

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

**AN ASSESSMENT ON THE IMPLEMENTATION OF
THE TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING PROGRAM IN SELECTED PRIVATE
TVET COLLEGES IN ADDIS ABABA: IN
PARTICULAR REFERENCE TO BUSINESS FIELDS**

**By
Yihune Abate**

**August 2007
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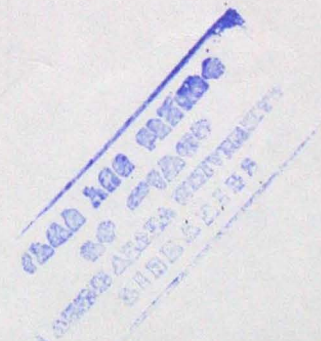
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REFERENCE TO BUSINESS FIELDS**

*A Thesis Presented to the School of Graduate Studies of
Addis Ababa University*

*In Partial Fulfillment of the Requirements of the Degree of
Masters of Arts in Management of Vocational Education*

By
Yihune Abate



August 2007
Addis Ababa

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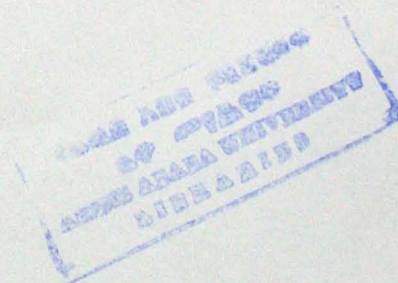
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Acronyms and Abbreviations

The following acronyms are used in the study

AAEB	Addis Ababa Education Bureau
AAU	Addis Ababa University
ANOVA	Analysis of Variance
AUC	Admas University College
EGSECE	Ethiopian General Secondary Education Certificate Examination
ESLCE	Ethiopian School Leaving Certificate Examination
G+1	Ground plus One
ILO	International Labor Organization
MoE	Ministry of Education
NGO	Non-Government Organization
NTO	National Training Organization
PTVETC	Private Technical and Vocational Education Training College
RC	Royal College
SMUC	St. Mary's University College
SSOM	Secretarial Science and Office Management
TVET	Technical and Vocational Education Training
UNESCO	United Nations, Educational, Scientific and Cultural Organization
UUC	Unity University College

Abstract

Initially the TVET program is designed by the Ministry of Education (MoE) to prepare people at middle level trained man power that can create self-employment for the development of the country's economy. However, especially in the business field the intended goal could not be attended and unemployment is still increasing in the country. Therefore, it has become required to conduct a research under the title "An Assessment on the Implementation of the Technical and Vocational Education and Training Program in Selected Private TVET Colleges in Addis Ababa: In Particular Reference to Business Fields".

This study attempts to assess the implementation of the TVET program in the private TVET colleges providing training in business fields. The sample private TVET colleges considered for this study were Admas University College, Royal College, St. Mary's University College, and Unity University College.

For the execution of this study, descriptive survey method was employed. For data analysis the statistical tools such as percentage, mean value, and ANOVA were used. In this endeavor, data were collected through questionnaires, observation, interview, and document analysis. Questionnaires were distributed to simple randomly selected students and purposely selected teachers. Interviews were conducted with deans, apprenticeship coordinators, vocational guidance and counselor, registrars offices in the institutions, and one TVET officer in AAEB.

The study revealed such major challenges (hindrances) on the proper implementation on the program as lack of practical training for teachers. No practical training was given to the teachers and trainees, the curriculum was not carefully designed as to provide practical training for employment, government support and controlling mechanism was not properly working, no vocational guidance service is properly provided. At last, based on the findings of the study, some possible suggestions were forwarded.

Chapter One: The Problem and its Approach

1.1 Background of the Study

Ethiopia is one of the world's poorest developing countries with per capita income of \$102 in 2003. The proportion of the population living below the poverty line is less than one dollar a day at purchasing power parity is estimated to be 2 percent for 2000, while 78 percent of the population lived on less than two dollars a day Berhanu *et al* (2005/07:13). According to the United Nation's Human Development Index report of (2005:01), Ethiopia has ranked 170 out of 177 countries in the world. Global Competitiveness Index Ranking (2006:02) also indicates that Ethiopia has ranked 120 out of 125 countries.

Poverty, sickness, and lack of proper education are dominantly controlling the people of the country. World wide humanitarian organizations are still stretching their helping hands in the form of food items, cloth, money, trained labor, and other materials. All of these statistics indicate that Ethiopia is one of the world's poorest countries that need great effort to escape from such poverty.

The only way to go out of poverty is to improve productivity and earnings which initially requires training. UNESCO and ILO (2002:02) indicated that "Education and training can help individuals to escape poverty. Knowledge and skills are the engine of economic growth and social development of every country; therefore providing knowledge and skills help the individuals to raise their output and generate income. It assures the sustainability of individuals as well as countrywide prosperity."

