higher officials and administration. As well as, there was communication and coordination problem between the colleges, regional education bureau (TVET Agency) and stakeholders. On the other hand, those respondents who said there were different initiation and activity done by the colleges and regional education bureau explain that they have been motivated and initiated through different ways. This includes: participating in different short term trainings, developing manuals, and capacity building programs. Similarly, they were participated on developing ITLM, curriculum development, Technology transfer and preparing modules, etc...

Commitment of Stakeholders to Implement TVET Reform

The commitment of stakeholders to implement the TVET reform were rated by the respondents by expressing the degree of their agreement using five point likert scale as very high(5), high(4), moderate(3), low(2), and very low(1). For the purpose of analysis, the responses were rated as 4.51 and above as “very high”, 3.51-4.5 as “high”, 2.51-3.5 as “moderate”, 1.51-2.5 as “low”, and 0.05-1.5 as “very low”.

Table 10: Group Statistics and Independent sample T-test for the commitment of all stakeholders to implement the reform

Variable		Respondents' Category	No.	Mean	Std. Deviation	Std. Error Mean		
The stakeholders' commitment to the implementation of TVET reform?		TVET teachers	41	2.88	1.122	0.175		
		TVET stakeholders	24	2.67	1.373	0.280		
Variable		T-test for Equality of Means						
		T-value	df	P-value	Mean Difference	Std. Error Difference	95% Confidence Interval of Difference	
							Upper	Lower
The stakeholders' commitment to the implementation of TVET reform?	Equal variances assumed	0.674	0.503	0.211	0.313	-0.415	0.838	
	Equal variances not assumed	0.640	0.526	0.211	0.330	-0.456	0.879	

P is significant at alpha level (<0.05)

Commitment is one of the important factors for sustainability, development, and implementation of any program or project. To assess this aspect the sample respondents were asked to indicate about the commitment of stakeholders to the implementation of the reform. As indicated in table 10 above, the TVET teachers' responses with the mean value of 2.88 the commitment of stakeholders were moderate. The stakeholder's also indicated with their mean value of 2.67 that the commitment was moderate. Moreover, the p-value result between the two groups of respondents was greater than 0.05 implying that statistically insignificant mean difference among the perception of TVET teachers and stakeholders'. Thus, the above findings show that the commitment of the concerned bodies in the implementation of the reform was not as such strong as needed.

Moreover, According to the respondent's low awareness about the reform, weak (interaction, communication and relationships) between stakeholders and the Colleges, lack of interest and resistance from stakeholders, low advocacy and community mobilization work done etc--- were the reasons for low commitment of stakeholders. On the other hand, according to the respondents who stated the commitment of stakeholders was high, there description was that even though not all stakeholders show their commitment, there are still some stakeholders who shows their commitment through providing different short terms trainings, creating job for the trainees after graduation, participating in technology transfer locally, allocating budget, giving different material and expertise support.

On top of this, in the interview conducted with regional education bureau (TVET Agency) TVET experts and TVET college deans, most of them pointed out that the commitment of all stakeholders at all level is low to support the implementation of the reform. Except some strong and committed stakeholders who shows their real support and consideration to the program. According to these respondents the reasons for low commitment is due to low awareness of the leaders and stakeholders about the reform, low initiation made to participate stakeholders, lack of convenient working environment at institution level to motivate teachers and so on. Therefore, the above finding indicated that the commitment of the concerned parties was not as such strong as required to support the implementation of the reform. So, further efforts were needed in order to create strong stakeholders commitment and ownership of the reform.

Potential problems that hinders the implementation of the TVET reform

According to MoCB (2006), the overall objective of TVET reform is the re-establishment of an efficient, competent and outcome-based TVET system capable of producing demand-oriented middle level qualified professionals and a semi-skilled labour force. However, the extent to which this are

achieved through TVET program is limited by various constraints on the implementation of the reform.

