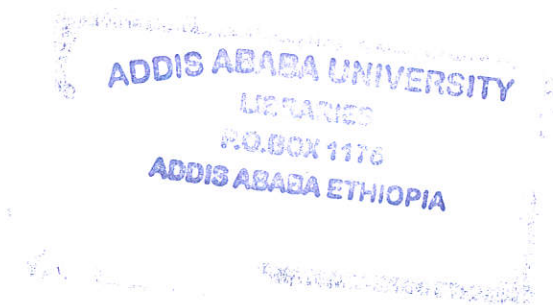


**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF BUSINESS EDUCATION**

**The Implementation of Business Education Program  
in Selected Government Technical and vocational  
Education and Training Institutions in southern  
Nation, Nationalities, people, Region**

**BY**  
**TEKETEL MENCHA**



**JUNE 2008**  
**ADDIS ABABA**

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**A thesis submitted to the school of graduate studies of  
Addis Ababa University, in partial fulfillment of the  
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Management of Vocational Education**

**By  
Teketel Mencha**



**June 2008  
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Approval by the board of examiners

- |    |   |   |                     |
|----|---|---|---------------------|
| 1. | _____   | _____   | _____               |
|    | Chairman, Department of<br>Graduate Committee | Signature   | Date                |
| 2. | <u>Woube Kassaye (Dr.)</u>                    |  | <u>July 9, 2008</u> |
|    | Advisor                                       | Signature   | Date                |
| 3. | <u>Asefa Abahumra (PhD)</u>                   |  | <u>July 9/2008</u>  |
|    | External Examiner                             | Signature   | Date                |
| 4. | <u>Getnet Tekonnen (PhD)</u>                  |  | <u>July 9/2008</u>  |
|    | Internal Examiner                             | Signature   | Date                |

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## Acronyms

<i>ETP</i>	Education and Training policy
<i>ILO</i>	International Labor organization
<i>MOE</i>	Ministry of Education
<i>MOESW</i>	Ministry of Employment and Social Welfare
<i>NCCTVET</i>	National Coordinating Committee for Technical and Vocational Education and Training
<i>NGOs</i>	Non-government Organizations
<i>SNNPR</i>	Southern, Nations, Nationalities, People, Region.
<i>SNNPREB</i>	Southern Nations Nationalities People region education Bureau
<i>TGE</i>	Transitional Government of Ethiopia
<i>TVET</i>	Technical Vocational Education and Training
<i>UNESCO</i>	United Nation Education Scientific and Cultural Organization

## Abstract

The purpose of this study was to assess the Implementation of Business Education Program in Selected Government Technical and vocational Education and Training Institutions in south Nation, Nationalities, people, Region. The sample institutions selected for this study were Awasa, Butajera, Hosana and Sodo. Within these institutions, the subject of the study was 4 principals and 33 teachers 195 students 4 vocational Guidance and counselors. Accordingly, the respondent sampling was carried out through availability and randomly sampling techniques. Availability sampling was employed for Dean(Principals), Vocational Guidance and Counselors and teachers because their number was low. Randomly sampling was used for students because of their high number. Information was obtained using questionnaires, interview, observation and documents. Collected data were analyzed by employing frequency count, percentage and mean difference instrument of data analysis. The findings of study indicated that the trainers were not motivated by the institutions and there was under qualification of trainers because there were diploma holders in the institutions. According to the Education and Training Policy the minimum requirement of the qualification of the trainers was first degree. Regarding apprenticeship training, the trainees were not getting actual world of work practice adequately because trainees were considered to lack responsibilities in handling equipments and office materials such as computers. Regarding the provision of training materials and equipment was inadequate. There was poor utilization of budget, lack of trainer's participation in curriculum design and evaluation, poor guidance and counseling service weak relationship between institutions and apprenticeship providing organizations, weak participation of stakeholders. Therefore, based on the finding of the study some possible suggestions were forwarded. The TVET institutions should create close relationship with apprenticeship providing organizations and during the period of apprenticeship program equipment and materials used should be given for apprentice with adequate instruction to use it properly and Purchasing training materials should be done prior to the training time. All the concerned stakeholders should be involved in designing, revising and evaluation of curriculum implementation. The MoE must invite stakeholders. To bring quality training and to achieve the goals of TVET program the teachers have to go through pedagogical training. To this effect, instead of directly joining teaching after graduation from universities he/she has to be given a short term training and orientation. Regarding Vocational Guidance and Counselors, adequate number and professionally competent vocational guidance and counselors should be assigned.

# CHAPTER ONE

## 1. THE PROBLEM AND ITS APPROACH

### 1.1 Background of the Problem

The central mission of all educational institutions, schools, universities, vocational institutions, colleges and so on, is to form and produce good citizens. As it is indicated by MOE (2002:90) that no matter how vast the country's natural resources might be, a country can not achieve economic growth without trained and skilled man power. In this connection Antonios (2006:1) stated that the development of any country depends on the active and responsive participation of its respective citizen. Thus without having adequate work force with the necessary -knowledge, skills and positive attitudes, one can not imagine about changes that lead to development in the social and economic sectors

In this regard, Ethiopia needs skilled manpower for rapid development and growth. It is a clear fact that the presence of properly trained and skilled manpower is one of the most important assets and prerequisites of social and economic development. Hence Technical and Vocational Education and Training (TVET) are critical in the development of a sustainable manpower resource. To supply the skilled work force for the production and service section of the economy as well as an expansion of opportunity for self employment.

Thus to address the problem of education, Ethiopia developed the Education and Training Policy (ETP) that contains diversified technical and vocational education and training parallel to the education system (ETP, 1994:16). The Ethiopian Education and Training Policy (1994:16-17) indicated that:

*Training will be provided in agriculture, crafts, construction, basic bookkeeping in the form of apprenticeship for those the appropriate age and leaving primary school. Technical and*

*Vocational Training in agriculture, industrial arts, construction, commerce and home science will be provided after primary education for those who may not continue general education. Technical training will be provided for those who complete grade ten for the development of middle level manpower.*

In addition to this, it is stated in MoE (2006:10) primary objective of the new TVET program in Ethiopia 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 economy at all levels and to all people in need of skills development. More specifically, as it has been indicated in MoE (2006:10) document, it is intended to meet the following specific objectives:

- Create and farther develop a comprehensive, integrated, outcome based and decentralized TVET system for Ethiopia
- Create a coherent framework for all actors and stakeholders in the TVET system.
- Establish and capacitate the necessary institutional set up to manage and implement TVET in Ethiopia and to ensure quality management system.
- Improve the quality of TVET at all levels and make it responsive to the needs of the labor market.
- Strengthen the culture of self-employment and support innovating in the Ethiopian economy, in particular in the emerging regions.
- Develop a sustainable financing system for TVET with efficient and cost-effective delivery systems and management structures.
- Build the necessary human capacities to effectively manage and implement TVET.

Therefore, it is justifiable that every government economic development policy usually includes human resources development component, most of which will be realized through education in one form or another. Indeed, among the

different categories of education, it is the Technical and Vocational Education and Training (TVET) that is largely believed to determine the strength of a country's productive work force.

## **1.2. The Statement of the Problem**

According to the MoE (2005/6 :11-12) educational statistics of Technical and Vocational Education and Training (TVET) may be seen as a center for the development of marketable and entrepreneurial skills and as a means for development. It is with such consideration that Ethiopia has put in place a comprehensive human resource development program aimed at strengthening its capacity through TVET. To meet this demand, Technical and Vocational Education and Training areas have been diversified, enrollment has gone up, and the trainees are prepared to perform functions valued by the demand market and the society. In this regard, as it was indicated in the above document there were 113 Government and 156 non-Government TVET institutions in the country enrolling a total of 123,557 students in regular and evening program. According to the document the total number of trainees in SNNP Regional State was 5957. Therefore, this study focuses on some selected TVET institutions.

In the current state, the Government and private TVET institutions are established in urban areas as well as rural areas. Further to this enrollment of trainees are increasing from time to time. In this regard, very greater number of institutions are providing training in different fields. The quality of the instructions should be checked and the overall implementation of the TVET program should be assessed by conducting research.

Unfortunately some sounding problems such as placement of trainees, performance of management, financing TVET, and stakeholders' participation are some of the problems observed in the TVET institutions. And it is why the researcher is interested in investigating the implementation of TVET program in SNNP Region and the study attempts to answer the following basic question.

## **Basic Questions**

1. Is there adequate support from stakeholders and other bodies to enhance the implementation of the TVET program?
2. Do the trainers give adequate training for the successful Implementation of TVET?
3. Is there adequate human and material resources and facilities to implement TVET program?
4. Do the training institutions adequately participate in the evaluation of TVET curriculum implementation?
5. Are the objectives of training achieved?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objectives**

The main objectives of this study are to assess the implementation of TVET program of Government Institution in SNNP Regional State regarding Business Education.

#### **1.3.2. Specific Objectives**

1. To assess if there is adequate support to enhance the implementation of TVET program.
2. To identify if there is adequate training for successful implementation of TVET.
3. To identify if there is available resources to implement TVET program.
4. To examine if the institutions are participated in curriculum issues.
5. To assess whether the objectives of training are achieved or not.

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

As indicated earlier, this study is designed to assess the implementation of TVET.

Therefore, this research:

1. Would have importance to take corrective action on impacts of implementation of the TVET program.
2. It may provide necessary information for educational planners, decision makers, stakeholders, and others in this area.
3. To shed lights on factors that affect implementation of TVET program.
4. It may assist researchers and highlight areas of further research on TVET implementation program
5. It helps to create awareness among the stakeholders ( students, teachers, employers, the educational officials, parents, etc) about the current status of the program.

#### **1.5. Delimitation of the Study**

In SNNP Regional State there are 20 TVET institutions that provide TVET program SNNPREB (2006/7:38). Out of twenty TVET institutions, seven institutions provide 10+2 and 10+3 program and out of these seven institutions only three institutions were organized at college level: Hosana construction TVET college, Awasa Business College and Arbaminch Industrial College. And four of them were limited in 10+1 and 10+2 level. Then, thirteen institutions provide 10+1 program only. Therefore, the researcher decided to conduct his research on 10+2 and 10+3 program by considering that these groups can provide more reliable information because they have stayed longer period of time in the institution. In addition, they may have nearly common characteristics and findings also may reflect the situation of groups. The TVET institutions selected for the study were four, namely Awasa, Hosana, Sodo and Butajira for the number of reasons. The principal reason was that, to conduct a

research work in all TVET institutions found in SNNP Regional State would be impractical because of the resources used to secure data for the study. Second the study is expected to reflect the features of the other institutions in the region.

## **1.6. Limitations of the Study**

In conducting this study, the limitations of the study were encountered in geographic distribution of the TVET institutions. An other shortcomings during the study were the absence of the sufficient literature in the area Technical and Vocational Education and Training in Addis Ababa University. Furthermore, financial and time constraints due to repeated travel to the training institutions were the limitations of the study.

## **1.7. Definition of Terms**

**Apprenticeship:-** Job training undertaken by a 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 he acquired in a training institution and to be acquainted with work. MoE (2004:2554)

**Private training institution:** A training institution established by a private investor(s) or a business organization with a view to undertaking business activities MoE (2004:2554)

**Public Training Institution:-** A training institution established with the funds of and operated under the guidance and control of the Government MOE (2004:2554)

**Program:** All courses in one field or study such as business, industrial, construction trades organized to fulfill the same general objectives and conducted along similar lines (Carter V.Good, 1973)

**Stakeholders:** All role-players in the TVET system, including TVET providers, teachers /trainers, students/trainees, employers, parents, policy makers, NGOs, donors etc. (MoE, 2006)

**Technical and vocational Education and Training:** Any education, training and learning activity leading to the acquisition of knowledge, understanding and skills which are relevant for employment and self-employment. (MoE, 2006)

**Training Institution:** A public or private institution, or one owned by a non-governmental organization and also include College which offer training to which College which offer training to which a pre-accreditation license or an accreditation certificate is issued by the appropriate accrediting authority to engage in the provision of Technical and Vocational Education and Training. MOE (2004: 2553)

## **1.8 Organization of the Study**

This study consists of five chapters. The first chapter deals with the problem and its approach, chapter two deals with review of related literature which is needed to serve as theoretical background of the study. Chapter three with research design and methodology in which research methodology, source of data, Sample population and sampling techniques, data collection instruments and procedures are stated. Chapter four deals with data analysis and interpretation of the data. The last chapter contains the summary of the findings, conclusions, and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Historical Development of TVET in Ethiopia**

Girma and Mehari (1990:9-11) in Yihune (2007:9-10) stated that long before modern education was introduced in 1908, in traditional Ethiopia two religious institutions, namely the Orthodox church and Mosque were responsible for the dissemination of religious education. These religious institutions were mainly interested to promote their respective doctrines.

During the time of Emperor Theodros (1855-1868), there had been a demand for modern education. In 1877, Emperor Minilik II brought a few Swiss Artisans to Ethiopia, and the first modern education school, Minilik II School was established in 1908 in Addis Ababa, within the next 27 years teachers were recruited from abroad and modern education developed.

According to Girma's statements, in 1941 soon after the restoration period, the Ethiopian Government was faced with the need to construct what was destroyed during the Italian occupation in 1935-1941. To fulfill the required skilled manpower for both industrial and commercial sectors, the technical school of Addis Ababa was established in 1941, followed by the commercial school of Addis Ababa in 1942 in formal program.

As it was stated by Dessalegn (1996:9), in Bizuneh (2006:42) in the middle of 1950s twelve grade completers faced a great problem to get job. There was also high dropout rate, low access to the University and high growing demand for trained manpower. To overcome these problems, some secondary schools were changed to comprehensive secondary schools to provide Agriculture, Commerce, Home Economics and Industrial Arts parallel to Academic Education.