In this regard, in April 1994, the Ministry of Education designed and released a new education and training policy to tackle the existing problems of the country. The policy classifies the country's education in two main categories: Academic education and Vocational education. The following are the main educational levels and classifications:

1. Three years of Kindergarten;
2. Eight years of Primary Education - this includes:
 - a) Grades 1-4 (1st cycle) education;

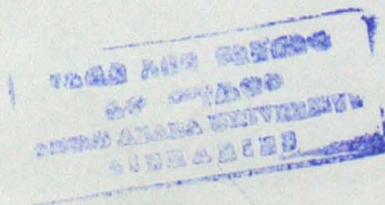
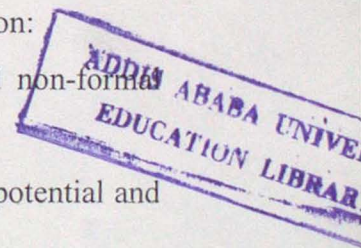
- b) Grades 5-8 (2nd cycle) education - both the 1st and the 2nd cycle education offer basic primary education.
3. Two years of Secondary Education which includes Grades 9-10 education-providing general secondary education in which students will complete their pre-college education. Then they will continue their study in colleges or choose their field of interest for specific training in the world of work.
4. Two years of Grades 11-12 (College preparatory program); or
Three years of Technical and Vocational Education and Training (TVET) program that includes:
- a) One year of 10+1 TVET Certificate program;
 - b) Two years of 10+2 TVET Advanced Certificate program;
 - c) Three years of 10+3 TVET Diploma program; or
5. Post secondary education which includes BA/BSc, MA/MSc, and Ph.D - that will be research oriented and will enable graduates to solve every type of social problems.

The Technical and Vocational Education and Training (TVET) program is aimed to train youth and adults in 10+1, 10+2 Certificate, and 10+3 Diploma programs and prepare them as competent, motivated, adaptable and innovative, self-reliant citizens to contribute to the economic and social development of the country. In the policy's implementation:

1. relevant and appropriate education and training through formal and non-formal programs will be promoted;
2. both the handicapped and the gifted learners in accordance with their potential and needs will be included;
3. the country's need for skilled manpower will be satisfied by providing training in various skills and at different levels (MoE 1994).

The general education courses are also included in this program for the purpose of acquiring trainees general knowledge, skill, and attitude to make them more efficient in their work performance.

In these days, the growing demand of educational opportunities has become unmanageable by the existing government alone. Therefore, other supporting bodies, private investors,



have become necessary; without their help the educational sector will have little or no chance of attaining its intended educational goal. For this reason, the government invited the interested private investors to invest their capital in the education sector. Consequently, they established their association in accordance with Higher Education Proclamation No. 351/1995 article 8 sub-articles 3.

However, students are not getting practical training; teachers are simply lecturing their students; training materials are not adequately available; model office are not established; vocational guidance and counseling service is not properly provided.

Furthermore, the rate of unemployment is still increasing country wide from time to time, especially in the business education area.

1.2 Statement of the Problem

In the New Education and Training Policy, the Ministry of Education allows those students who have potential and interest to continue their study of professional interest in higher educational institutions. Whereas those who did not get pass mark in the EGSECE/ESLCE are provided an option by the Ministry of Education to join the TVET program. This training program is handled by the government, non-government, and private educational institutions. However, this study deals with the Private TVET Colleges.

At the beginning of each academic year, Private TVET Colleges (PTVETCs) register students based on the new education and training policy of the Ministry of Education. Accordingly, a student can be registered and get training in the 10+3 TVET program if he/she:

- a) scores 2.0 and above in the EGSECE/ESLCE;
- b) has 10+2 TVET transcript with cumulative average of 75% and included among the top 10 students in his/her class;
- c) scored at least 2.0 in the EGSECE/ESLCE and has 10+2 TVET transcript with 2 years work experience in his/her field of study and a recommendation letter from organization he/she is working.

- d) can submit a recommendation letter that shows his/her work efficiency and 10+2 TVET transcript and can pass the theory and practical entrance exam prepared and provided by the training institution (MoE 204:53-56).

However, after the completion of their training, graduates neither create their own self-employment nor get employment in other organizations easily. They are still increasing the rate of unemployment of the country. For example, the following tabular information indicates how unemployment is increasing from time to time:

Table I
Summary Statistics of Youth Unemployment in Ethiopia

Category	1984		1994		1999	
	No of Un-employed People	Unemp-loyment Rate (%)	No. of Un-employed People	Unemp-loyment Rate (%)	No. of Un employed People	Unemp-loyment Rate (%)
Total Population	169,621	1.2	770,842	2.9	2,198,789	8.1
Youth (15-24)	73,173	2.3	398,615	5.3	946,036	12.0
Teenage (15-29)	41,959	2.6	179,447	4.3	493,576	11.3
Young Adults (20-24)	31,214	2.1	219,168	6.6	452,460	12.7

Note: "This survey does not cover some parts of the Somali and Afar Regional States and hence underestimates the absolute figures of unemployment, but provides an important insight into the rate of unemployment" (Berhanu et al 2005/07:13).