To assess this aspect, the sample respondents were asked to indicate the potential problem that hinders the implementation of the TVET reform in their region and city administration. According to the respondents financial, human power, operational, managerial and issue of commitment were the potential problems. Of the most problem, respondents identified:

- Lack (shortage) of financial resources
- Lack of adequate and qualified professionals and administrators
- Lack of commitment and attention
- Lack of awareness about the TVET reform
- Lack of strong and well organized management (leaders)
- Lack of stakeholders participation
- Shortage of machinery, equipments, raw materials and reference books
- High staff and leaders turnover
- Teachers skill gap
- Lack of communication, coordination and integration between stakeholders
- Poor monitoring and Evaluation system
- Lack of sufficient space for cooperative and company trainings

To sustainably increase the quality of TVET, to upgrade the intake capacity of the sector and effectively implement the reform the sector needs substantial financial resources (MoE, 2007). But, as it has been pointed out by the majority of respondents there was a great financial problem in the TVET Colleges. Even small amount of budget allocated to the TVET sector as compared to general education in respected regions. While as it has been known TVET programs are more of capital intensive which needs more and a considerable amount of financial resource. Supporting this MoE (2007) stated that, under-funding is a structural problem in the TVET sector,

particularly in the public system. Costs of TVET will remain high, if it is to be provided as centre based training, which is still the predominant mode of TVET delivery in Ethiopia. As with most other countries, public TVET programs in Ethiopia are usually more expensive than general education, requiring lower than average teacher/student ratio and substantial capital and recurrent expenses incurred through practical training.

Thus, from this finding it can be inferred that the budget allocated from the government were low that it partly satisfies the total requirement of the sector. Eventually, TVET Colleges and regional education bureau (TVET Agency) might be unable to better and effectively implement the TVET reform. Apart from this, lack of experience and capacity to effectively and efficiently utilizing even the allocated small budget were also problem found important.

Concerning the human power problems, lack of adequate and qualified teachers, professionals and administrators; and also the availability of skill gap in the teacher with the new curriculum were recognized as problem by the respondents. According to the majority of the respondents there were lack of adequate and qualified human power at all level which results from high turnover. And this is according to them was due to lack of convenient working environment, motivation and incentive in the sector as compared to private sector. Moreover, as a result of change in the system and curriculum there was a skill gap in the teacher. This is due to the difference in the curriculum these teachers trained and now they are supposed to trainee the students. Thus, from this it can be rightly deducted that low implementation capacity might arise from skill gap, and were composed of leaders with different educational background.

On the other hand concerning operational difficulties, lack of appropriate technology; shortage of machinery, equipments, raw materials and reference books...; lack of communication and coordination; and poor monitoring and

evaluation system were recognized as potential problems related to operational difficulties.

The managerial problem identified by the majority of respondents were lack of qualified and capable managers, lack of strong and well organized management system, lack of participating teachers and other stakeholders in planning, decision making and implementation. It was observed that internal management in institution was poor (low) and were composed of members with different educational background and experiences. Thus, efforts should be made to improve the managerial system and assigning qualified managers with TVET education background to better implement the reform.

Other potential problems strongly pointed out by the respondents were lack of commitment, participation and awareness about TVET reform. According to the respondents there is a great problem of commitment at all level starting from regional leaders to teachers and students at grass root level, which is especially due to low understanding and awareness about the TVET program in general and TVET reform in particular. As a result, most of the concerned stakeholders are not actively and strongly participated in supporting, implementation and follow up of the TVET reform. According to the respondents this has been reflected by allocating low budget to the sector, low follow up, lack of interest, lack of support and resistance to participate. Thus, considering this situation in the future efforts should be made to create awareness in order to get participation and committed of stakeholders at all level.

Table 11: Opportunities exist to successful implement the TVET reform

Variable	Respondents' category						
	TVET teachers		TVET stakeholders		Total		
	No	%	No	%	No	%	
Is there any opportunity that helps or support the successful implementation of TVET Reform	yes	34	82.9%	21	87.5%	55	84.6%
	No	7	17.1%	3	12.5%	10	15.4%
Total		41	100.0%	24	100.0%	65	100%
Chi-Square Tests							
Pearson Chi-Square	Value		df		Asymp. Sig. (2-sided)		
	.243(b)		1		0.622		

In the nature of things, under any circumstances opportunities always exist with problems. An opportunity is the chance to do something in a way, which is both different and better than the way it is done at the moment. The important thing is exploiting opportunities that arise from different sources (Mesfin, 2007).