The first General Secondary School that was converted into comprehensive secondary school was Woizero Sehin Secondary school in Dessie, in 1962. The school was aimed to provide basic technical and vocational skill in the field of Industrial Arts, Agriculture and Commerce besides the academic subjects. Students who had got basic training in one of the above subjects were able to join the world of work easily when they had completed twelve grades (Dessalegn, 1996:92).

According to Wana (1998:58) the comprehensive high school programs were commenced without proper study. As a result, there were lack of material resources, shortage of qualified teachers, and limited budget. Thus, soon many of the comprehensive secondary school graduates were found to be unemployed. Moreover, as compared with academic stream, relatively few percentage of high school students attended vocational/technical programs. Thus, one can say that the programs failed to achieve its mission. That is, reducing unemployment among high school completers.

Thus, the study came with the recommendation to select and strengthen few comprehensive secondary schools, so as to enable them to give effective training. Based on the recommendations, twenty-two schools were selected and different machines, tools, equipment, and vocational teachers were transferred to the schools. However, the reorganization of the program was not successful, because those transferred equipment and tools were not satisfactory both in quality and quantity to run the program effectively and efficiently (Bizuneh, in Wana, 1998:57).

In this connection Wana (1998:55) stated that in the Ethiopian context secondary schools have two major purposes (a) preparing young people for tertiary education and (b) training the young for the world of work.

Wana continued explaining that vocational technical education consists of four broad areas (a) Industrial Education (b) Agricultural education (c) Commercial education (d) Social service education that is Home economics and Family education.

According to Wana's statement, the technical and vocational education in Ethiopia could be divided into four periods. These time periods are (a) 1940s - 1960s (b) 1960s-1980s (c) 1980s - 2000s (d) 2001- to date.

## **2.2. Policy in TVET**

Lanson J. (2005:29-31) states in the past, development of TVET has been supported by the Aid of the United States, and Soviet Union, Italy and many National and non- Government Organizations (NGOs), and recently by Japan and Germany.

The practical streams were aimed at fostering the value of all labour and the promotion of standards of efficiency and workmanship. A Polytechnic programme was introduced and developed in Ethiopia from the 1970s with Russian support. Students were offered General Polytechnic courses in grades 9 and 10, after which three-year advanced technical and vocational training programmes level skilled manpower and staff for technical, managerial or administrative positions at professional level.

Transitional Government of Ethiopia (1994) issued an Education and Policy and strategy.

The policy paper identified three major areas for change:

- ▶ Making education more relevant to the demands of the community and curriculum change
- ▶ Quality improvement; and
- ▶ The expansion of primary and vocational education

As it was stated in the Education and Training Policy document, TGE (1994:16-17) overall strategy and educational structure is presented as:

- ◆ Parallel to general education, diversified technical and vocational training will be provided for those who leave school at any level of education.
- ◆ Apprenticeship training will be provided in agriculture crafts, construction, and basic bookkeeping for those at appropriate age and leaving primary education.
- ◆ Technical and vocational training in Agriculture, Industrial arts, Construction, Commerce and Home science, will be provided after primary education for those who may not continue in general education.
- ◆ Technical and vocational training will be provided for those who complete grade 10 to develop middle- level manpower.
- ◆ Students participating in technical and higher education programmes will be helped to gain the necessary field experience before graduation,
- ◆ Teachers and researchers will be helped to gain the necessary field experience of various development and service institution, while professional working in such institutions will be helped to gain similar field experience of teaching will be facilitated.
- ◆ Coordinated curriculum development will be ensured so that students and trainees will acquire the necessary entrepreneurial and productive attitudes and skills.
- ◆ Research of practical societal impacts will be given priority and necessary steps will also be taken to facilitate the coordination effort of all those concerned.

The 1994 policy documents have provided guidelines for the planning of TVET reforms by the end of the 1990s were an urgent need for capacity building has been acknowledged at the highest political level. The teachers have varied qualifications and experience to become instructors in one of the 24 trades offered in the new programme within four main occupational areas.

- ▶ Business Education
- ▶ Home science
- ▶ Construction Technology
- ▶ Industrial Technology

### **2.3 The Role of Teachers (trainers) in TVET Implementation**

The professional and pedagogical competence of the technical teachers is crucial to the successful implementation of any TVET strategy. As stated in National TVET strategy (2006:31) highly skilled, qualified, motivated, flexible and creative TVET teachers are the backbone of any TVET system, capable of adjusting to changing technological environments and creating conducive learning environments for different target groups.

In this regard, Perott (1986:7) indicated that the implementation function requires the teacher to implement the decisions made at planning stage, especially those related to teaching methods, strategies and learning activities. In addition to that the teaching skills which support the implementation function include presenting, explaining, listening, introducing, demonstrating, eliciting responses and achieving closure. In addition, Lewy (1977:8-9) states that the teacher is expected to assume greater responsibility for explaining the material and structuring learning activities. In such cases the role of the teacher is a mediator between student and program, since without the help of the teacher the student can not achieve the goals of the program.

Thus, the teacher is the main resource of learning. And the teacher can establish the intended kind of learning environment in his classrooms. The implementation of curriculum depends on the commitment teachers. A new educational program can succeed only if teachers, parents, and community members accept it. (Lewy, 1977:8-9).

Therefore, in order to develop systematic further education and to be successful in implementation of TVET program, it is advisable to give special emphasis in upgrading the competencies of existing TVET instructors.

## **2.4 Apprenticeship Program**

Apprenticeship is job training undertaken by a 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 he acquired in a training institution and to be acquainted with work (Federal Negarit Gazeta proclamation No.391/2004:2554)

According to (Federal Negarit Gazeta proclamation No. 391.(2004:2561), every organization selected for apprenticeship training shall have duties responsibilities as provided hereunder:

- ▶ To receive and provide apprenticeship training to trainees
- ▶ To assign the apprentice in the place appropriate to his training and to ensure that the apprentice acquire proper work experience.
- ▶ To assign a capable supervisor who would enhance the knowledge and skills of the apprentice, and should follow up and evaluate the day-to-day performance of apprentice.
- ▶ To acquaint the apprentice with work rules and methods of the organization
- ▶ To consider the trainee as a regular employee and to provide him the necessary inputs.
- ▶ To respect and enforce human dignity of the apprentice.
- ▶ To evaluate the performance of the apprentice and transmit the results to training institution.
- ▶ By inspecting the skill that the trainee acquired forward opinion to the concerned organ as to the competency of the institution
- ▶ To co-operate and work in co-ordination with training institutions.

A well planned, properly supervised apprenticeship can provide the most efficient way to train all round crafts man to meet present and future needs of work by developing positive work habits and attitudes. Work attitude

developing its product of the interaction between elements of the system under which the apprentice undergo during the time of apprenticeship. Similarly, work habits and attitudes are formed as a result of the complex recurrent interaction between elements of the system. The formation of positive work habits and attitudes can not be attributed to a single influence or carried out at a particular point in time rather it is a process of construction between individuals and the elements of their system that occurs over time. Regarding apprenticeship training (Proclamation NO. 391 (2004:2554) every training institution shall have duties and responsibilities that are provided here under:

- 1) To assign a coordinator who shall follow up and control apprenticeship training undergone by trainee.
- 2) To prepare operational guidelines and detailed program for their implementation, to cooperate and work in coordination with organizations;
- 3) To utilize result of performance evaluation relating to a apprenticeship training as a criterion for certification and
- 4) To improve the quality of training by receiving opinion from the institution.

According to the National Strategy of TVET of MOE (2006:24) the major advantage of apprenticeship training is its vicinity to the world of work. Trainees are systematically exposed to the world of work and learn the occupational practice in a real life situation. Experience shows that this leads to existence of significantly better training outcomes, practical skills, work attitudes and enterprises get to know the trainees, such experiences often leads to employment after graduation.

Thus, every apprentice shall have duties and responsibilities as provided hereunder (proclamation No. 391/2004:2554)

- ▶ To diligently perform the apprenticeship training
- ▶ To Utilize with care and economy tools, equipment and materials supplied to him/her for training purpose;

- ▶ To be acquainted with and to observe work rules and methods of the organization to which he/she is assigned for apprenticeship training.
- ▶ Without prejudice to the provisions of other laws, not to reveal to any other person work secrets of the organization that he/she acquired in the course of his/her apprenticeship training.
- ▶ To immediately inform the concerned body when he become aware of any event or fact which may be a threat to his or others health or life or which may affect the interests of the organization.

Thus, trainees are the major partnership in the implementation of the programme. Hence, the responsibilities of trainees prepared by the MOE based on the above proclamation as guidelines are listed below.

- ▶ Implement apprenticeship efficiently
- ▶ Obey rules and regulation of the organization
- ▶ Keep secrets of the organization
- ▶ Use the inputs and infrastructure carefully and efficiently.
- ▶ Be on time
- ▶ Be disciplined and perform what is to be performed
- ▶ Report any health hazard and any thing that can affect the benefits of the organization to the responsible body
- ▶ Record daily activities on the format provided and submit for
- ▶ Evaluation of the assigned supervisor from the organization.

## **2.5. Vocational Guidance and Counseling in TVET and its Role on Implementation**

Vocational guidance in TVET institutions helps the trainees to choose the right career and learn effective job search procedures. Vocational guidance facilitates apprenticeship and prepare youth for apprenticeship training. As it was stated in Vocational Guidance and Counseling Guideline for TVET Institutions by MoE

(2005:10) the role of vocational guidance and counseling in TVET institution helps trainees to:

- ▶ Identify own talents, strength and weakness, family expectations and national requirements to sort out the personal relevance of the educational and vocational options available.
- ▶ Develop career adaptability to be able to take advantage of opportunities as they occur.
- ▶ Over come self-defeating behaviors, gain self-confidence and learn life skills.
- ▶ Identify alternative occupations when current employment is in jeopardy. (MoE 2005:10)

Furthermore, UNESCO (1994:2) in Bizuneh (2006:31) states that career guidance and counseling has paramount advantage for all stakeholders of the education system. Hence the interest of industry, individuals and parents should be considered in guidance and counseling and be sensitive to the need of every trainees and circumstance. Its role should include preparing students and adults for the actual opportunity of career change during the period of unemployment as well as employment in the formal and informal sector. Guidance and counseling services should be extended beyond the educational institution, so that it is accessible to the population at large.

According to the above mentioned guidelines some of the duties and responsibilities of a vocation guidance and counselor are (MoE 2005:10-12)

- ▶ To provides orientation for high school students and parents concerning TVET offerings in the institution.
- ▶ To assist in the individual vocational counseling of trainees
- ▶ To prepare follow-up studies or former students in vocational programs for the purpose of improving services and evaluating the effectiveness of vocational education.

- ▶ To orient new trainees to institution procedures and the institutions varied opportunities for learning.
- ▶ To assist trainees in selection of occupation
- ▶ To maintain trainee records and protects their confidentiality.
- ▶ To work prevent students from dropping out of institute
- ▶ To guide trainees in their participation in institution and company activities.
- ▶ To work with students on an individual basis in the solution of personal problems.
- ▶ To advise administrators and departments on the matters of trainee discipline.
- ▶ To assist trainees to plan, monitor and manage their academic personal, and career development.
- ▶ To assist with efforts to place students in jobs.
- ▶ To assess the students interest and motivation before entering TVET
- ▶ To conduct activities to promote TVET trainees 'Job search skills.

To sum, vocational guidance and counseling program enables trainees to choose right career and make full use of the initial and life long learning opportunities provided by the TVET system. Therefore due attention should be given to the activities of vocational guidance and counseling because it plays a great role in the implementation of TVET program.

## **2.6. Stakeholders Participation in TVET Program**

### **Implementation**

It is obvious that Stakeholder group enhance the implementation of TVET program. As it is stated in National TVET strategy MOE (2006:14) stakeholders play a major role in the following functions of TVET system.

- ▶ Policy development, policy drafting and reviewing
- ▶ Financing through contributing resources to the TVET system

- ▶ Quality assurance through active involvement in the setting of occupational standards and conducting occupational testing.
- ▶ TVET delivery through the provision of training to their own staff, offering internships to trainees and providing apprenticeship training.
- ▶ Supervision and monitoring through participation in TVET councils at Federal and State levels taking over key roles on the management boards of TVET institutions.

As it is indicated in this document the most important stakeholders include employers both private and public; the business sector; representatives from the MSE (Micro Small Enterprise) sectors, workers and employees represented by trade unions and professional associations; public and private TVET providers; civil society and NGOs; people having and working in rural areas represented by relevant associations; trainers (instructors) in the TVET, trainees and their families, and public authorities in charge of sectors relevant for TVET, notably education, capacity building, agriculture trade and industry, labor and social affairs, health, youth and sports and finance. The mentioned groups may invest time thoughts, ideas and finances towards the implementation of TVET program. Therefore, stakeholders may be encouraged to invest such things in the TVET program (Ibid)

As it is stated in TVET sub-sector plan for (2005/6-2009/10:17) the attainment of the TVET sub-sector's vision and missions is largely dependent on the input and the role played by the different stakeholders. It is their cumulative endeavors that would produce the desired results. Regarding the TVET sub-sector could be organized into two groups i.e. internal and external stakeholders.

### **Internal and External Stakeholders**

The major internal stakeholders of the TVET Sub – sector consists of its constituencies, regional TVET commissions/Education Bureaus, Woreda

Education Office, private education and training institutions and all employees. These groups are in charge of all the planning, execution, monitoring and evaluation of training projects and programs. The implementation of strategic plan rests mainly on the internal stakeholders.

The internal stakeholders alone can not be the sole providers of TVET to all citizens. External stakeholders have also great role to play in the provision of TVET at all levels. In principle, the government is responsible to provide access to TVET for legible citizens since the financial resources are limited to the government needs the support of external stakeholders in its endeavor to provide TVET.