This data indicates that the rate of unemployment is increasing more than double in each category of period which further indicates that the existing educational system does not make significant change to get rid-of the people of the country from the existing sever poverty. Though the educational package is good, the way the institutions train, number of hours allotted for each course, the preparation of instructional materials, physical facilities, etc. are not in their proper arrangement.

Most of the students are studying the academic subjects to take EGSECE again and improve their points to join in the college preparatory grades. This indicates trainees are not happy in the training program.

The main concern of this study is to assess the current training practices of private TVET institutions and to investigate the existing major problems and to forward some possible solutions. The study is conducted by raising the following four basic questions:

1. In what methods the students are getting training?
2. Do trainers have the necessary practicable knowledge and skills to provide the training effectively?
3. Do the Private TVET Colleges have encouraging situation for the implementation of the TVET program?
4. What types of support the Private TVET Colleges are getting from the government/ MoE for better implementation of the TVET program?

1.3 Objectives of the Study

General Objective

The main objective of this study is to assess problems that exist in the implementation of the TVET program in the Private TVET Colleges in Addis Ababa (in particular reference to business fields) and to forward some possible solutions.

Specific Objectives

- a) To assess the physical set-up of the institutions;
- b) To evaluate the adequacy of instructional materials in-use;
- c) To verify whether the available trainers have adequate practical knowledge and skills;
- d) To assess whether vocational guidance & counseling and apprenticeship offices are providing the required service to the trainees;
- e) To assess the support and controlling mechanism of the government to the PTVETC; and
- f) To search whether the respondents have problem/s on the implementation of the TVET program.

1.4 Significance of the Study

The beneficiaries of this study are:

- a) The trainees will get the required knowledge and skills that enable them create their own self employment or can easily get employment in employers' organizations;

- b) The Ministry of Education benefits to revise the implementation of its education and training policy.
- c) The TVET institutions will be benefited in using the revised way of implementing the education and training policy; as the result they will be succeeded in their training effort;
- d) Each economic sector of the country will get middle level trained labor;
- e) Unemployment in the country will be at least minimized.
- f) Researchers who conduct research in the same area will get additional literature.

1.5 Delimitation of the Study

The scope of this study was delimited to four PTVETCs in Addis Ababa who have five and more years of training experience in the TVET program and are still training business subjects. Four private TVET institutions are selected because they have relatively more number of years of training experience than other private TVET institutions and to make the study manageable. Business vocation is selected in the study because of most of the private TVET institutions are engaged in training business vocations.

1.6 Limitation of the Study

The student researcher was forced with the following constraints while conducting the study:

1. Shortage of time. Because the selected sample training institutions were scattered in their geographical location, it was very difficult to arrive at within the limited time in distributing and collecting questionnaires; conducting interviews and making observations; and making proper analysis.
2. Respondents unwillingness. Most of the training institutions' deans, department heads, teachers, and other concerned officers were busy and had no enough time to respond the questionnaires, and interview questions. Some of them who have enough time were also reluctant to provide their response. Students were careless to fill the questionnaires.

1.7 Operational Definitions

For the purpose of this study, the significant terms are defined as follows:

1. **Apprenticeship:** Training in an art, trade, or craft under a legal agreement defining the relationship between master and learner and the duration and conditions of their relationship (Britannica Concise Encyclopedia 2006).

2. **Articulation:** Articulation in an educational sense is the existence of pathways which allow graduates of one course of study to progress, or 'articulate', to another (especially from TVET to University) (Haas 1999:4).
3. **Cooperative training:** A program of training youth for employment in jobs, in industry or business (Byram 1956:270).
3. **Stakeholders:** All role-players in the TVET program including TVET providers, teachers/trainers, students/trainees, employers, parents, policy makers, NGOs, donors, etc. (MoE 1994).
4. **Training:** means the planned and organized activity of a consultant to impart skills, techniques and methodologies to employers and their employees to assist them in establishing and maintaining employment and a place of employment which is safe and healthful (Google 2007). www.osha.gov/pls/oshaweb/owadisp.show_document
5. **Vocational Education:** Vocational Education is "education designed to develop skills, abilities, understandings, attitudes, work habits and appreciations encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis (By American Vocational Association 1954 quoted by Roberts 1965:11).

1.8 Organization of the Study

This study consists of five chapters. The first chapter deals with the problem and its approach which includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definitions, and organization of the study.