As to the information presented in table 11, of the respondents 34 (82.9%) TVET teachers and 21(87.5%) stakeholders indicate their agreement on the availability of opportunities that supports or help the successful implementation of TVET reform. Even though, much effort and commitment remains to be made by all concerned bodies in order to exploit this opportunities. Moreover, chi-square test result between the two groups of respondents was greater than 0.05 implying that statistically insignificant difference between the perception of the TVET teachers and stakeholders. In support to the above findings, the interview held with education bureau (TVET Agency) TVET experts and TVET college deans reflected similar opinion about the availability of opportunities.

On the other hand, while responding to an open question and interview the majority of the respondents were indicate mostly similar opportunities that would help (support) the successful implementation of the TVET reform.

Of the former opportunities, respondents identified:

- Increase in investment, availability of different projects and expansion of cottage industries. Which result from economic development of the country and create a demand for graduates and also places for training of TVET trainee.
- The commitment and active participation of some teachers, professionals, leaders and stakeholders.
- The existence of TVET council and TVET board at regional and TVET college level respectively.
- The existence of TVET Policy, Strategy and different guide lines. And due attention given by national government to the TVET sector.
- The possibility of undertaking easy and list cost tracer study.
- The implementation of Business process re-engineering at the institutions, regional education bureau and TVET Agency.
- GTZs support in Engineering Capacity Building program through skill gap training by SIM experts.
- The availability of well constructed class rooms, workshops, library and laboratories.
- The establishment of TVET as separate entity, TVET Agency, with autonomy will help to get focus.

The Prospect of TVET reform at regional and national Level

Technical and vocational education and training (TVET) in Ethiopia seeks to create competent and self-reliant citizens to contribute to the economic and social developments of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty (MoE, 2007). So in order to achieve this objective it needs effectively implementing different programs

and reforms design to improve the TVET sector with the great and active participation of all concerned bodies.

TVET Reform is one among different interventions design to improve the TVET program implementation in order to achieve the desired objective. While it's prospect (success or failure) depends on the situations prevailing at the ground level, the capacity and commitment of implementers and stakeholders. To asses this aspect the sample respondents were asked to indicate their opinion about the prospect of TVET reform at regional and national level. Accordingly, majority of the respondents stated that in general there is good TVET policy, strategy and also the TVET reform is another additional input in order to better implement the TVET program at national and regional level. But, the problem is on putting in to practice this policy, strategy and reform with the involvement and commitment of all stakeholders. So, according to the respondents, effectively using the available opportunities as a milestone and solving step by step the aforementioned problems by working with all stakeholders hand in hand than ever will enable to successfully implement the reform at all level.

In general, according the respondents the prospect of the reform would be bright (success) if it would gain the support and commitment of all stakeholders and partners. Since it was market oriented, already in the pipeline, and also showing encouraging results even with the limited participation, support, and commitment of stakeholders. So, if the aforementioned problems alleviated and the available opportunities effectively exploited both at national and regional level it would be successful and enable the country to satisfy the demand for middle level qualified professionals and a semi-skilled labour force.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes summary of major findings, conclusions and recommendations of the study.

5.1. Summary of the Findings

The purpose of this study was to assess the challenges and prospects of the TVET reform and thereby to suggest possible solutions. As a result, questions addressing the essential factors that determine the successful implementation of the TVET reform, including TVET institution capability, stakeholders participation and commitment, relationship between TVET institutions and stakeholders, operational, managerial issues, etc... were raised.

The data for the study was obtained through questionnaires, interviews and document analysis. The data obtained through the administration of data gathering tools were presented and analyzed using tables and statistical tools by using SPSS software. Therefore, based on the response obtained from the sample respondents, frequency and percentage were employed. Thus, the analysis made enables to identify the following major findings.

1. The majority 35 (85.4%) of the TVET teachers under this study engaged as a respondents were males, which is similar to most of other sectors which is considered as a profession of males by the society because they involves much physical work.
2. Concerning the academic qualification of TVET teachers 34 (82.9%) of them had first degree. This indicate that majority of the teachers are qualified. However, most 24 (58.5%) of the teachers had short time (1 to 5 years) experience in the profession, as a result needs further capacity building.