Therefore, the internal and external stakeholders play vital role in implementation of TVET program therefore, lack of stakeholders participation in curriculum design and implementation, and inefficient management make the quality of training poor.

## **2.7. Management in TVET**

TVET requires a strong management and dedicated leadership at different levels in order to supervise its implementation. In this regard, Gasskov (2000:25) states that management activities aim at changing or maintaining a system's status in order to achieve certain goals. It organizes all the necessary facilities in the training institution systematically to attain intended goal. TVET institutions need a strong leadership in order to implement TVET programme. In this connection Gosskov (2000 - 86) asserts that several countries have delegated most management power to the training provider institutions. The delegation of management power can be accompanied by the delegation of technical functions such as curriculum development assessment, the national skill standards, trainees knowledge and skills.

Furthermore, as it was stated in MoE (2006:18) to implement decentralization, capacity needs has to be strengthen at all levels of the TVET programme. That is at Zonal, Woreda and TVET institution level. To this end, the Federal and State level authorities would allocate sufficient resources for training and capacity building for lower level authorities.

Therefore, decentralization of TVET management enhances the successful implementation of TVET programme.

## **2.8. Financing TVET**

Financing TVET in proper way helps to increase the quality of the TVET program. As it was stated in national TVET strategy MoE (August, 2006:33) the resource constraints of TVET system will be addressed by combination of cost saving mechanism, generation of external resources into the TVET system and diversification of funding sources for public TVET programmers. In this regard, diversification will be approached in the way that government budgetary allocations and funds provided by foreign donors are gradually supplemented by contributions from direct beneficiaries of TVET. The financial aspect of vocational training forced governments to reach for cost reduction mechanism. This is because vocational training is expensive and the government alone can not afford the expense. The cost reduction methods incorporate student fees, sponsorship of trainees, sales of extension education service, sales of student product, introduction of a training level on employers and apprenticeship training.

In line with this view, to diversify training finance in Ethiopia the following was declared in the Negarit Gazeta (2004:2574)

*The source of fund of every public training institution shall be annual budget and subsidy allocated by the governments, training tuition fee collected from trainees, the institutions internal income as well as donation and assistance the institution may receive.*

Furthermore, Atcheorena (1996:28) asserted that implementation of the cost-sharing principle has led to the introduction of a diversity of measures. Such as student fees, employer sponsorship of trainees, technology-transfer grants and contracts from industry sale of containing education services, sale of other products and services. Deferred payment through the use of loans has also been considered as a promising way of securing resources from students, based upon their future income. Although student loans have mainly been implemented at university level, such a system can be applied to other levels and forms of education, including post – secondary technical education.

Therefore, methods of allocating resources to training are powerful means to help training systems to become more market-responsive and efficient. An expansion of cost sharing increases consumer interest in the quality of training, as well as demand for training relevance and cost effectiveness. (Adams and J.2004:51)

To sum, financing is a powerful tool to shape the social and economic impact of TVET system. And, diversification of financing in the TVET system makes the system financially sustainable.

## **2.9. Physical Set-up of Training Institute**

According to the MOE (2007:24-29) Physical Set-up of Training Institute should be constructed in a way convenient for teaching learning process. Training facilities, equipments, machines and classrooms should be arranged in a way that the training requires. Wide school compounds with wide parking and play grounds; separate buildings for different types of trainings and administrative services must be indispensable. Moderate classrooms which are inevitable neither are not narrow or too wide, nor hot or cold, which are convenient for individual trainees and trainers, for group discussions, and for practical training.

In addition the TVET institutions should be furnished with the necessary and adequate machines, equipment, tools, furniture, etc. in order to attain the intended training objectives. Failure to supply the facilities in time will hinder the overall training activities. In this regard, proper utilization of the existing facilities, proper storage of material, maintenance of machines and equipment require due attention in training institutions (Skinner, 1998:67; Birhanu and others, 1992:53 in Bizuneh, 2006:28).

In addition to that, the physical set-up of the training institutions should include laboratory rooms with well equipped and proper arrangements of materials. Furthermore, libraries should be equipped with the recently published books and other printed readable materials. Regarding offices, apprenticeship office, vocational guidance office and registrar etc. are essential facilities in the TVET institutions. Sufficient numbers of separate latrine rooms for boys and girls and first-aid medical treatment office for emergencies are required. Finally printing rooms, multipurpose halls; Electricity, water, telephone, services and other facilities also must be fulfilled (MOE 2007:24-29 E.C).

## **2.10. Curriculum of TVET**

Curriculum is a systematic guide for TVET delivery describing the didactical and methodology way proposed to conduct the TVET programme and to facilitate the teaching learning process. As indicated by MoE (2006:46-47) forms and scope of a curriculum are designed in line with the target groups and local conditions and curricula are based on occupational standards.

In designing and developing any curriculum we have to consider policy and guidelines during curriculum development and implementation phases. In this regard the Education and Training Policy MoE (1994:13-14) states that the basic document for major activities, envisages the following crucial points to be considered in the process of curriculum development .

- ▶ The preparation of curriculum will be based on the stated objectives of Education and Training.
- ▶ A mechanism will be created in which teachers, professionals from major organization of development, and beneficiaries participate in the preparation, implementation and evaluation of curriculum.
- ▶ It will be insured that the curriculum developed at central and regional level are based on sound pedagogical and psychological principles and are up to international standards, giving the attention to concrete local condition and gender issues .

Therefore, based on the above stated policy and guidelines the curriculum should be revised implemented and evaluated.

### **2.10.1. Curriculum Revision**

According to Taba (1962) in Derebsa (2004:108) states that the curriculum revision means changing certain aspects of the curriculum without changing the fundamental conceptions of it or its organization .Thus, Curriculum is dynamic in its nature. Therefore, it has to be improved and revised within certain interval of time .The new curriculum should be developed based on the specific needs of its target groups.

### **2.10.2. Curriculum Implementation**

Curriculum implementation is a process of putting the developed/ planned curriculum into effect. The term implementation refers to the actual use of a curriculum. (Derebsa, 2004:240).

Curriculum implementation has different definitions by different scholars. Lewy(1977:22) states implementation as the open use of program throughout an entire schools system.

Fullan and Pomfrate (1977:336) defined implementation as: 'the actual use of an innovation or what an innovation consists of in practice'.

Implementation is a means of achieving better learning outcome. One of the reasons to focus on curriculum is described by Fullan and Pomfrate (1977:336-339). They suggest the following four reasons why such studies become important:

1. To know what changed, it must be conceptualized and measured directly.
2. To understand why so many proposed educational changed fail, it is necessary to study some of the most problematic aspects to bring about change;
3. To not do so may result in implementation bring ignore or being confused with other aspects of change process such as adoption, and
4. To interpret learning outcomes and to relate them to possible determinants, it is necessary to examine the implementation of an innovation separately.

Connection to this Snyder, J and his associates (1996: 402-430) classified the curriculum implementation into three. There are approaches to curriculum studies are:-

1. Fidelity perspective
2. Mutual adaptation
3. curriculum enactment

#### **2.10.2.1. Fidelity Perspective**

Regarding this approach researchers have focused in measuring the degree to which a particular innovation is implemented as planned and identifying the factors which facilitate or hinder implementation. Curriculum knowledge is primarily created outside the classroom by the experts who design and develop the curriculum innovation. Once innovation has been planned and adopted, evaluation of outcomes became the major focus of policy makers and

researchers. Thus the role of the teacher is to deliver the curriculum which is designed outside the classroom. The researchers showed that the factors influencing or inhibit the degree of implementation was as follows:

1. Teachers lack of clarity about the innovation.
2. Teachers lack of skills and knowledge needed to conform to the new role model
3. unavailability of required instructional materials
4. incompatibility of organizational arrangements with the innovation
5. Staff lack of motivation.

#### **2.10.2.2. Mutual adaptation Approach**

According to Snyder J. Mutual adaptation approach is seen as that process where by adjustments in a curriculum are made by curriculum developers and those who actually use it in the school or classroom context. This implies a certain amount of negotiation and flexibility on the part of both designer and practitioners.

In this regard Fullan (1982:16-17) identified number of factors affecting implementation.

a. Factors related to characteristics of the change

- ▶ Need and relevance refer to the perceived and on the part of implementers. It would seem that the greater the recognized need to change, the greater the degree of implementation.
- ▶ Clarity refers to understanding of goals and means of on innovation by users. The greater the understanding of goals and what is to be guide from their adoption, the greater the degree of implementation.
- ▶ Complexity has to do with the difficulty and extent of change required of users. The greater the complexity in innovations with differentiated components incrementally introduced, greater the degree of implementation.

- ▶ Quality and practicality of program refers to the quality and availability of materials users must perceive that materials are going to meet important needs as well as be practical and usable.
- b. Fullan identifies a number of characteristics at the school district level as factors affecting implementations.
- ▶ The more positive the previous history with innovation the greater the degree of implementation.
  - ▶ The higher the quality of planning to meet problems, the greater the degree of implementation.
  - ▶ The greater the real district level support, the greater the degree of implementation.
  - ▶ The greater the quality and quantity of sustained interaction and staff development, the greater the degree of implementation.
  - ▶ The greater the extent to which training of events is guided by an understanding of implementation.
  - ▶ The greater the board and community interest and support with out controversy, the greater the degree of implementation.
- c. School- level factors affect implementation
- ▶ The greater the active support of the principal, the greater the degree of implementation.
  - ▶ The more collegiality, trust, support, interaction, and open communication between teachers, the greater the degree of implementation.
  - ▶ The greater the sense of teacher efficacy, the greater the degree of implementation.

d. The external environment affects implementation.

- ▶ The greater the congruence between local needs and the reform and the greater the awareness of subjective realities, the greater the degree of implementation.
- ▶ The greater the interaction with local district, the greater the degree of implementation

Research on mutual adaptation has contributed greatly to our understanding of schools and of the change process. As a result of mutual adaptation research, we now accept that adaptation is an activity that goes on during implementation and that this process is viewed differently by the various participants in the process.

### **2.10.2.3. Curriculum Enactment Approach**

From the enactment perspective, curriculum is viewed as the educational experience jointly created by student and teacher. The role of the teacher, then, is as a curriculum developer who, together with his or her students, grows ever more competent in constructing positive educational experiences. The process of the enacted curriculum is one of continual growth for both teachers and students.

Researchers from a fidelity perspective and those approaching mutual adaptation from a more practical perspective are interested in studying the degree to which a planned curriculum is implemented and in identifying factors that could explain why the curriculum was not implemented as intended. Researchers holding a more critical mutual adaptation perspective focus on how the planned curriculum is shaped by the adapters and the situational context. Their approach overlaps with researchers from an enactment perspective who view the actual or enacted curriculum as their focus. The three perspectives have been a useful heuristic tool in conceptualizing the field and organizing this view.

In general, according to the authors the need of committed and knowledgeable teachers and program arrangements are essential parts of implementation. Therefore, the close coordination of people and program in the implementation process are essential features which indicate success in curriculum implementation

At the time of curriculum implementation as stated in Lewy (1977:150) when a new curriculum or educational program is implemented, the general expectation is that its effectiveness will increase with the passage of time. Teachers gain experience and adjust to new programs or teaching methods and students may also become aware of what they are expected to learn from the new curriculum.

### **2.10.3. Curriculum Evaluation**

Bruce Tuckman in Derbsa (2004:247) states that evaluation is means for determining whether the program is meeting its goals; that is, whether the measures, outcomes for a given set of instructions imputes match the intended or pre-specified outcomes. Evaluation focuses on discovering whether the curriculum is as designed, developed, and implemented is producing or can produce desired results. Evaluation serves to identify the strengths and weaknesses of the curriculum before implementation and the effectiveness of its delivery after implementation (Ibid).

### **2.11 Technical and Vocational Education in Ghana**

History of Vocational education and training in Ghana refers back to pre-independence period, in the 1950s. During this time there was a document entitled "Fundamental Principles of education policy" recommended in Provision of trade schools with technical and literary education that will fit young men to become skilled crafts men and citizens. Accordingly by 1951, twenty -three technical institutions had been established and enrolled a total of 3,330 Students

### **a) Current Practice**

The current educational structure consists of 6-3-3-4 in which six years of primary schooling, three years of junior secondary, three of senior secondary and four years of university. Primary and junior secondary constitutes basic education for minimum of nine years to which all Ghanaian children are entitled with general academic curriculum at the basic Level. At the secondary level specialization is available in a number of TVET subjects

There are 160 Government institutions, 250, registered private institution and 700 unregistered Private Vocational Centers. Moreover there are 6 Polytechnic and the university of science and technology providing technical education and training at higher national diploma and degree levels. (UNESCO,1996:97)in (Mohammed, 2004:37)

### **b) Articulation**

Student who finished basic education may join to technical institutions or senior secondary schools to pursue that training. On completion of the senior secondary school one may be enrolled in the university for a degree program or to polytechnic of the Higher National Diploma (HND) Program or any tertiary institutions. On the other hand technical and vocational students can proceed through the following career levels:

- i) Artesian to craft course
- ii) Craft to technician course
- iii) Technical to university course

The levels of Technical Vocational Education were increased among other things, so that those who have the ability may continue to the highest level. (UNESCO, 1996:101) in (Mohammed).

### **c) Financing**

The government is the main provider of funds for regular public trainings. Moreover, loans and grants obtained from friendly developed countries and non-governmental organizations are another source of financing TVET. Tuitions from trainees are the source of fund for private TVET institutions

### **d) Link with Industries**

Close ties with industries and business firms are the peculiar features of technical vocational education and training in Ghana. This close relation is strengthening as a result of the following factors:- . (UNESCO,1996:103) in (Mohammed, 2004:38).