The second chapter deals with the review of related literature which is needed to serve as theoretical basis for the study. The third chapter deals with Research Design and Methodology in which Research Methodology, Sources of Data, Sample Population and Sampling Techniques, Data Collection Instruments and Procedures are discussed. The fourth chapter deals with analysis of presentation and interpretation of the data. The fifth chapter refers to the summary of the findings, conclusions, and recommendations. Finally, bibliography, questionnaires and other relevant documents are attached to appendices.

Chapter Two: Review of Related Literature

2.1 Historical Development of TVET in Ethiopia

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

In the time of Emperor Theodor (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 programs. Consequently, many other vocational training institutions were opened like Asmara Technical School in 1953; Bahr Dar Polytechnic School in 1963.

In 1961 the concept of comprehensive secondary school was introduced which incorporated the academic, industrial arts, commercial, agricultural, home economics subjects in the curriculum. Weizero Siheen School was the first comprehensive secondary school established in Dessie. However, this program did not give the trainees adequate preparation to work in skill areas at high efficiency.

In an attempt to overcome this situation, some of the schools which were earlier operating with comprehensive secondary schools were converted to Polytechnic schools. In these schools 10th grade complete students were assigned either in the vocational or the science streams and were taking subjects from all streams with the assumption of making them more efficient. But, this program was not implemented.

Because all the above programs were failed to prepare the required skilled manpower for attainment of the development of the country's economy, the existing government designed and released a new education and training policy. Accordingly, those who completed their grade 10 education and could not be accepted in the higher education are allowed to take part in the TVET program. The main purpose of this program is to prepare middle-level skilled manpower in every economic sector of the country.

In order to get assistance, the government invited the private entrepreneurs to invest their capital in this educational program. To this effect, many private training institutions are opened and many trained students are graduating every year. However, the required skilled manpower in the business field is not prepared yet. The graduates neither get employment easily or nor able to create their own self employment.

2.2 The Ethiopian Society's Perception of TVET

For many years before the TVET was acknowledged by the Ethiopian Ministry of Education in April 1994, the trades were not accepted by the Ethiopian society. Those groups of people working trades in the society were called shemane (Kutit Bethash), Anteregna, Ketkach, Faki (Tinb Gotach), Fuga or Buda (Shekla Seri), Azmari (Zefagn). These names were used to insult those people. Those people were always felt inferiority and were demoralized. They were even condemned in the society and were not allowed to have marriage relationship with the other group of the society the so called Chewa.

All these conditions demotivated the people who had interest to be engaged in such vocations. Perhaps this could be the cause of the development of technical and vocational works became hampered.

In 1994, the TVET program acknowledge in its organized form by the will of the existing government aiming to create competent and self-reliant citizens that can contribute to the economic and social development of the country. Accordingly, a large number of boys and girls of the society in the country are now getting training streamed in each of these vocations.

However, this TVET is still the second choice for the students; they give priority to the academic area. They are registered in the TVET program because they failed in the EGSECE. Still they are taking the national exam hoping that if they pass the exam, they will leave this training and join the preparatory grades.

2.3 Preparation for the TVET

In this discussion, preparation refers to the planning of TVET resources; such as the physical set-up of the training institution, the preparation and availability of instructional materials, training of teachers/trainers, training of students/trainees, and time which should be planned before the students are registered and streamed.

*-In this regard, Rao and Narayana (1996:109) in Bizuneh's Thesis of 2006 has stated planning as:

“Planning is prior for any program implementation. It is forecasting for accomplishment, it is a predetermined course of action, and it is today's projection for tomorrow's activity.”

Similarly, Forojalla (1993:12) has also stated that “Educational planning is the process by which analysis of the existing situation (instructional, financial, human and material resources and strategies of action) of the educational training system is made by aiming at coordinating and directing different parts of an educational system to achieve the pre-determined goal”.

2.3.1 Physical Set-Up of Training Institute

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

Furthermore, the physical set-up of the training institutions should include the following rooms: Model offices at the central location; apprenticeship office; vocational guidance office; laboratory rooms with well equipped and proper arrangements of laboratory

materials; libraries equipped with sufficient number of convenient tables, chairs, recently published books and other printed readable materials; registrar equipped with trainees records cabinets; sufficient number of separate latrine rooms for boys and girls; recreation rooms at a good sight where noise disturbance should not be created for training classrooms; first-aid medical treatment office at least for emergencies; printing rooms; multipurpose halls. Electricity, water, telephone, services facilities also must be basically fulfilled (MoE 1996:32-41 E.C.).