3. Regarding the academic qualification of TVET college deans, education bureau (TVET Agency) TVET experts, and stakeholders had first degree and masters. Apart from this, most of them have served for considerable number of Years.
4. Concerning TVET reform awareness, the majority of TVET teachers had high awareness about the reform with the mean value of 3.78. While regarding stakeholders most of them had low awareness about the TVET reform with the mean value of 2.5.
5. According to the response for the participation of TVET College teachers in the implementation of TVET reform in their colleges were rated "high" with the mean value of 3.54. Even though there is no as such strong motivation and initiation from the institution administration.
6. Regarding the capability of the TVET Colleges to implement the TVET reform in terms of human power, financial and educational materials and equipments etc..., most 29 (70.7%) of the teachers stated that their Colleges are not capable. This is due to the shortage of different equipments, machinery, raw materials, financial resources, qualified manpower including administrators and weak institutional structure, coordination and commitment. Apart from this, lack of experience and capacity to effectively and efficiently utilizing even the allocated small budget were also problem found important.
7. As the study findings disclosed, considerable fraction of TVET College teachers stated that the tradition of diversifying tasks and responsibilities to concerned bodies in their respected colleges were low with the mean value of 2.46. While according to TVET college deans and education bureau TVET experts in previous years the tradition was not as such strong but now after the implementation of

Business Process Re-engineering (BPR) it has been improved and on process of progress.

8. As a result of weak relationship between TVET Colleges and stakeholders, the stakeholders participation, commitment and support in the implementation of TVET reform was low.
9. According to the responses to the open question forwarded by the respondents, the potential problems that hinders the successful implementation of the TVET reform in particular and TVET program in general includes:
 - lack of financial resources,
 - lack of adequate and qualified human power,
 - lack of awareness, commitment and participation of stakeholders,
 - weak and poorly organized administration,
 - Inadequate educational equipments and materials,
 - high staff and leaders turnover,
 - Teachers skill gap, weak monitoring and evaluation system, and
 - Poor communication, coordination and integration between stakeholders.
10. In general, according the respondents the prospect of the reform would be bright (success) if it would gain the support and commitment of all stakeholders and partners. Since it was market oriented, already in the pipeline, and also showing encouraging results even with the limited participation, support, and commitment of stakeholders. So, if the aforementioned problems alleviated and the available opportunities effectively exploited both at national and regional level it would be successful and enable the country to satisfy the demand for middle level qualified professionals and a semi-skilled labour force.

5.2. Conclusions

Based on the findings listed above the following general conclusions are drawn.

This study has identified the improvement in economy of the country which create an increase in investment, expansion of cottage industries result in high demand for middle level manpower and also the establishment of TVET as a separate entity, implementation of Business Process Re-engineering (BPR) as some of the encouraging potential opportunities for successful implementation of the TVET reform in Harari regional state and Dire Dawa City Administration.

On the other hand, lack of (financial, human and physical) resources, low commitment, awareness and participation of stakeholders; teachers skill gap, high staff turnover, weak relationship between TVET institutions and stakeholders were identified as the potential problems which needs to be addressed in order to improve the implementation of TVET reform.

From the above findings, it can be concluded that the overall present progress and implementation of the TVET reform in the respected region and city administration was not well established and organized in order to attain the intended goal of the reform.

So, by effective exploitation of the available opportunities as a mile stone with proper involvement, integration and commitment by all stakeholders would enable to the successful implementation of TVET reform with essential contribution to the socio-economic development of the respected region and city Administration.

5.3. Recommendations

Depending on the findings drawn from the summary and conclusions of the study, the following recommendations are forwarded to improve the implementation of TVET reform in particular and TVET programs in general.

- In Ethiopia, as in many African countries, TVET suffers from a relatively poor public image and awareness about the program. The TVET program cannot be implemented only by government and TVET Colleges. To this effect, TVET authorities together with stakeholders need to work highly in public and stakeholders awareness raising campaign with all the available means and ways in order to assure (obtain) their active involvement (participation), support, commitment, and due consideration to the program.
- To attain the intended TVET reform goal the capacity and qualification of teachers, administrators and TVET professionals is vital. As a result, TVET teachers, administrators and professionals should be upgraded and capacitated through continuous professional development (refreshment) trainings and in-service programs based on skill gap assessment, new demands and reforms. In addition, it is necessary to recruit and assign proper and qualified teachers, professionals and administrators.
- To attract competent and motivated professionals to work in TVET sector, it is necessary to create a conducive, motivating and attractive working environment. This working environment should be created through improving fringe benefits, awarding salary supplements and bonuses to well performing professionals and fulfilling basic facilities for the staff in the colleges. Besides, awarding appropriate motivational incentives

to those stakeholders who actively and voluntarily support and participate in the implementation.