- ▶ Adequate representations of industries and business firms in the governing board and cause advisory committee of TVET Program.
- ▶ Encouragement of local firms to use the premises of training institutions for exhibition,
- ▶ The arrangement of educational visit to the industries and business firms for students and teachers and in turn for workers of industries and business firms to training institutions.
- ▶ In the area of continuing education, provision of trainings on part time or block release for the workers of industries and business firms by training institutions.
- ▶ The appointment of industrial liaison officers is the training institutions to assess the relevance, effectiveness and efficiency of the courses provided by the institutions through labor market information. As a result the Ghana Education service review the syllabuses every three to five years to bring them in line with the development in the trade areas in industry and business and the employment market

### **e) Career Guidance and Counseling**

In TVET institutions there are industrial Liaison officer working closely with guidance personnel to arrange industrial visit for the student as well as teachers (UNESCO, 1996: 140) in Mohammed, 2004:38)

The labor Department in ministry of employment social welfare and Ghana education service in MOE collaborate in providing facilities of vocational guidance to junior secondary school students to help them in choosing the right program in secondary schools enchanting fields of training in technical and vocational institutions.

### **f) Governance**

TVET system was under several government ministries, private organizations and agencies each sectors or agencies have a legal mandate to make policies and execute them in national TVET system (Atchorena and Delluc, 2002:230). To solve this problem national co-coordinating committee was established 1990. The established body is known as National council for Technical and Vocational Education and Training (NACTVET).

NACTVET Operates through various sub committees involving different aspects of TVET. The sub committees are dealing in the following specific subjects:

- ▶ Technical education and Training Program.
- ▶ Craft education and Training program:
- ▶ Technical teacher and Instructor Training Program.
- ▶ Examination and Accreditation;
- ▶ Manpower Planning and collaboration with Industry and committee,
- ▶ Vocational/ career guidance and counseling.
- ▶ International co-operation;
- ▶ Tool Equipment and Martial Procurement and supplies. (UNESCO, 1996:96) in mohammed,2004.39)

But, currently it has been suggested that an inter ministerial bodies, with the status of subcommittee of cabinet shall be established directly under the president office. The newly anticipated body is known as National Commission an Occupational Education and Training.

The responsibilities of the commission will be school accreditation, curriculum development testing, statistics, industrial relations evaluation, policy analysis and assessing training program. Accordingly the membership of the commission shall include different government ministries, representatives form associations of industries employers, council of information, private vicinal institutions and a representative form PWDS. (Achoarena and Delluc, 2002:212)

#### **g) Lessons**

- ▶ Strong links established among industries business firms and TVET institutions by assigning liaison officers in the institutions.
- ▶ Periodic assessment of syllabus to keep in line with the Training offered with changing Labor market need.
- ▶ Strong guidance and career counseling provided starting from junior secondary school level to help students to identify their potentials and attitudes towards choosing of future fields of study.
- ▶ The effort made to establish National coordinating body is important to unity and standardize the trainings: moreover, it minimizes duplications of efforts.
- ▶ The representation of relevance stakeholders in the governing body is important to maintain the relevance of the program in line with skill demand of the market.

Therefore, the above mentioned points have good lessons to be learned that can help a lot an an effort to improve the quality and relevance of TVET. (Mohammed, 2004:40).

## 2.12. TVET in South Nation Nationalities People Region

As it is indicated in Education statistics Annual Abstract SNNPREB (2008:181) SNNPR is located in southern part of Ethiopia. The region has varied climatic regions that range from Dega (Temperate) around Gemo high lands to kola (Semi desert) at southern Omo. The region is divided into 13 Zones, 8 Special Woredas, 126 Woredas and 22 city administrations. The area of the region is 1110.931 sq kms (about 10% of the country). The population is about 14.9 Million accounting nearly 20% of the total population of the country.

**Table I:** The TVET enrollment in Regular program in (2006/07)

Year	10+1		10+2		10+3		Total		Total
	M	F	M	F	M	F	M	F	
1	1502	3726	947	656	205	49	2654	4431	7085
2	=	=	990	711	293	54	1283	765	2048
3	=	=	=	=	299	251	299	251	550
Total SNNP	1502	3726	1937	1367	797	354	4236	5447	9683

Technical and Vocational Education and Training (TVET) may be seen as a centre for the development of marketable entrepreneurial skills and as a means for development. To meet this demand, Technical and Vocational Education and Training Institutions have increased in number and the training areas have been diversified, enrollment has gone up, and the trainees are prepared to perform functions valued by the market and society.

In this regard, in 2006/07 in SNNP Region there were 20 Government and 62 non-government TVET institutes enrolling a total of 36, 365 trainees. As it was shown of these 20 TVET Government institutions, 9683 trainees were enrolled in regular program (see table I).

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Research Methodology**

A descriptive survey research method was employed in this study because it enabled the researcher to describe the present condition regarding implementation of TVET program in Government institutions. This method is more appropriate to gather several kinds of data related to the implementation of TVET program at institutions level.

#### **3.2. Sources of Data**

The data for the study was obtained from primary and secondary sources. Concerning secondary sources, relevant books, journals and documents were referred. Moreover, various reports and documents in TVET institutions were reviewed to obtain pertinent data such as the number of trainees, qualification and service years of trainers, principals and vocational counsellors. In order to get first hand information, primary data was collected from respondents: Trainees Trainers, Guidance and Counsellors and Principals.

#### **3.3. Population and Sampling**

##### **3. 3. 1. Sample Population**

Among the Government TVET institutions in Southern Nation, Nationalities People Region (SNNPR) that are offering Vocational training on business field, four institutions were selected as samples. These are Butajera, Hosanna, Sodo and Awash TVET Institutes. Then the sample population are summarised in table II.

**Table II: Sample population of trainers and trainees**

Institution	Population					Sample				
	Trainees		Trainers	Principals	Guidance	Trainees		Trainers	Principals	Guidance
	10+2	10+3				10+2	10+3			
Awasa	203	137	19	1	1	71	48	19	1	1
Butagira	110	-	8	1	1	39	-	8	1	1
Hosana	55	-	6	1	1	19	-	6	1	1
Sodo	133	-	6	1	1	47	-	6	1	1
Total	501	137	39	4	4	176	48	39	4	4

### 3.3.2 Sampling Techniques

As it was indicated in Education Statistics, Annual Abstract of SNNPR (2006/7:38), there were 20 government institutions in the region and 13 of them were providing 10+1 program and the rest seven were focusing on 10+2 and 10+3 programs. Out of the 20 institutions, four were selected using purposive sampling techniques.

The TVET institutions namely, Awasa, Butajira, Hosanna and Sodo were selected based on their rich experience and the number of years they provided the TVET program. The above institutions were selected from the four Zones namely Sidama, Gurage, Hadya and Wolayta, which cover 30% of the 13 zones and in fact these, could reflect the whole Zonal TVET Institutions of SNNPR.

Finally, the three departments namely, Accounting, Secretarial Science and Office Management, and Information Technology were selected based on their high enrollment of the trainees as compared to the other Business fields of training. As it was indicated in Koul(1996:107) a good sample must be as nearly representative of the entire population as possible. Thus, a researcher has to select a manageable sample size which represents a population. Therefore, from each departments of the institutions 35% of the total trainees

were randomly selected and taken as a sample population. Regarding trainers because of their low number availability sampling method was preferred.

### **3. 4 Data collection Instruments and Procedure**

#### **3.4.1. Instruments of Data Collection**

The data for the study was obtained from primary and secondary sources. In the primary sources questionnaires, interviews and document analysis were used. The questionnaires were prepared in Amharic and English language. Translation into Amharic was required because to prevent possible misunderstanding and misinterpretation on the parts of the trainees' respondents and Questionnaires were preferred because it enables to gather information from many people. Questionnaire was used to secure information from teachers and students. The questionnaires contain mainly closed-ended and few open-ended items. In addition, to supplement the study, structured interview was used to obtain factual information from principals and vocational counsellors. The secondary data were gathered through reading relevant books, journals, research papers and other printed materials.

#### **3.4.2. Procedure of Data Collection**

To assess the implementation of TVET program in four sample government TVET institutions in SNNP region the pilot test was made on questionnaires to check the appropriateness of the instruments. As a result, questionnaire items which were more relevant to the research were included. And some items which were not relevant to the research were deleted. Minor grammatical corrections on the questionnaires were made and some modifications on the questionnaires were done. After improvement was made on the feed back from the pilot test, they were distributed to the respondents with the necessary explanations on how to complete them. Finally, the responded questionnaires were collected and the data analysis was made using appropriate, statistical tools (See Appendix-6).

### **3.4.3 Methods of Data Analysis**

The raw data collected from the field were tallied, and organized according to the similarities of issues raised in the questionnaires. They were analyzed quantitatively and qualitatively. Statistical methods such as percentage, frequency count, and mean value were employed. The data obtained using open-ended items in the questionnaires; interviews and observations were analyzed qualitatively, which were used to strengthen the analysis obtained through statistics.

## CHAPTER FOUR

This chapter deals with the characteristics of the study population and the analysis and interpretation of data gathered from four Government TVET institutions.

### 4.1 The Characteristics of the Sample

The main sources of data for this study were 10+2 and 10+3 trainees, trainers, Deans/Principals/ and Vocational counsellors.

Accordingly, out of the 224 questionnaires distributed for trainees 195 (87.1%) were filled and returned. Out of 39 trainer respondents in the four selected institutions of Business field 33(84.6%) of the questionnaires were filled by them and returned. In addition to the above mentioned data, to raise the quality of data observation on the physical set up interviews with Deans/Principal and Vocational Counsellors were conducted.

**Table III: Character of Teachers by sex and age**

Character		Institutions								Total	
		Awasa		Butagira		Hosana		Sodo			
		No	%	No	%	No	%	No	%		
S	Male	12	63.2%	4	66.7%	4	100%	3	75%	23	69.7%
E	Female	7	36.8%	2	33.3%	-	-	1	25%	10	30.3%
X	Total	19	100%	6	100%	4	100%	4	100%	33	100%
A	20-29	6	31.6%	5	83.3%	1	25%	4	100%	16	48.5%
	30-39	5	26.3%	1	16.7%	1	25%	-	-	7	21.2%
G	40-49	6	31.6%	-	-	2	50%	-	-	8	24.2%
E	Above 49	2	10.5%	-	-	-	-	-	-	2	6.1%
	Total	19	100%	6	100%	4	100%	4	100%	33	100%

The majority of trainer respondents, 23(69.7%) were male. This indicates that the participation of female trainers in TVET institutions was low. (See Table III) Concerning the age of the trainers, about 16(48.5%)of the trainers in the four of the institutions were in the age range of 20-29 years. The other 7(21.2%)

trainers were in the age range of 30-39 years. The remaining 8(24.2%) and 2(6.1%) of the trainers were in the age range 40-49 years and above 49 years respectively. This indicates that the inadequacy of the experienced trainers in the TVET institutions.

**Table IV: Teachers Qualification, Department and years of TVET Experience**

No	Character	Institutions								Total	
		Awasa		Butagira		Hosana		Sodo			
		No	%	No	%	No	%	No	%	No	%
1	Qualification										
	Diploma	5	26.3%	2	33.3%	4	100%	1	25%	12	36.4%
	BA/BSC	13	68.4%	3	50%	-	-	3	75%	19	57.6%
	MA/MSC	1	5.3%	1	16.7%	-	-	-	-	2	6.0%
	Total	19	100%	6	100%	4	100%	4	100%	33	100%
2	Department	-									
	Accounting	10	52.6%	1	16.7%	1	25%	2	50%	14	42.4%
	Secretary	6	31.6%	3	50%	-	-	1	25%	10	30.3%
	IT	3	15.8%	2	33.3%	3	75%	1	25%	9	27.3%
	Total	19	100%	6	100%	4	100%	4	100%	33	100%
3	Years of experience										
	1-3	8	42.1%	2	33.3%	1	25%	2	50%	13	39.4%
	4-5	4	21.1%	3	50%	2	50%	2	50%	11	33.3%
	Above 5	7	36.8%	1	16.7%	1	25%	-	-	9	27.3%
	Total	19	100%	6	100%	4	100%	4	100%	33	100%

Regarding qualification, respondents of trainers that make 12(36.4%) are Diploma holders, 19(57.6%) hold BA/BSC and 2(6.0%) MA/MSC.

According to the Education and Training Policy of MoE (1994), the trainers who are assigned to train in TVET institutions are required to hold the first degree or above. To provide quality training, the trainers must have knowledge of subject matter, pedagogical training and practical teaching skill.

**Table V: Characteristics of trainees by sex, age and department**

		Institutions								Total	
		Awasa		Butagira		Hosana		Sodo			
		No	%	No	%	No	%	No	%	No	%
S	Male	38	37.6%	15	45.5%	9	60%	14	30%	76	39%
E	Female	63	62.4%	18	54.5%	6	40%	32	70%	119	61%
X	Total	101	100%	33	100%	15	100%	46	100%	195	100%
A	Below 16	1	1%	-	-	-	-	-	-	1	0.5%
G	16-20	84	83.2	31	94%	11	73.3%	35	76.1%	161	82.6%
E	21-24	11	11%	2	6%	4	26.7%	10	21.7%	27	13.8%
	25-28	1	1%	-	-	-	-	1	2.2%	2	1.0%
	29 and above	4	4%	-	-	-	-	-	-	4	2.1%
	Total	101	100%	33	100%	15	100%	46	100%	195	100%
D	Accounting	44	43.6%	15	45.5%	9	60%	19	41.3%	87	44.6%
E	Secretary	28	27.7%	8	24.2%	-	-	16	34.8%	52	26.7%
P	IT	29	28.7%	10	30.3%	6	40%	11	23.9%	56	28.7%
T	Total	101	100%	33	100%	15	100%	46	100%	195	100%

As it is indicated in Table V above, the majority of the trainees in sample TVET institutions were female. This indicates that the participations of female trainees in the government TVET institutions in business fields were very high. This might reflect less enrollment of male trainees in these fields.