2.3.2 Preparation of Instructional Materials for Training

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

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

2.3.3 Training of Teachers/Trainers/

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

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

✓ In the Ethiopian Education and Training Policy MoE (1994:24) it is clearly stated that, "trainers should be adequately trained and certified before they are assigned to train students." Trainers must know the actual job of the course of what they are training and must be able to demonstrate it to their trainees by doing. For example, if the trainer is providing training in accounting, he/she has to know the account titles and procedures of a specific business firm accounting job and should be able to demonstrate it to the trainees by doing. Asking trainees alternative ways of doing the job in the mean time can motivate them to concentrate on the training and to create new methods of doing the job. This could be realized in the business firms and non-business organizations. Of course it could be very hard to prepare organization offices for this purpose; however, this can be true with great effort.

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

Consequently, UNESCO (1973:25) stated that the type of training should be varied based on the level of development of a country's economy. Highly industrialized countries will have far more need of technical and vocational teachers in all levels than developing countries and therefore will have an educational system designed to provide them. In this respect, developing countries like Ethiopia which have low degree of technical development, trained personnel is required in a situation where there is no trained teachers to train the required personnel. It is obvious that if the degree of technical development is low then there will be neither teachers nor trained personnel.

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

2.3.4 Where and How to Train TVET Teachers/Trainers

Teachers should be trained in industries and other economic sectors in practice. In this regard, the kinds of relationships between educational institutions and industry and other economic sectors should be in a good condition. Otherwise, in a situation where the desirable co-operation between the educational institutions and industry is not good, the preparation of vocational teachers will be extremely difficult to organize (UNESCO 1973:26).

Business fields teachers need to get practical training. This gives real experience to the teachers which are valuable in the training process. Practical knowledge and skills of the teacher provides the youth with an opportunity to learn what is expected of the trainee by the employer, can understand the conditions of work, and some of the skills and abilities a trainee needs to develop in order to succeed in some occupations. Therefore, trainee graduates employed in various business and non-business organizations such as producers, distributors, or service giving organizations can be valuable employees.

Various countries have different kinds of experiences in preparing teachers for TVET. For example, UNESCO (1973:31-36) stated as follows:

a) In **France** the technical and vocational teacher education is dependent on the Ministry of National Education, the sole responsible authority. All technical and vocational teacher education is given on the tertiary level. Vocational teachers and workshop teachers for vocational education are prepared in separate institutions and in separate courses.

This category of teachers must have a complete university education which lasts approximately five years after completion of the second cycle of secondary education. Workshop teacher candidates to be trained for the one-year course must have a brevet of technician or higher technician and five years of industrial experience. Or candidates to be trained for the two-year courses must have at least the baccalaureate sciences-technologies

or the baccalaureate de technician, and those with two years of post-secondary technical studies or the brevet of higher technician is accepted and workshop teachers. Entrance to all is determined by examination.

b) In **Poland** vocational teachers are trained in the vocational sections of the centers of pedagogical studies in two-year courses, and workshop teachers in industrio-pedagogical technicums in four-year courses. The centers of pedagogical studies recruit candidates primarily from the technical secondary schools but students may also be graduates of the industrio-pedagogical technicums. Since these candidates are considered to be qualified technicians, they will be trained in theories of technical knowledge in their field. After certification from the center of pedagogical studies, the teacher is qualified to teach practice in a technical or theory in a vocational school which trains skilled workers. As a general rule, all teachers of whatever category must have at least one year experience in industry before appointment to a teaching post.

The Polish national system provides pedagogical training for skilled engineers, technicians and workers to staff the various levels of the technical and vocational education system. The colleges of pedagogy and the centers of pedagogical studies also provide courses for teachers who wish to teach general technical subjects in the general education system. These candidates become neither engineers nor technicians, but teachers with a technical subject as a specialty.

c) In **Ethiopia** no TVET Teachers Training Institute is established yet. The only sources are Addis Ababa University and Kothebe Teachers College (Public Colleges). These institutions are training their students by lecturing the theoretical aspects of business fields; not practical (or by doing the actual job) training is employed. Graduates from these institutions are training TVET students in the method they know (theoretically). Private TVET Colleges are recruiting TVET teachers from these sources.

Regarding to the required qualification of the middle level TVET program teachers, according to the Ethiopian education and training policy, 50% of them should have BA/MSc. and 50% of them MA/MSc. degrees (MoE 2004:43).

2.4 Vocational Guidance and Counseling Service

Most of the time, the students' choice is influenced by the choice of their parents, friends, teachers, and the stream that have high current market demand. This causes the students not to choose their interested field of study. Such kinds of bias should be avoided by the help of vocational guidance and counseling service so that the students can be able to identify and choose their best stream in which they can get more success.

Sometimes after streaming, some students raise questions to change their departments; this may be happened when they lately know their interested field of study or biased by others; in such times also students should be consulted by the vocational counselor. Students can face different academic and personal problems while getting training; in such situations also they should get counseling service. Even after trainees completed their training program, they may need vocational counseling help in making the transition from school to work. In this regard, the linkage of vocational education and vocational guidance are inseparable and must go hand in hand. The vocational guidance is also the keystone of the school program personal assistance to trainees in making their plans and decisions about careers, education, employment, and all sorts of personal-social problems (Byram 1956:288).