- To sustainably improve the quality of TVET and upgrade the intake capacity of the sector, allocate sufficient financial resources from the regional government and city administration. As well as, the TVET colleges and regional education bureau (TVET Agency) need to implement cost saving mechanisms without compromising quality and generate additional and external resources in to the TVET system.
- The availability of Physical facilities (equipments, machinery and buildings...) and different raw materials etc... is considered as one of the most important training inputs in the TVET Colleges. Without them it is impossible to implement the program. Therefore, TVET colleges should be well organized and facilitated with necessary facilities and resources through procuring, developing and technology transfer to get adequate machinery, equipment, and raw materials etc.... with the contribution of all stakeholders.
- In addition, the TVET Colleges need to design a system to properly utilize their respective resources and to deliver services against fees. Because the income generated from such activities enables to create further potential to increase the capability of the colleges.
- In order to improving the efficiency and effectiveness of TVET Colleges, the TVET reform requires competent and dedicated leadership and a strong management system at different levels. In addition, the organizational set-up of the TVET system must ensure an effective and real influence of the various stakeholders to guarantee that the system is steered with

competence and drawing on the wide range of TVET expertise. Hence, to improve the implementation of the reform the national as well as regional governments should:

- Establishing strong and well organized management system by participating all concerned bodies in planning, implementation, decision making and follow up of the TVET program.
 - Establishing strong communication system and strengthen the coordination and integration of all parties in the implementation of the reform.
 - Strengthen the monitoring and evaluation system of the sector with the involvement of all concerned parties.
- Finally, since this study can be one of those pioneers for further study in the area of TVET reform implementation further study should be carried out focusing on the issue.

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Appendices

APPENDIX- I

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A questionnaire to be filled by TVET college teachers (instructors)

Introduction

The purpose of this questionnaire is to collect information regarding the challenge and prospects of TVET reform in Harari regional state and Dire Dawa city Administration. Accordingly, the success of this study depends on the sincerity and frankness of your response. Be sure that the information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation

Please not that:

- No need of writing your name
- Put a tick mark in the box in front of your choice

Part one: personal Data

1. Name of TVET College _____
2. Sex: Male Female
3. Academic qualification: Diploma Degree Masters other ___
4. Major field of specialization _____
5. Years service 1-5 6-10 11-15 16-20 above20

Part Two: General question

1. To what extent did you know (have an understanding) about TVET reform?
Very high high moderate low very low
 - If you know, how (through what) did you know about the reform?
Mass media Training reading other___
2. The extent that you are participates in the implementation of TVET reform in your College? Very high high moderate low very low
 - If low (very low), Why? _____

3. Did you think that your College is in a better condition or capable in terms of human and financial resource and institutional capacity in order to implement the TVET reform in better performance?

Yes No

If no, why? _____

4. The extent that your college is diversifying tasks and responsibilities to concerned body in the College in order to better implement the TVET reform?

Very high high moderate low very low

5. How do you explain the relationship between stakeholders and your College in the implementation of the TVET Reform?

Very high high moderate low very low

6. The extent that stakeholders participate in the implementation of TVET reform in your College? Very high high moderate low very low

• If they participate, how? Can you specify _____

7. Is there any initiation or an activity that has been done by your College or regional education bureau to motivate you as a teachers and stakeholders to participate in the implementation of TVET reform? Yes No

• If yes, could you specify _____

• If not why? _____

8. The extent that you as a teachers, your College, regional education bureau and stakeholders demonstrate commitment to the implementation of TVET reform in your institution Very high high moderate low very low

- If very high (high), how? Could you specify _____

- If low (very low), why? Could you specify _____

9. What are the potential problems that you think hinders the implementation of TVET reform at all levels?

10. What do you suggest (recommend) as an alternative for this potential problems? _

11. Is there any opportunity that helps or support the successful implementation of TVET reform? Yes No

If yes, could you specify? _____

12. What did you think about the prospect of TVET reform at regional as well as at national level? _____

Thank You!!