Concerning age composition of trainees in sample TVET institutions only 1(0.5%) was 16 and below 16 age, 161(82.6%) were between 17-20 years, and 27 (13.8%) were in the range of 21-24 years. The remaining 2(1.0%) were in the range of 25-28 and 4(2.1%) were in the range of 29 and above.

In this composition the majority of the trainees were in the range 17-20. This indicates that in this age range they could manage and take responsibilities by themselves. They identify the life concern of themselves and they could manage the environment they lived in. They were in the late adolescence age and this was the time for them to run along with their own decision and judgement.

According to Shertzer (1980:45) in the above mentioned age level, youth can prepare himself for work. And she/he can take responsibility for job and can make decision. In this age range one can find general vocational direction, demonstrate ability to develop vocational skill and find part time job.

## 4.2 Analysis and Interpretation of the Data

### Readiness of Trainers and Trainees about the Implementation of TVET Program

**Table VI: Orientation, Participation in Seminars and Pedagogic Training about the Implementation of TVET by Trainers**

No	Questionnaire Items	Respondents							
		Trainers						Total	%
		Institution	Yes	%	No	%			
1	Have you got Adequate orientation before you start training?	Hosanna	1	3%	3	9.1%	4	12.1%	
		Awasa	12	36.4%	7	21.2%	19	57.6%	
		Butagera	3	9.1%	3	9.1%	6	18.2%	
		Sodo	2	6%	2	6.1%	4	12.1%	
		Total	18	54.5%	15	45.5%	33	100.0%	
2	Did you participate in seminars and workshops concerning implementation of TVET program?	Hosanna	1	3%	3	9.1%	4	12.1%	
		Awasa	16	48.5%	3	9.1%	19	57.6%	
		Butagera	2	6.1%	4	12.1%	6	18.2%	
		Sodo	1	3%	3	9.1%	4	12.1%	
		Total	20	60.6%	13	39.4%	33	100%	
3	Have you got through pedagogical training?	Hosanna	3	9.1%	1	3%	4	12.1%	
		Awasa	15	45.5%	3	9.1%	19	57.6%	
		Butagera	4	12.1%	2	6.1%	6	18.2%	
		Sodo	4	12.1%	1	3%	4	12.1%	
		Total	26	78.8%	7	21.2%	33	100%	

As it was discussed in the literature part of this thesis, providing training and further training for trainers makes the TVET program implementation successful. Regarding the providing of adequate orientation 18(54.5%) of the trainers responded that they had adequate training while, rest of them 15(45.5%) responded that as they had not taken orientation about the implementation of the TVET program before they started training. Some of the trainers are directly joining to the teaching world without taking orientation about the implementation of TVET program. On the other hand some trainers are participating in teaching learning process directly after graduation from higher education institutes. By end large lack of adequate orientation affects the implementation of TVET program adversely.

The majority of the trainers responded that they participated in seminars and workshops concerning implementation of TVET program. Accordingly, 20(60.6%) of respondents participated and the rest 13(39.4) didn't.

Trainers were asked if they had gone through pedagogical training. Even though the majority of them responded 'yes' 26(78.8%), the rest 7(21.7%) responded 'no'. In teaching learning process pedagogical training is very important. The number of trainers who have not gone through pedagogical training affect teaching learning process adversely because an individual is expected to provide training for a number of students. Therefore, teachers must be trained in pedagogy before they start teaching.

**Table VII: Trainees interest, awareness and orientation**

No	Item	Respondents	
		Trainees	
		No	%
1	What was the reason to choose your current field of study among others...?		
	a) Based on 10 <sup>th</sup> grade result	160	82.1%
	b) Based on your own interest	21	10.8%
	c) Based on the available field of study	14	7.1%
	d) Total	195	100%
2	Did you have any information about the training before you have got registered in the program?		
	a)Yes	105	53.8%
	b)No	90	46.2%
	Total	195	100%
3	Did you get orientation about the training after you were registered in the program?		
	a) Yes	156	80%
	b) No	39	20%
	Total	195	100%
4	Who initiated you to join TVET program?		
	a) Vocational guidance advice	6	3.1%
	b) Initiated by the teachers	20	10.3%
	c) Family advice	15	7.7%
	d) Based on your own interest and choice	112	57.4%
	e) Because you I have no other alternatives	42	21.5%
	Total	195	100%

Regarding trainees the reason for choosing their current field of study, the majority of the respondents indicate that their choice was based on the 10<sup>th</sup> grade result. This makes (82.1%) of the whole response was based on the 10<sup>th</sup> grade result. To the contrary, 21(10.8%) of the responses was based on their interest and the rest 14(7.1%) replies was based on the availability of the study

(see Table VII). This indicates that choosing of the field of study is not based on the interest of the students.

The majority of the trainees replied as they had information about the training before they registered in the TVET program. Thus, 105(53.8%) of the respondents said that they got orientation after their registration and while rest 90(46.2%) did not get orientation. Accordingly 156(80%)of the trainees have got orientation about the training after they have been registered in the program. This indicates that the new trainees were provided with background information, which made them successful and effective in their training field. To the contrary, only 39(20%) of the new trainees response was that they did not get orientation which could make an impact toward their training.

Regarding the initiation to join TVET program, the response of the trainees was 6(3.1%) initiation made by the vocational guidance, 20(10.3%) by the teachers,' 15(7.7%), by 'family advice,' 112(57.4%), by their own interest and 42(21.5%) because of the lack of other alternatives.

**Table VIII. Apprenticeship**

No	Questionnaire Item	Rate	Institutions								Total	%
			Awasa		Butagera		Hosanna		Sodo			
			No	%	No	%	No	%	No	%		
1	Adequacy of apprenticeship providing organization	very low	21	20.8%	2	6.1%	2	13.3	7	15.2%	32	16.4%
		low	26	25.7%	3	9.1%	4	26.7	6	10.9%	38	19.5%
		moderate	34	33.7%	18	54.5%	4	26.7	16	34.8%	72	36.9%
		high	16	15.8%	7	21.2%	3	20.0	10	21.7%	36	18.5%
		very high	4	4.0%	3	9.1%	2	13.3	8	17.4%	17	8.7%
		Total	101	100%	33	100%	15	100.0	46	100.0%	195	100.0%
		X	2.56		3.18		2.93		3.15		2.84	
		SD	1.11		.95		1.28		1.28		1.17	
2	Relationship of your Institution and Apprenticeship providing organization	very low	26	25.7%	2	6.1%	3	20.0%	5	10.9%	36	18.5%
		low	29	28.7%	8	24.2%	3	20.0%	8	17.4%	48	24.6%
		moderate	27	26.7%	14	42.4%	6	40.0%	10	21.7%	57	29.2%
		high	14	13.9%	5	15.2%	3	20.0%	17	37.0%	39	20.0%
		very high	5	5.0%	4	12.1%	0	.0%	6	13.0%	15	7.7%
		Total	101	100.0%	33	100.0%	15	100.0%	46	100%	195	100%
		X	2.44		3.03		2.60		3.24		2.74	
		SD	1.16		1.07		1.06		1.21	1.2	1.2	
3	Trainees performance during apprenticeship period	very low	14	13.9%	1	3.0%	1	6.7	5	10.9%	21	10.8%
		low	23	22.8%	2	6.1%	7	46.7	3	6.5%	35	17.9%
		moderate	36	35.6%	12	36.4%	4	26.7	13	28.3%	65	33.3%
		high	16	15.8%	14	42.4%	3	20.0	11	23.9%	44	22.6%
		very high	12	11.9%	4	12.1%	0	.0	14	30.4%	30	15.4%
		Total	101	100.0%	33	100.0%	15	100.0	46	100.0%	195	100%
		X	2.89		3.55		2.60		3.57	3.14	3.14	
		SD	1.19		.90		.91		1.3	1.2	1.2	

X=Mean

SD= Standard Deviation

Apprenticeship providing organizations are the places where students improve their practical skills. As it was indicated in the literature part of this thesis at the apprenticeship training period the trainees learn the occupational practice in a real life situation.

In Table VIII on item1 trainees were asked to rate adequacy of apprenticeship providing organization. According to the trainees response it was found at moderate level (means average 2.84). On the other hand responses from principals and vocational counselling officers through interview indicated that apprenticeship providing organizations did not give adequate practical training. One of the reasons was lack of trainees' responsibilities in handling equipment and office materials. .

In item 2 of the same table, the respondents were asked to rate the relationship between the training institutions and apprenticeship providing organization. In response to this question, relationship between these institutions was 'in moderate level' (means average 2.74). The response from interview indicates that the relationship is weak. 'Apprenticeship providing organizations do not allow materials and equipments used for practical training. Such as computers.'

Respondents were asked to rate the performance of trainees during the apprenticeship period where their response was positive (mean average 3.14).

**Table IX :Trainers Motivation**

No	Questionnaire Item	Rate	Institutions								Total	%
			Awasa		Butajera		Hosanna		Sodo			
			No	%	No	%	No	%	No	%		
1	Motivation of the academic staff by the institution in monetary terms	very low	10	52.6%	2	33.3%	3	75%	1	25.0%	16	48.5%
		low	6	31.6%	3	50.0%	0	.0%	2	50.0%	11	33.3%
		moderate	3	15.8%	0	.0%	1	25.0%	1	25.0%	5	15.2%
		high	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
		very high	0	.0%	1	16.7%	0	.0%	0	.0%	1	3.0%
		Total	19	100%	6	100%	4	100%	4	100%	33	100%
		X	1.63		2.17		1.50		2.00		1.76	
		SD	0.76		1.47		1.00		.82		.94	
2	Motivation of academic staff by the institution for education	very low	8	42.1%	2	33.3%	1	25.0%	1	25.0%	12	36.4%
		low	5	26.3%	1	16.7%	1	25.0%	1	25.0%	8	24.2%
		moderate	5	26.3%	1	16.7%	1	25.0%	2	50.0%	9	27.3%
		high	1	5.3%	1	16.7%	0	.0%	0	.0%	2	6.1%
		very high	0	.0%	1	16.7%	1	25.0%	0	.0%	2	6.1%
		Total	19	100%	6	100%	4	100%	4	100%	33	100%
		X	1.95		2.67		2.75		2.25		2.21	
		SD	.97		1.63		1.71		.96		1.9	
3	Motivation of academic staff by the institution in fringe benefits	very low	11	57.9	3	50%	4	100%	1	25.0%	19	57.6%
		low	7	36.8	2	33.3%	0	.0%	1	25.0%	10	30.3%
		moderate	1	5.3	0	.0%	0	.0%	2	50.0%	3	9.1%
		high	0	.0	0	.0%	0	.0%	0	.0%	0	.0%
		very high	0	.0	1	16.7%	0	.0%	0	.0%	1	3.0%
		Total	19	100%	6	100%	4	100%	4	100%	33	100%
		X	1.47		2.00		1.00		2.25		1.61	
		SD	.61		1.55		.00		.96		.89	
4	Motivation of the academic staff by the institution in rank promotion	very low	8	42.1%	2	33.3%	3	75.0%	0	.0%	13	39.4%
		low	6	31.6%	2	33.3%	1	25.0%	1	25.0%	10	30.3%
		moderate	5	26.3%	0	.0%	0	.0%	3	75.0%	8	24.2%
		high	0	.0%	1	16.7%	0	.0%	0	.0%	1	3.0%
		very high	0	.0%	1	16.7%	0	.0%	0	.0%	1	3.0%
		Total	19	100%	6	100%	4	100%	4	100%	33	100%
		X	1.84		2.50		1.25		2.75		2.00	
		SD	0.83		1.64		0.50		0.50		1.03	

X=Mean

SD=Standard Deviation

As it is indicated in National TVET Strategy (2006:32-33) a precondition for the successful implementation of TVET program, includes conducive, motivating and attractive work environment. To this end, the TVET system may undertake efforts to raise salary, provide further education and other benefits for academic staff.

Regarding motivation of the academic staff by the institution in financial terms indicate that all the sample, Awasa, Butajira, Hosanna and Sodo TVET institutions were motivating their teaching staff at low level. (see Table IX, item1)

The finding reveals that the Government TVET sample institutions motivate their academic staff by education at low level, means value of the four of the institutions Awasa, Butajera, Hosanna and Sodo, 1.95, 2.67, 2.75, 2.25, 2.21 respectively.

Trainers asked to rate motivation of academic staff in fringe benefits. According to the respondents the motivation of the academic staff in fringe benefits was low, means value in all sample institutions indicates 1.47, 2.00, 1.00, 2.25, 1.61 respectively.(see Table IX)

Questionnaire item 4 of the same table showed that the motivation of academic staff by the institution in rank promotion revealed low, means values of all the respondents 1.84, 2.50, 1.25, 2.75 and 2.00.

The above information indicated that low motivation of the trainers may affect the successful implementation of TVET program.