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

Therefore, all teachers should expect to have or to acquire certain qualifications which will enable them to contribute to an effective guidance program. Among these qualifications would be included a philosophy of education, a desire to help trainees, an understanding of

adolescent growth and development, an understanding of the principles and practices of guidance, and a knowledge and experience of the world of work.

The individuals' interest should be thoroughly investigated and help them to be trained accordingly.

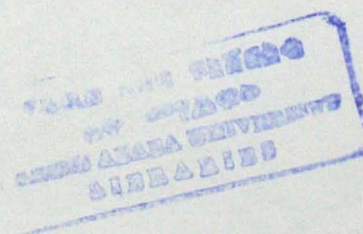
2.5 Training of Students

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

2.5.1 Selection and Streaming of Students

It is more advisable if students get introduction of vocational courses before they complete their high school education. This can simplify the difficulty of identifying the right stream for each of them. Every individual can have his/her choice before he/she arrives in the training institution for registration. To this effect, the results on the students' high school transcript, EGSECE and entrance exam prepared and conducted in each department also can indicate the students' area of interest and ability. In addition to this, before students are selected and streamed, they should get proper and adequate orientation in each department by those who are well qualified and experienced department instructors. The approach how to know and determine their field of interest should be also provided by professional counselors; and the determination should be left for the individual student. Gillie (1973:47) supports this idea as "The manner in which occupational education provided ought to be determined by the individuals' capabilities and interests, as well as the kinds of occupations needed".

As it is a usual practice in the government training institutions, providing a list of 14 or more streams to be marked by each student according to his/her order of choice will make



the student out of his/her first choice (interest). For example, a student may sometimes be streamed in his/her 4th or 5th choice in which he can not acquire any vocational skills.

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

2.5.2 Training of Students

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

For example, the Egyptians were using a form of picture writing in their daily experience before 3500 B.C. from which the Egyptian alphabet was later developed; a pointed reed for a pen was devised; a writing fluid was compounded, and to split papyrus into thin layers for use as writing paper was learned. These inventions led to the establishment of the first organized schools during the period between 2000 and 1200 B.C. Robert (1965:35).

In what ways students should be trained? Most commonly is easy to learn by doing the actual job; it is because, learners make more concentration on what they are seeing, touching, smelling, hearing, and testing and understand what they are doing for the time; which is known as active learning; and it is also an easy way to learn. Active learning will make students motivated. When the concept and/or how to perform an activity becomes hidden for them, they can raise questions at the same moment; or they can apply different mechanisms to have clear understanding and to acquire skills.

Active learning requires short instruction and conducive environment so that learners can attempt to solve a problem by their own which results quality training. For example,

Robert (1965:3) indicates the unorganized way of training that was experienced in the old times as, at the beginning of time where there was no organized vocational education, however, parents with their brief oral instruction and more by showing them doing, they were traditionally training their children in and outside of their home in various types of work activities. Mothers were training their daughters how to handle household activities-like caring their children, preparing food, making proper arrangements of home materials, etc. Fathers were also training their boys ploughing their plot of land, hammering hot iron bar, preparing tools and weapons for hunting and domesticating wild animals, cutting trees, etc.

Likewise, in this modern time where organized training institutions are available, people are getting quality training in mass by the means of TVET. However, before training of students is started, the necessary facilities for training should be fulfilled; such as the physical set-up of the classrooms, the assignment of practically trained teachers, well prepared instructional materials, and proper arrangements of all the necessary facilities.

Regarding to the classroom arrangements, MoE (2004:36) stated in its education and training policy that the proportion of a classroom for business field trainees should be arranged as 50 trainees in 60 meter square size classroom (1.2 meter square X 50 trainees). For laboratory classes the same proportion is used; that is 25 students in 36 meter square size classroom (1.2 meter square X 25 trainees). It is believed by the Ministry of Education that beyond this proportion the class size will be unmanageable for a trainer.

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

2.5.3 Apprenticeship Training

Apprenticeship is a system of work based skills training by which an apprentice learns the knowledge and skills required in a recognized trade of commercial, industrial or service giving occupation. It is based on agreement between the employer, the apprentice and the

training institute. Except some theoretical education, most of the training is done on the job while working in the employers' firms (Husen 1995:306).

In apprenticeship, learning occurs as the apprentice observes, assists, doing under supervision and is taught by one or more skilled workers, assuming responsibility for progressively more challenging tasks until all the necessary skills are mastered.