APPENDIX- II

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A questionnaire to be filled by different TVET Stakeholders

Introduction

The purpose of this questionnaire is to collect information regarding the challenge and prospects of TVET reform in Harari regional state and Dire Dawa city Administration. Accordingly, the success of this study depends on the sincerity and frankness of your response. Be sure that information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation

Please not that:

- No need of writing your name
- Put a tick mark in the box in front of your choice

Part one: Personal Data

1. Name of organization _____
2. Sex: Male Female
3. Academic qualification: Diploma Degree Masters Ph.d
4. Major field of specialization _____
5. Years service 1-5 6-10 11-15 16-20 above20

Part Two: General questions

1. To what extent did you know or understand about TVET reform?
Very high high moderate low very low
 - If you know, how did you know about the reform?
Through Media Training self reading other _____
2. How you explain the relationship between TVET Colleges, Regional Education bureau and your organization?
Very high high moderate low very low
3. To what extent did your organization participate in the implementation of TVET reform in your region?
Very high high moderate low very low

• If low (very low), Why? _____

• If yes, how? And in which area did you participate? _____

4. Is there any initiation or motivation that has been done by TVET Colleges or regional education Bureau to participate your organization in the implementation of TVET reform? Yes No

If yes, please specify _____

5. To what extent did your organization, TVET institutions in the region and regional education bureau demonstrate commitment to the implementation of TVET reform?

Very high high moderate low very low

If low (very low), Why? _____

If high (very high), how? _____

6. What are the potential problems that you think hinder the successful implementation of TVET Reform at all levels?

7. What do you suggest or recommend improving those potential problems? _____

8. Is there any opportunity that helps or support the successful implementation of TVET reform? Yes No

If yes, could you specify? _____

9. What did you think about the prospect of TVET reform at regional as well as national level? _____

Thank You!!

APPENDIX- III

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide to Regional Education Bureau (TVET Agency) TVET experts

Introduction

The purpose of this Interview is to collect information regarding the challenge and prospects of TVET reform in Harari regional state and Dire Dawa city Administration. Accordingly, the success of this study depends on the sincerity and frankness of your response. Be sure that information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation

1. Name of organization _____
2. Major field of specialization _____
3. Responsibility (position) _____
4. Years of service _____
5. Did you think that your Colleges are in a better condition or capable to implement the TVET reform? Why?
6. Is there the tradition of diversifying tasks and responsibilities from regional education bureau up to TVET College different structure (departments) in order to implement the reform with better performance?
 - If yes, how?
 - If No, why not?
7. To what extent your office is working with stakeholders in the region to better implement the reform?
8. Did stakeholders participate in the implementation of TVET reform in your region?
 - If yes, How and in which areas?
 - If No, why not?
9. Did stakeholders, your Colleges and REB demonstrate commitment to the implementation of TVET reform in your region?
 - If yes, how?
 - If No, why not?

10. What are the potential problems that you face in the implementation of TVET reform in your region? If yes, could you specify?
11. What do you suggest to improve those potential problems?
12. Are there any potential Opportunities that help or support for the successful implementation of TVET reform in your region. If yes, could you specify?
13. What did you think about the prospect of TVET reform in your Colleges, region as well as national level?

APPENDIX- IV

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide to TVET College Deans

Introduction

The purpose of this Interview is to collect information regarding the challenge and prospects of TVET reform in Harari regional state and Dire Dawa city Administration. Accordingly, the success of this study depends on the sincerity and frankness of your response. Be sure that information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation

1. Name of TVET College: _____
2. Academic qualification: _____
3. Major field of specialization _____
4. Years service _____
5. To what extent did you think that your College is in a better condition or capable to implement the TVET reform? Why?
6. Did your College diversify tasks and responsibilities according to the structure of the College in order to implement the reform in better performance? How? /If No, Why not?
7. Did stakeholders participate in the implementation of TVET reform in your Colleges?
 - If yes, how and in which areas? If No, why not?
8. Did stakeholders, your College (and staff) and Regional Education Bureau demonstrate commitment to the implementation of TVET reform?
 - If No, why
9. Did you face any potential problems in the implementation of TVET reform? Could you specify?
10. What do you suggest to improve those potential problems?
11. Are there any potential Opportunities that helps or support for the successful implementation of TVET reform? If yes, could you specify?
12. What did you think about the prospect of TVET reform in your College as well as regional level?

DECLARATION

I here declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name: Getahun Endale Tamre

Signature: 

Date: June 14/2010

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

Name: Yekunoamlak Alemu (Ph.D)

Signature: 

Date: June 14/2010