**Table X: Vocational Guidance and Counselling service**

No	Questionnaire Item	Rate	Institutions								Total	%
			Awasa		Butajera		Hosanna		Sodo			
			No	%	No	%	No	%	No	%		
1	The effort made by guidance counsellor to help trainees	very low	40	39.6%	14	42.4%	4	26.7%	10	21.7%	68	34.9%
		low	31	30.7%	11	33.3%	3	20.0%	5	10.9%	50	25.6%
		moderate	18	17.8%	5	15.2%	5	33.3%	12	26.1%	40	20.5%
		high	9	8.9%	1	3.0%	1	6.7%	10	21.7%	21	10.8%
		very high	3	3.0%	2	6.1%	2	13.3%	9	19.6%	16	8.2%
		Total	101	100.0%	33	100.0%	15	100.0%	46	100.0%	195	100.0%
		X	2.05		1.97		2.60		3.07		2.32	
		SD	1.09		1.13		1.35		1.42		1.28	
2	The possibility of getting counselling service by vocational counsellor when the trainees face problems	very low	42	41.6%	16	48.5%	5	33.3%	9	19.6	72	36.9%
		low	36	35.6%	11	33.3%	4	26.7%	9	19.6	60	30.8%
		moderate	19	18.8%	4	12.1%	4	26.7%	16	34.8	43	22.1%
		high	3	3.0%	1	3.0%	1	6.7%	5	10.9	10	5.1%
		v. high	1	1.0%	1	3.0%	1	6.7%	7	15.2	10	5.1%
		Total	101	100.0%	33	100%	15	100.0%	46	100.0	195	100.0%
		X	1.86		1.79		2.27		2.83		2.11	
		SD	.89		.99		1.22		1.30		1.12	
3	The possibility of getting counselling service from trainers	very low	26	25.7%	5	15.2%	3	20.0%	7	15.2%	41	21.0%
		low	18	17.8%	8	24.2%	1	6.7%	3	6.5%	30	15.4%
		moderate	28	27.7%	9	27.3%	4	26.7%	14	30.4%	55	28.2%
		high	18	17.8%	8	24.2%	5	33.3%	11	23.9%	42	21.5%
		v. high	11	10.9%	3	6.1%	2	13.3%	11	23.9%	27	13.8%
		Total	101	100.0%	33	100.0%	15	100.0%	46	100.0%	195	100%
		X	2.70		2.88		3.13		3.35		2.92	
		SD	1.32		1.22		1.36		1.34		1.33	

X=Mean

SD=Standard Deviation

As it was stated earlier in the literature of this thesis vocational guidance service in TVET program implementation is important in preparing trainees for employment, self employment and providing service whenever the trainees face problem in training process.

Regarding provision of counseling service trainees were asked to rate to the effort of guidance counselor helping the trainees. In their response only Sodo training Institution replied more than average, whose mean value was (3.07), the response of the rest that of Awasa, Hosanna and Butajera was below average, mean value is (2.05), (2.60) and (1.97) respectively.

Regarding the possibility of getting counseling service by the counselor whenever they face problem was mean value (1.86), (1.79), and (2.27). Again except respondents of Sodo institution the rest of the trainees answered mean value below average. The finding indicated that the trainees in TVET institutions were not getting proper service whenever they went to the guidance office with their problems.

Trainees of four institutions were asked to indicate the possibility of getting counseling service from trainers. In this regard, the response of the four institutions Awasa, Butajera, Hosanna and Sodo mean value (2.70), (2.88), (3.13), (3.35) respectively. This finding indicated that the trainers counseling service was higher than the guidance counselor counseling service.

In general, according to the findings the vocational guidance and counseling service was not properly conducted in the Business fields that have been offered by Government institutions in SNNPR.

**Table XI: To what extents the objectives of the curriculum have been achieved**

No	Questionnaire Item	Rate	Institutions								Total	%
			Awasa		Butagera		Hosanna		Sodo			
			No	%	No	%	No	%	No	%		
1	Relevance of curriculum to the needs of labour market	very low	0	.0	1	16.7%	0	.0%	0	.0%	1	3.0%
		low	7	36.8	2	33.3%	0	.0%	2	50.0%	10	30.3%
		moderate	6	31.6	2	33.3%	1	25.0%	1	25.0%	11	33.3%
		high	5	26.3	0	.0%	2	50.0%	1	25.0%	8	24.2%
		very high	1	5.3	1	16.7%	1	25.0%	0	.0%	3	9.1%
		Total	19	100.0	6	100.0%	4	100.0%	4	100.0%	33	100.0%
		X	3.00		2.33		4.0		2.25		3.06	
		SD	.94		1.51		.81		.50		1.03	
2	Flexibility of curriculum to accommodate the interest of trainees in your institution	very low	2	10.5%	3	50.0%	0	.0%	2	50.05%	7	21.2%
		low	13	68.4%	0	.0%	1	25.0%	1	25.0%	15	45.5%
		moderate	3	15.8%	2	33.3%	1	25.0%	1	25.0%	7	21.2%
		high	1	5.3%	0	.0%	1	25.0%	0	.0%	2	6.1%
		very high	0	.0%	1	16.7%	1	25.0%	0	.0%	2	6.1%
		Total	19	100.0%	6	100.0%	4	100.0%	4	100.0%	33	100.0%
		X	2.16		2.33		3.5		1.75		2.30	
		SD	.69		1.63		1.29		.96		1.07	
3	The relevant stakeholders participation in deciding the contents of existing TVET curriculum	very low	11	57.9%	2	33.3%	2	50.0%	0	.0%	15	45.5%
		low	5	26.3%	2	33.3%	1	25.0%	3	75.0%	11	33.3%
		moderate	1	5.3%	1	16.7%	1	25.0%	1	25.0%	4	12.1%
		high	2	10.5%	0	.0%	0	.0%	0	.0%	2	6.1%
		very high	0	.0%	1	16.7%	0	.0%	0	.0%	1	3.0%
		Total	19	100.0%	6	100.0%	4	100.0%	4	100.0%	33	100.0%
		X	1.68		2.33		1.75		2.25		1.88	
		SD	1.00		1.50		.96		.50		1.05	
4	Participation of trainers in curriculum revision and evaluation	very low	8	42.1%	3	50.0%	2	50.0%	1	25.0%	14	42.4%
		low	9	47.4%	1	16.7%	2	50.0%	2	50.0%	14	42.4%
		moderate	0	.0%	1	16.7%	0	.0%	1	25.0%	2	6.1%
		high	2	10.5%	0	.0%	0	.0%	0	.0%	2	6.1%
		very high	0	.0%	1	16.7%	0	.0%	0	.0%	1	3.0%
		Total	19	100.0%	6	100.0%	4	100.0%	4	100.0%	33	100.0%
		X	1.78		2.17		1.5		2.00		1.84	
		SD	.92		1.60		.58		.82		1.00	

X=Mean

SD=Standard Deviation

As it was stated earlier curriculum is dynamic. Existing curricula is gradually phased out and new curricula is developed based on the new occupational standard and the specific needs of the target groups.

In this regard, the trainers were asked about the relevance of curriculum to the needs of labour market. Different responses were given to this question were Awasa and Hosanna mean value was (3.05) and (4.00) respectively. But Butajera's and Sodo's responses were low mean value (2.33) and (2.25) respectively. This indicated that, different respondents had different responses on this issue.

Trainers were asked about flexibility of curriculum to accommodate the interest of trainees in their institution. The response was different. According to Hosanna's response the mean value was (3.50) which was high while the rest Awasa's, Butagira's responses were low mean value (2.16), (2.33) and (1.75) respectively. This indicated the curriculum do not accommodate interests of the trainees.

Trainers were asked whether stakeholders were participating, in deciding the contents of existing TVET curriculum or not. The responses of the four TVET institutions were low, the mean value (1.68), (2.33), (1.75) and 2.25 respectively. Thus, the finding indicated that the stakeholders were not participating in deciding the contents of existing TVET curriculum.

Regarding the participation of trainers in curriculum revision and evaluation the finding indicated that the four institutions, Awasa's, Butagera's, Hosana's and Sodo's, were low and the mean value indicated (1.78), (2.17) (1.5) and (2.00) and average mean of the four institutions was 1.84.

The findings show that although the curriculum objectives to be achieved by the participation of stakeholders is very important, but their participation was low.

**Table XII: Training Materials and Equipment**

No	Questionnaire item	Institution	Respondents						Xave
			Trainees			Trainers			
			No	X	SD	NO	X	SD	
1	Availability of workshops with adequate	Awasa	101	2.30	1.14	19	2.42	.90	2.36
		Butagira	33	2.30	1.07	6	2.50	1.22	2.40
		Hosana	15	2.47	1.5	4	3.25	1.71	2.89
		Sodo	46	2.40	1.26	4	2.75	.50	2.58
		Total	195	2.37	0.99	33	2.73	1.08	2.55
2	Accessibility of computers as compared to the number of trainers	Awasa	101	2.25	1.16	19	1.84	1.01	2.04
		Butajira	33	1.82	.77	6	1.83	.98	1.83
		Hosana	15	2.87	1.36	4	3.25	1.70	3.06
		Sodo	46	2.08	1.12	4	1.50	158	1.75
		Total	195	2.26	1.1	33	2.10	1.07	2.17
3	Accessibility of internet services	Awasa	101	1.89	1.09	19	1.37	0.76	1.63
		Butajira	33	1.81	0.92	6	2.17	1.47	1.99
		Hosana	15	2.07	0.96	4	2.00	1.15	2.03
		Sodo	46	2.19	1.08	4	2.00	1.41	2.09
		Total	195	1.99	1.01	33	1.89	1.19	1.93
4	Adequacy of relevant books in the library	Awasa	101	2.11	1.10	19	1.37	0.76	1.74
		Butajira	33	2.21	.93	6	2.17	1.47	2.19
		Hosana	15	2.67	1.11	4	2.00	1.15	2.33
		Sodo	46	2.78	2.14	4	2.00	1.41	2.39
		Total	195	2.44	1.32	33	1.89	1.19	2.17

X= Mean                      SD= Standard Deviation      Xave= Average mean

Regarding the availability of workshops with adequate equipment the analysis showed that both groups trainees and trainers indicated that average mean (2.55) which is below average. But in trainers response two institutions were at average level. This indicates availability of workshops with equipment was inadequate. The information obtained through observation shows in some shops equipment like typewriters are not sufficient with the number of trainees.

Trainees and trainers were asked regarding availability of computers with the number of trainees, the response of both groups were less than average because of mean average (2.17). Through observation information was obtained that it was inadequate.

Internet service nowadays is used for learning. Regarding accessibility of internet service, the respondents of both groups rated below average. According to the student researcher observation, the information technology trainers and trainees were not using for training purpose. By and large the accessibility of internet service was inadequate.

Regarding The response of both groups regarding adequacy of relevant books in the library indicated that the mean average shows (2.16) except a few number of respondents which show moderate, all the rest respondents response indicated below average.

In general, the above findings indicated that in all institutions training materials and equipment were inadequate which reduces the quality of the training.

**Table XIII: Financial Resources**

No	Questionnaire item	Institution	Respondents						Xave
			Trainees			Trainers			
			No	X	SD	NO	X	SD	
1	Adequate budget for raw materials	Awasa	101	2.32	1.04	19	2.36	0.89	2.34
		Butagira	33	2.45	0.93	6	2.66	1.63	2.55
		Hosana	15	2.86	1.06	4	2.50	1.73	2.68
		Sodo	46	2.43	1.43	4	2.25	0.05	2.34
		Total	195	2.51	1.11	33	2.44	1.18	2.47
2	Adequate budget for project work	Awasa	101	2.17	1.08	19	2.00	1.05	2.08
		Butagira	33	2.30	1.15	6	2.33	1.75	2.31
		Hosana	15	2.40	1.18	4	2.50	1.73	2.45
		Sodo	46	2.32	1.31	4	1.75	0.50	2.03
		Total	195	2.29	1.18	33	2.14	1.25	2.21

X=Mean

SD= Standard Deviation Xave= Average mean

As it was indicated in the Negarit Gazeta (2004:2574) the source of fund for the implementation of Government TVET institutions is mostly annual budget and subsidy allocated by the Government.

In light of this, the two group respondents were asked the adequacy of budget for raw materials. The mean average (2.47) showed inadequate.

Regarding adequacy of budget for project work the finding shows that the both group indicated mean average (2.21) which is inadequate.

In both questions item1 and 2 the response was inadequate. This may be because of the low allocation of budget and the training materials were not purchased prior to the time of training. In addition, the information obtained through the interview corresponds with the above findings.

**Table XIV: Human Resource**

No	Questionnaire item	Institution	Respondents						Xave
			Trainees			Trainers			
			No	X	SD	NO	X	SD	
1	Trainers ability in practical training	Awasa	101	3.25	0.95	19	2.89	0.99	3.07
		Butagira	33	3.45	1.06	6	3.83	0.98	3.64
		Hosana	15	3.40	0.63	4	3.50	1.29	3.45
		Sodo	46	3.17	1.16	4	3.75	0.50	3.46
		Total	195	3.32	0.95	33	3.49	0.94	3.38
2	Performance Of workshop Assistance And laboratory Technicians	Awasa	101	2.47	1.09	19	1.84	0.58	2.15
		Butagira	33	2.63	1.19	6	3.00	1.41	2.81
		Hosana	15	2.73	1.22	4	1.50	0.78	2.11
		Sodo	46	2.59	1.22	4	2.75	0.50	2.67
		Total	195	2.60	1.18	33	2.27	0.82	2.43
3	Adequacy of Librarian	Awasa	101	2.88	1.18	19	2.16	0.69	2.52
		Butagira	33	2.51	1.20	6	3.00	1.26	2.75
		Hosana	15	2.93	1.16	4	2.00	.00	2.46
		Sodo	46	2.54	1.02	4	2.50	0.58	2.52
		Total	195	2.71	1.14	33	2.41	0.63	2.56
4	Performance Of supportive Staff with the required level	Awasa	101	3.09	1.08	19	2.15	1.01	2.62
		Butagira	33	3.00	1.00	6	2.67	1.50	2.83
		Hosana	15	3.00	.75	4	2.50	1.91	2.75
		Sodo	46	2.93	1.20	4	2.75	.96	2.84
		Total	195	3.00	1.00	33	2.51	1.34	2.76

X= mean

SD=Standard Deviation

Xave= Average mean

Responses regarding ability in practical training by both trainees and trainers indicated that in all sample TVET institutions the mean average value was

above average (3.40). This showed that practical training is provided. (see Table XIV).

The analysis made on the two group respondent on the performance of workshop assistance and laboratory technicians revealed below average mean (2.41). This indicated the performance of these groups was not sufficient.