When we look at its historical background, as stated in (Answers.com' Britannica Concise Encyclopedia 1913:1-2), apprenticeship prominent was known from ancient times, *in medieval Europe* with the emergence of the craft guilds. The standard apprenticeship lasted seven years. In this duration of time, the craft apprentice's indenture bound master and apprentice to specific obligations and entitlements. Parents, guardians, the courts, and orphanages negotiated indentures on behalf of children, but the documents typically named the master and the child and were signed by both. The agreements entitled the master to full authority over the youth until he or she attained maturity, usually the teens for girls and age twenty-one for boys. Masters promised to teach their trades and to provide shelter and food, usually clothing, and basic education for their apprentices. Contracts stipulated that the child was bound to obey his or her master in all legal circumstances. Eventually boys could expect to become journeymen and, upon completion of their training, to set up a shop of their own. Girls usually apprenticed to become housewife and usually expected to marry.

However, during the Industrial Revolution a new kind of apprenticeship developed in which the employer was the factory owner and the apprentice, after a period of training, became a factory worker. The increasing need for semiskilled workers led to the development of vocational and technical schools in Europe and the U.S., especially after World War II. Various countries have different kinds of apprenticeship experience; for example:

Germany. Apprenticeships are part of Germany's successful dual education system, and as such form an integral part of many people's working life. Young people can learn one of 356 (2005) apprenticeship occupations, such as Doctor's Assistant, Banker, Dispensing Optician or Oven Builder. The dual system means that apprentices spend most of their time in companies and the rest in formal education. Usually, they work for three to four days a

week in the company and then spend one or two days at a vocational school. In his/her school day, the apprentices should study academic subjects in relation to their occupation and take practical shop or laboratory courses at school. These have been part of the education system since the 19th century.

In 2004, the government signed a promise with industrial unions that all companies except very small ones must take on apprentices. The precise skills and theory taught on apprenticeships are strictly regulated, meaning that everyone who has, for example, had an apprenticeship as a personnel assistant or an accountant, etc. The employer is responsible for the entire program. Apprentices are not allowed to be employed and have only an apprenticeship contract. The time taken is also regulated; each occupation learner takes a different time, but the average is 35 months which is about 3 years. People who have not taken this apprenticeship are not allowed to call themselves a Journeymen; the same is true for all the 356 occupations (Apprenticeship 2005:06).

Originally, only one quarter of German students attended the Gymnasium (college-preparatory high school, graduation from which is necessary to attend a college or university).

Husen (1995:306) further explains the payment of the trainee as "The German states pay for apprentices' schooling. Employers pay apprentices' wages and costs of their on-the-job training. However, apprentices earnings are low, usually less than half of what skilled workers earn in the same occupation."

France. In France, apprenticeships developed between the ninth and thirteenth centuries, with guilds structured around apprentices, journeymen and master craftsmen, continuing in this way until 1791, when the guilds were suppressed. In 1851 the first law on apprenticeships came into force. Young people had to take a minimum of *400 hours in 1986* of theory and general lessons in their subject a year and the age limit for beginning an apprenticeship was raised from 20 to 25. The French government pledged to further develop apprenticeship as a path to success at school and to employment, based on its success: French people who had completed an apprenticeship entered employment. The plan aimed to raise the number of apprentices from 365,000 in 2005 to 500,000 in 2009. To

achieve this aim, the government is, for example, granting tax relief for companies when they take on apprentices (WordNet 2001:06).

United States. Apprenticeship programs in the United States are regulated by the National Apprenticeship Act, also known as the "Fitzgerald Act." Education officials and nonprofit organizations who seek to emulate (follow) the apprenticeship system in other nations have created school to work education reforms. They seek to link academic education to careers. All education programs would lead to a skill certificate that "certifies that an individual has mastered occupational skills at levels that are a least as challenging as skill standards endorsed by the National Skills Standards Board"(Columbia Encyclopedia 2003:07). These new professional and technical certificates and degrees typically are won within three years of acquiring the general education certificate.

At fifteen, students enter this trade school and become apprentices in their chosen professions, graduating with trade certifications at age 18. About one in four are assigned for training in white-collar jobs in finance or administration (which includes on-the-job training from ages 16 to 18). In the U.S. apprenticeships could occur at any age. Many U.S. states now are requiring passing a high school graduation examination to ensure that students across all ethnic, gender and income groups possess the same skills. Modern Apprenticeships is the way to work (Columbia Encyclopedia 2003:07).

Ethiopia. In 2002, the Ministry of Education prepared curriculum for Middle Level TVET of three years training program. In the curriculum, it is clearly indicated that apprenticeship in Ethiopia is exercised as part of the TVET program. At the end of each year, trainees are expected to get on-the-job training in their fields of studies in the employers' firms for 312 hours. It is 936 hours (3 years X 312) hours for diploma trainees. However, there is no any emphasis about the apprentice's payment for the service they provide to the employers' firms. At the end of each 312 hours of training, employers send a completed form attaching the apprentices' performance assessment to the training institution. This assessment is considered 22-23% of their transcript in the training institutions.