Both trainers and trainees were asked to rate the adequacy of Librarian. The responses of all institutions were not similar. The response of some institutions mean was below average and some were at moderate level. In general, the value of average mean was (2.56). The finding indicated that the qualified librarians were badly needed.

The finding showed about performance of supportive staff with the required level of educational qualification that it was at moderate level, the mean average (2.76). As it was indicated in the finding improvement of the performance of supportive staff was required.

**Table XV: Supplies service and sanitation in the student**

No	Questionnaire item	Institution	Respondents						
			Trainees			Trainers			Xave
			No	X	SD	NO	X	SD	
1	Availability of Water and Electric Supply	Awasa	101	2.32	1.04	19	2.36	0.89	2.34
		Butagira	33	2.45	0.93	6	2.66	1.63	2.55
		Hosana	15	2.86	1.06	4	2.50	1.73	2.68
		Sodo	46	2.43	1.43	4	2.25	0.05	2.34
		Total	195	3.01	1.14	33	2.61	0.94	2.81
2	Availability of First aid Medical Service in the Institution	Awasa	101	1.49	1.00	19	1.47	.84	1.48
		Butagira	33	1.15	0.44	6	1.66	1.21	1.40
		Hosana	15	1.80	1.14	4	1.00	0.00	1.40
		Sodo	46	1.34	0.73	4	1.25	.500	1.29
		Total	195	1.44	0.82	33	1.34	0.63	1.39

X= mean

SD= Standard Deviation

Xave= Average mean

Availability of adequate facilities in the TVET institutions enhances the successfulness of the implementation of TVET program. In this regard the facilities were analyzed.

Respondents of two groups asked to rate the availability of water and electric supply. The response of the four institutions were different. In the trainees group except Butajira whose mean value (3.97) the rest of the institutions Hosanna's, Awasa's and Sodo's mean values were (2.33), (2.85) and (2.91) respectively. On the other hand trainer respondents mean value of Awasa. Butajira, Hosanna and Sodo (1.94), (3.16), (2.62) and (2.75) respectively. The finding indicated that except Butajera the rest of the institutions need improvement of water and electric supply.

The two groups of respondents of trainees and trainers were asked to rate availability of first Aid medical service in the institutions. Accordingly both the trainees and trainers respondents indicated that it was low and inadequate. A medical service in the institutions was very important. Therefore, the service in this area should be improved.

**Table XVI: Preparing trainees for employment and self employment**

Item No	Questionnaire item	Institution	No	X	SD	Sig.
1	The effort of the institution to facilitate practical training	Awassa	19	2.84	.60	
		Butajira	6	3.00	1.54	
		Hosanna	4	3.00	.81	
		Sodo	4	2.50	.57	
2	The possibility of getting Employment for graduates	Total	33	2.84	.83	
		Awassa	19	2.84	.76	
		Butajira	6	2.33	1.21	
		Hosanna	4	4.00	1.15	
		Sodo	4	2.75	.50	
		Total	33	2.87	.91	
3	Preparation of trainees for Self employment	Awassa	19	2.47	.90	
		Butajira	6	2.66	1.63	
		Hosanna	4	3.5	1.91	
		Sodo	4	3.5	.57	
		Total	33	3.00	1.25	

X= mean

SD= Standard Deviation

Trainers were asked to rate the effort of the institution to facilitate practical training. The trainers' response showed moderate level i.e. average mean (2.84). (see Table XVI). One of the major objectives of the TVET program was providing practical training for trainees. Therefore, this needs improvement.

The trainers were asked to rate the possibility of getting employment for graduates. The response of the respondents of Awassa, Butajira, Hosanna and Sodo were (2.84), (2.33), (4.00) and (2.75) respectively. This shows that except Hosanna the rest of the institutions were below average. On the other hand the average mean indicated (2.87) which was at moderate level and needs improvement.

The trainers were asked to rate the preparation of trainees for self-employment. The response of the trainers indicates that its average mean was (3.00). (see Table XVI) that showed they were preparing their trainees for self-employment.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

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

#### **5.1 Summary**

The major purpose of this study was to assess the implementation of the TVET program in the Government TVET institutions in SNNP Region reference to Business education. To this effect, attempts have been made to get answer to the following basic questions.

1. Is there adequate support from stakeholders and other bodies to enhance the implementation of the TVET program?
2. Do the trainers give adequate training for the successful implementation of TVET?
3. Is there adequate human, material resources and facilities to implement TVET program?
4. Do the training institutions adequately participate in the evaluation of TVET curriculum implementation?
5. Are the objectives of the training achieved or not?

The study employed a descriptive survey method and it was conducted in four Government TVET institutions in SNNPR. These sample institutions were selected based on purposive sampling technique. The subject of the study was 195 trainees and 33 trainees, 4 deans (principals) and 4 vocational counselors. Information was obtained from sample respondents through questionnaires, observation, and interview. The data obtained were analyzed using percentage and mean difference. In addition, the information obtained through interview and observations were presented in complementing the data obtained by means of questionnaire. Based on the data analysis the following major findings were obtained.

1. The female trainers was (30.7%), which indicates the participation of female trainers in the TVET institutions was low.
2. Regarding qualification 12(36.4%) of the trainers were Diploma Holders. For the TVET institution trainers the minimum requirement of the qualification is first degree upgrading is required
3. Concerning the teaching experience of the trainers the finding shows that only 9 (27.3%) of the trainers served more than 5 years. The rest 24 (72.7%) the majority of the trainers had 5 and below 5 years of experience. This indicates that there is low experience of the trainers.
4. Throughout the region there was only one institute which provides 10+3 program and the total numbers of the trainees were 137 in Business fields. This indicates that concentration is not given for TVET program, particularly in Business education.
5. Regarding orientation of the trainers before they start training (45.5%) trainers were not oriented about the implementation of TVET program.
6. Concerning participation of trainers in seminars and workshops (39.4%) did not participate in seminars and workshops. This may affect the quality of the training.
7. Regarding apprenticeship training, the trainees were not getting actual world of work practice adequately because trainees were considered to lack responsibilities in handling equipments and office materials such as computers.
8. Concerning the relationship between apprenticeship providing organizations and TVET training institution mean value was (2.74) which is below average and the relationship needs improvement.

9. Regarding motivation of trainers in financial terms mean value was (1.76), for education (2.21), in fringe benefits (1.61) and in rank promotion (2.00) respectively. This indicates motivation of academic staff by the institution is weak. This may affect the successful implementation of the TVET program.
10. Concerning the participation of relevant stakeholders in deciding the contents of existing TVET curriculum the mean value was (1.88) which shows weak and it needs improvement.
11. Regarding participation of trainers in curriculum revision and evaluation mean value (1.84) which was low and it may require improvement.
12. Regarding accessibility of computers as compared to the number of trainees, accessibility of internet and adequacy of relevant books in the library was the average mean value (2.17, (1.93) and (2.17) respectively. The finding indicates that the provision of training materials and equipment needs improvement, because without training materials and equipment the training objectives may not be successfully attained.
13. Concerning financial resources adequate budget for raw materials and project work were at moderate level. The finding indicates that improvement is required. In addition to that from the interview obtained improvement indicates that utilization of allotted budget in each institution was not satisfactory because purchase of training materials is not ready at the time of training. Unless it is improved this leads to the poor implementation of the TVET program.
14. Regarding supplies service and sanitation in the institution, availability of water and electric supply and first Aid medical service in the institution was below i.e. average mean value is (2.8) and (1.39) respectively.. Therefore, these need improvement.

## **5.2. Conclusion**

Based on the major findings of the study the following conclusion is drawn.

The implementation of TVET program depends on the participation of stakeholders in TVET activities and availability of human, material and financial resources. In addition, the participation of teachers in curriculum issues and motivation to deliver practical training were the major factors in implementation of TVET program.

According to findings of the study, the teachers were not participating in curriculum issues and not motivated in TVET institutions. Similarly stakeholders were not participating in TVET activities and Vocational Guidance Counseling service was not properly provided. Therefore, because of all the above-mentioned shortcomings the objectives of the TVET implementation program could not be achieved.

## **5.3. Recommendations**

1. In the TVET program apprenticeship is very important part of training that trainees learn occupational practice in a real life situation. Therefore, to implement apprenticeship properly:
  - ▶ The TVET institutions should create close relationship with apprenticeship providing organizations.
  - ▶ The apprenticeship providing organizations should know well about the apprenticeship program and its implementation.
  - ▶ Each apprentice should be assigned in his/her field of study and get appropriate training knowledge and skills on the job he/she is doing.

- ▶ During the period of apprenticeship program equipment and materials used should be given for apprentice with adequate instruction to use it properly.
2. Having motivated and interested teachers in the TVET institutions helps to enhance the goal of TVET. To this effect, trainers must be motivated by the institutions in such a way that getting free education, sponsorship for their further study financial, rank promotion etc.
- ▶ Teachers have to participate in workshops and seminars regarding curriculum design, modification (revision) and implementation evaluation, because they are directly implementing the program.
  - ▶ In order to increase the capabilities of teachers, in transmitting work based instructions to their students upgrading of teachers qualification has to be given due attention. Qualification through distance education on-the-job training such as summer education has to be facilitated
  - ▶ To bring quality training and to achieve the goals of TVET program the teachers have to go through pedagogical training. To this effect, instead of directly joining teaching after graduation from universities he/she has to be given a short term training and orientation
3. Vocational Guidance and counselor should provide sufficient orientation for the students before they are registered in TVET program. For the first time orientation should focus on stream selection. Then, continuous counseling service should be given when even the trainees face personal, vocational and social problem in their day-to-day performance in the TVET institution. Therefore, to improve the counseling service, adequate number and

professionally competent vocational guidance and counselors should be assigned

4. The students before joining the TVET instructions sufficient orientation about the training fields should be given by the concerned bodies.
5. All the concerned stakeholders should be involved in designing, revising and evaluation curriculum implementation. The management of the TVET institutions must invite stakeholders (internal and external) to participate and provide their own share in the training program
6. Sufficient budget should be allocated to provide adequate training. Besides allocating budget, utilization of the budget should be in proper way. Therefore the process of purchasing training materials should be improved. i.e. It should be done prior to the training time.

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## APPENDIX-1

Addis Ababa University

School of Graduate Studies

Department of Business Education

### ***Questionnaire to be filled by Teachers /Trainers.***

The purpose of this questionnaire is to gather data on the Implementation of the (TVET) program in the Business Education provided by Government Institutions at 10+2 and 10+3 levels in SNNP Region. In this study the challenges associated with the implementation will be identified and possible solutions for the investigation will be forwarded. Therefore, your honest and accurate response is very important for the success of this study.

#### ***Not that:-***

1. No need of writing your name
2. You indicate your response by placing (X) mark in corresponding box of your choice. Open ended questions should be filled by writing.

#### **PART ONE: Personal Data**

(1) Name of your Training Institution (center) \_\_\_\_\_

(2) Sex a) male  b) female

(3) Age a) below 20  b) 20 - 29

c) 30 - 39  d) 40 - 49  e) above 49

(4) Qualification a) Diploma  c) MA/ MSC   
b) BA/BSC  d) PhD

5. Area of your highest qualification: Major \_\_\_\_\_ Minor \_\_\_\_\_

6. The Name of your Training Department/ Section \_\_\_\_\_

7. Subjects you are teaching:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

8 Indicate levels you are teaching

a) 1<sup>st</sup> year

b) 2<sup>nd</sup> year

c) 3<sup>rd</sup> year

9. Years of training experience in TVET\_\_\_\_\_

**PART TWO; Questionnaire**

1. Have you got adequate orientation about the implementation of TVET program before you started training ?

a) Yes                       b) No

2. If your answer for question No.1 is No, please write the reasons\_\_\_\_\_

3. Did you participate in seminars or workshops arranged for the training of staff concerning the implementation of the TVET program?

a) Yes                       b)No

4. If your answer for question No. 3 is No, what was the reasons?

\_\_\_\_\_

5. Have you gone through pedagogical training?

a) Yes                       b) No

6. If your answer for question No. 5 is No what was the reasons?

\_\_\_\_\_

7. What innovations(changes) have been made to implement the curriculum?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



<b>9.1</b>	<b>Teachers Motivation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A	Motivation of the academic staff by the institution in monetary terms.					
B	Motivation of the academic staff by the institution for education					
C	Motivation of the academic staff by the institution in fringe benefits					
D	Motivation of the academic staff by the institution in rank promotion					
E	Cooperation among academic staff					
<b>9.2</b>	<b>Trainees motivation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A	The degree of freedom students have in the institution to raise questions, to suggest and comment on the curriculum, and methods of training					
B	Possibility of continuing further education after completion of the program.					
<b>9.3</b>	<b>To what extents the objectives of the curriculum have been achieved</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A	Relevance of curriculum to the needs of labor market					
B	Flexibility of curriculum to accommodate the interest of trainees in your institution					
C	The relevant stakeholders participation in deciding the contents of existing TVET curriculum					
D	Participation of trainers in curriculum revision and evaluation.					

10. As a trainer you know more about your trainees and the training situation; therefore, rate each of the following items on the basis of 5 points scale as:

1. Very low      2. Low      3. Moderate      4. High      5. Very high

10.1	Training of student	1	2	3	4	5
A	Students interest regarding the training program					
B	Your effort to deliver practical training to your trainees					
C	The effort of institution to provide practical in facilitating training					
D	The possibility of getting employment for graduates					
E	Preparation of trainees for self employment					

### Open ended Questions

1. What are the major problems that hinder the success of the implementation of TVET program?

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2. What do you suggest to improve the implementation of the Middle level TVET program?

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3. To what extent the over all objectives of TVET program has been achieved its intended goals?

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**APPENDIX-2**  
**በአዲስ አበባ ዩኒቨርሲቲ**  
**የድህረ ምረቃ ጥናት ት/ቤት**  
**የንግድ ሥራ ትምህርት ዲፓርትመንት**

**በቴክኒክና ሙያ ትምህርትና ሥልጠና ተማሪዎች (ሠልጠኞች) የሚሞላ መጠይቅ፡-**

የዚህ መጠይቅ ዋና ዓላማ በደቡብ ብሔር ብሔረሰቦችና ሕዝቦች ክልል በንግድ ሥራ ትምህርት በ10+2 እና 10+3 ደረጃ ሥልጠና እየሰጡ ካሉት የመንግሥት ማሰልጠኛ ተቋሞች ውስጥ የሥልጠና ፕሮግራም አተገባበር ያለበትን ሁኔታ በማጥናት ጠንካራ አሠራሮችንና ያጋጠሙ ችግሮችን በመለየት የመፍትሔ ሐሳቦችን ለመጠቀም ነው። ስለዚህ በዚህ መጠይቅ ለቀረቡት ጥያቄዎች ትክክለኛ መልስ በጥንቃቄ ተሞልቶ መመለስ ጥናቱን ውጤታማ ያደርገዋል።

**ማሳሰቢያ፡-**

1. ስም መጻፍ አያስፈልግም
2. ትክክለኛ መልስ በምትሰጥበት/ጭበት ጊዜ በሳጥን ውስጥ «X» ምልክት በማድረግና ለክፍት ቦታዎች ተገቢውን መልስ በመጻፍ መልስ/ሽ

**ክፍል አንድ፡-**

1. የማሰልጠኛ ተቋም ስም \_\_\_\_\_
2. ያታ ሀ) ወንድ  ለ) ሴት
3. ዕድሜ ሀ) 16 ዓመትና ከዚያ በታች  ለ) ከ 17-20   
 ሐ) ከ 21-24  መ) ከ 25-28  ሰ) 29 ዓመትና ከዚያ በላይ
4. አሁን እየሰለጠንክበት/ሽበት ያለህ/ሽ ሙያ \_\_\_\_\_
5. የምትከታተለው/ይው 10+2 እና 10+3 ስንተኛ ዓመት ነህ/ሽ  
 ሀ) አንደኛ ዓመት  ለ) ሁለተኛ ዓመት  ሐ) ሦስተኛ ዓመት

### ክፍል ሁለት

6. በማሠልጠኛ ተቋማችሁ ውስጥ የሚገኙት የሰው ሀይል፣ የማሰልጠኛ ቁሳቁሶች፣ ፋይናንስ፣ ወዘተ ምን ያህል ሥልጠና ለመስጠት አስፈላጊ እንደሆኑ ከተሰጡት የመወዳደሪያ ነጥቦች መሃል አንድን ብቻ መምረጥ በተሰጠው ነጥብ ትይዩ ባለው ሠንጠረዥ«X» ምልክት አድርግ/ገ

- 1) በጣም ዝቅተኛ      2) ዝቅተኛ      3) መካከለኛ      4) ከፍተኛ      5) በጣም ከፍተኛ

6.1	የሰው ሃይል ሁኔታ ከሚሰጠው የስልጠና ፕሮግራም ጋር ሲታይ	1	2	3	4	5
1	መምህራን በብዛት					
2	የተግባር ሥልጠና የመስጠት ብቃታቸው					
3	ብቃት ያላቸው ሾፕ ቴክኒሻያዎች መኖር					
4	የቤተ መጻሕፍት ባለሙያ መኖር					
5	የአስተዳደር ሠራተኞች ብቃት በትምህርት ደረጃ					
6.2	ቮኬሽናል ካውንስለር	1	2	3	4	5
1	የቮኬሽናል ካውንስለር መኖርና የምክር አገልግሎት መስጠት					
2	የቮኬሽናል ካውንስለሩ ተማሪዎችን ለመርዳት የሚያደርገው ጥረት					
3	ሠልጣኞች ችግር ሲያጋጥማቸው የምክር አገልግሎት የሚያገኙት ዕድል					
4	ከአሠልጣኞቻችሁ የምክር አገልግሎት የማግኘት ዕድል					
5	በዲፓርትመንት ተጠሪዎች የምክር አገልግሎት የማግኘት ዕድል					
6.3	የማሰልጠኛ ፋሲሊቲዎችና መሣሪያዎች	1	2	3	4	5
1	የሥልጠና ህንፃና ግቢ በቂ የቦታ ስፋት መኖሩ					
2	ብቃት ያላቸው የላቦራቶሪ ቴክኒሻያዎች መኖር					
3	የወርክሽፖች መኖር					
4	ወርክሽፖች በበቂ ሁኔታ በመሳሪያዎች መደራጀት					
5	የኮምፒውተሮች በተገቢ ሁኔታ መደራጀትና ከሰልጣኞች ብዛት ጋር መመጣጠን					
6	የቤተ መጻሕፍት መኖርና በተገቢ መጻሕፍት መደራጀት					
7	የክሊኒክ መኖርና ተገቢ አገልግሎት መስጠት					
8	የመጻዳጃ ክፍሎች ለወንዶችና ለሴቶች ተለይቶ መኖር					

9	የስፖርት መዘውተሪያ ቦታዎች በበቂ ሁኔታ መኖር					
10	መብራትና ውሃ በበቂ ሁኔታ መኖር					
11	የእንተርኔት አገልግሎት መኖር					
12	ለመኪና አመቺ መንገድ መኖር					
6.4	ስርዓተ ትምህርቱና ዓላማው	1	2	3	4	5
1	ስልጠናው ከተዩሪ ይልቅ በተግባር ያተኮረ መሆን					
2	ስልጠናው በስርዓተ ትምህርቱ በተሰጠው ጊዜ መሠረት ማካሄድ					
6.5	የፋይናንስና ጥሬ ዕቃዎች አቅርቦት	1	2	3	4	5
1	የሥልጠና ጥሬ ዕቃዎች በበቂ ሁኔታ መኖር					
2	የበጀት ለፕሮጀክትና ተግባራዊ ልምምድ በበቂ ሁኔታ መኖር					
3	የበጀት ለትምህርታዊ ጉብኝት መኖር					
6.6	የሥራ ላይ ለምምድ	1	2	3	4	5
1	የሥራ ልምምድ ማለማመጃ ድርጅቶች በብቃት መኖራቸው					
2	በማሰልጠኛ ተቋሙና ሥራ ላይ ልምምድ በሚደረግባቸው ድርጅቶች ያለው ግንኙነት					
3	ሠልጣኞች በተለያዩ ድርጅቶች የመመደብና የሥራ ላይ ልምምድ የማድረግ ሁኔታ					
6.7	የተቋሙን አስተዳደር በተመለከተ	1	2	3	4	5
1	በሥልጠና ዘዴና ፕሮግራም ሠልጣኞችን የሚያሳትፍ አስተዳደር መኖሩ					
2	በተቋሙ የሚመለከታቸውን የሥራ ክፍሎች አሳታፊ የሆነ አመራር መኖር.					

7. አሁን በምትሰለጥንበት/ኝበት ዲፓርትመንት የተመደብከው /ሽው ምንን መሠረት በማድረግ ነው

- ሀ) የ10ኛ ክፍል ውጤት  ለ) በምርጫዬ
- ሐ) በ10ኛ ክፍል ውጤትና በምርጫዬ  መ) በፍላጎቴና በውጤት
- ሠ) በተቋሙ ክፍት ቦታ ስለተገኘ
- ረ) ሌላ ምክንያት ካለ \_\_\_\_\_

8. እዚህ ማሰልጠኛ ከመግባትህ/ሽ በፊት ስለማሰልጠኛው የምታውቀው/ቂው ነገር ነበረህ/ሽ

- ሀ) አዎን
- ለ) አልነበረም

9. እዚህ ማሰልጠኛ ከገባህ/ሽ በኋላ ስለ ስልጠናው ኦሪንቲንጅ ተሰጥቶህል/ሻል/?

ሀ) አዎን  ለ) አልተሰጠኝም

10. መልስህ/ሽ/ (ለ) ከሆነ ለምን? \_\_\_\_\_

11. እዚህ ዲፖርትመንት ለመግባት ግንዛቤ ያገኘህ/ሽው ከማን ነው ?

ሀ) የቮኬሽናል አማካሪ ምክር

ለ) ከመምህራን

ሐ) በቤተሰብ ግራት

መ) በምርጫዬና በፍላጎቴ

ሠ) አማራጭ ስላልነበረኝ

ረ) ሌላ \_\_\_\_\_

12. በምትሰለጥንበት/ኚበት የሙያ መስክ ሥልጠናው የታለመለት ዓላማ እንዳይሳካ የሚያደርጉ እንደችግሩ ክብደት በቅደም ተከተል ዘርዘር/ዝሪ

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. ከላይ ለዘረዘርከው/ለዘረዘርሽው ችግሮች መፍትሔ ይሆናል የምትለውን/ይውን ሀሳብ ግልጽ/ ግለጫ:-

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **APPEDIX-3**

### **Interview Guide**

#### ***A. Academic Dean's or Principals***

1. Who are participating in managing, planning and decision making activities in your institution?
2. What motivating factors are you using to encourage the academic staff of the institution?
3. What kind incentives are provided for trainers who are successful in their training?
4. Is there adequate budget for raw materials, machines and equipment? If not, why?
5. What are the major sources of finance for implementation of Middle level TVET program?
6. Is there any problem in financial resource raising and utilization?
7. How many of the teacher /trainers/ have got work-based and pedagogic training?
8. What is the communication channel used in the implementation of the TVET program?
9. What is the mechanism used to monitor and evaluate the TVET program?
10. What are the major difficulties concerning availability and effective utilization of training facilities and materials?
11. What are the major difficulties that hindered the implementation of training program?
12. What do you suggest to improve the implementation of Middle level TVET program?
13. To what extent the over all TVET program has been achieved its intended goals? If not, why?

## **APPENDIX-4**

### **GUIDANCE AND COUNSELING OFFICE**

1. Do the students get sufficient information about each department before they get streamed?
2. Do students come to your office to request your help in determining their field of interest?
3. When do you provide guidance and counseling services to the trainees?
4. Do graduates come to this office to get counseling service before they go for job?
5. What problems do you see in providing counseling service?
6. Have you observed that apprentice are getting proper placement in the apprenticeship providing organizations?
7. How is the relationship between apprenticeships providing organizations and your TVET institution?
8. Do you think the trainees are getting sufficient skills in the apprenticeship program?
9. What problems do you see in apprenticeship program?
10. What do you suggest to improve apprenticeship program?

## APPENDIX-5

### OBSERVATION CHECKLIST

The purpose of this checklist is to gather relevant data about the implementation of TVET in selected Government Institutions in South, Nation, Nationalities, People, Region.

Name of the institution -----

1= very poor    2= poor    3= moderate    4= good    5= very good

No	Materials and facilities	1	2	3	4	5
1	Compound of training institution					
2	Class room size and its facilities					
3	Availability of equipments					
4	Laboratory room					
5	Computer room					
6	Hall					
7	The institutions clinic and its service					
8	Availability of electric and water supply					
9	Proportion of class room with its studies					
10	Separate latrine for boys and girls					
11	Relevant training materials					

## APPENDIX-6

### Rate of Return of the Questionnaire

Name of TVET Institution	Administrative staff				Teaching staff				Trainees			
	Expected		Collected		Expected		Collected		Expected		Collected	
	No	%	No	%	No	%	No	%	No	%	No	%
Awassa	2	100	2	100	19	100	19	100	119	100	101	84
Butajira	2	100	2	100	8	100	6	75	39	100	33	81
Hosanna	2	100	2	100	6	100	4	67	19	100	15	78
Sodo	2	10	2	100	6	100	4	67	47	100	46	98
Total	8	100	8	100	39	100	33	84	224	100	195	87

**APPENDX-7**  
**Pilot Test Report**

**THESIS TOPIC:**

Implementation of Technical and Vocational Education and Training Program in selected institutions of Southern, Notion, Nationalities, People, Region: Focus on Business fields

The Pilot Test was conducted in General Wingate TVET c College Addis Ababa by the permission of my advisor.

It was done from may 31-April 6,2008 on the following sample respondents.

1. Trainees from the Business Fields	No of respondents
A) Accounting -----	6
B) Secretarial Science and Office Management (SSOM)-----	6
C) Information Technology (IT)-----	6
2. Trainers from the Business Fields	
A) Accounting -----	3
B) Secretarial Science and Office Management (SSOM)---	3
C) Information Technology (IT)-----	3

**Procedure of Pilot Test**

1. Trainees from each of the three departments were selected randomly
2. The researcher gave explanation about the objectives of the study and the direction how to fill questionnaires
3. Trainers were selected by the same procedure
4. Interview was conducted with Academic Dean of the college on March 30,2008
5. All the questionnaires were filled and returned.

## **Results of Pilot Test**

The following corrections were made from questionnaires and interview

- a) In Human Resource question for trainees item No.6.6 was deleted due to less relevance to the research.
- b) Regarding questionnaires to trainers question No.5 was included because it was more relevant to the research.
- c) Item No.4 and 5 of interview questions were deleted due to less relevance to the study
- d) Finally, minor grammatical corrections on questionnaire prepared in English and Amharic were made and some modifications on questionnaires were done.

Then, the questionnaires are prepared and ready to be distributed for trainees and trainers.

e) Interview of :

- ▶ Four Deans from the four institutions will be interviewed.
- ▶ Four Guidance and Counseling office from four institutions will be interviewed.

Submitted to: Woube Kassaye(PHD)

by: Teketel Mencha

**Addis Ababa University**  
**School of Graduate Studies**

**Declaration**

I, the undersigned, declare that this is my own work and that all sources of materials used for the thesis have been duly acknowledged.


Name: Teketel Mencha

Signature: 

Date June 25, 2008

This thesis has been submitted for examination with my approval as a  
University Advisor

Name: Woube Kassaye (Dr.)

Signature 

Date June 25, 2008

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