Cooperative Training

In the implementation process of the TVET program, classroom instruction is good for common and related courses; not for major courses. Major courses need to be practiced in organizations offices where the actual work is handled. There, every knowledge and skills that is pertinent to a vocation is adequately available and can be easily acquired. To adapt office environment and ethicate, the only appropriate area is the organizations where different types of works are implemented. Classroom instructions do not substitute the actual job activities by any means; it deviates very much from the real activity. Therefore, TVET requires practicing the actual jobs in business and non-business organizations.

To make it feasible, the training institution should make agreement with employer organizations. Accordingly, the employer organizations provide practical training and the training institutions provide theoretical training for common and related courses. This type of training program for employment is known as a cooperative training. It is a means whereby the school and the community can provide vocational education and training for which the school does not have and can not provide adequate facilities in its laboratories and model offices.

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

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

include the combination of classroom instruction, on-the-job training, apprenticeship, job visit, and inviting resource persons.

After trainees are graduated, they will be hired in any organization where there is vacancy and perform their daily duties efficiently.

On the other hand, it could be very difficult to get the cooperation of businesses and non-business organizations for the training of students purpose. However, the Private TVET Colleges for the utilization of their facilities & equipment and the Department of Vocational Education under the Ministry of Education should have an important role in persuading employers and design an effective method how to handle the training program in cooperation with the employers and the people of training institutions.

A Memorandum of Agreement for Apprenticeship Training in England

As indicated in the NTO (2004:26-27), there should be written agreement to practice apprenticeship training. The three concerned parties, training institution, the apprentice, and the employer organization should sign on the agreement. This agreement lays down the commitment and responsibility of each party to the apprenticeship. For example as indicated in the Sample Training Agreement provided in Appendix B, the three parties should practice at least the following responsibilities:

- a) The employer has to treat the apprentice fairly and reasonably as a regular employee would be treated; if the employer's apprenticeship is terminated, the employer has to make employment arrangement for the apprentice with another company without losing his payment for providing his service.
- b) The apprentice also has to contribute his best in accordance with the Employer's policies and procedures and to promote and act in the employer's best interests; he/she has to be punctual in both working and attending training.
- c) The training provider also has to check the contents of the apprenticeship plan to ensure that the training meets the requirements set out in the contract. If the employer is unable to complete the apprenticeship, then the training provider shall

endeavor to offer the opportunity to transfer to another organization with the same existing apprenticeship plan.

Benefits of Apprenticeship

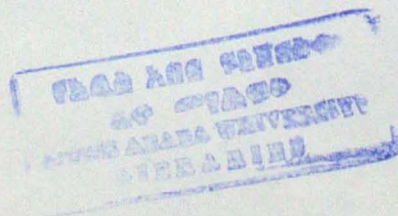
In apprenticeship both the employer and the apprentices are beneficiaries:

- a) The apprentice gets experience of the day-to-day activities of work; earns money while getting training; engages in continuing relationship with an employer that can open the door for regular employment; and changes his/her working life.
- b) The employer will be benefited to shape apprentice in his/her business's culture; can select productive employees for regular employment, and can get labor at low cost; employers are also doing their citizenship obligations, they will learn something for their firm, the number of unemployment will be reduced, employers can use it as a means to advertise their organizations.
- c) Beyond all of these advantages which is the most important is that, apprenticeship prepares the apprentice for middle level skilled manpower, which enables the country to promote its production and escape from poverty.

2.5.4 Articulation (Vertical Permeability)

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

Graduates of 10+3 (Diploma) in Ethiopia are demanding training for the next higher level of education. Unless they have special problem, most of them like to continue their further education in their stream. In contrast, the Ministry of Education does not allow TVET graduates to continue their further training. This decision terminates the trainees' educational life and the level of their progress throughout their life. In addition, it creates hatred in the minds of the society on this important program. Therefore, the line of progress should be opened for those who are interested and able to continue their further study according to what is stated by UNESCO in 1964.



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

2.6 Management and Finance of the TVET program

2.6.1 Management of the TVET Program

Management is one of the most important activities in the training institutions, without which the predetermined goal is not possible to attain. "Management is the accomplishment of objectives with and through the people" (Rao and Narayana, 1996:02). It organizes all the necessary facilities in the training institution systematically in a way to attain the intended goal. The first managerial function is planning which is an activity that should be performed before the first attempt is made towards training. To be effective in the TVET management, both human and non-human resources must be coordinate to accomplish the objectives of the TVET institution. This means, the disorganized human, material and financial resources must be converted in to useful outputs (Gasskov, 2000:25).

In this regard Forojalla (1993:23) has defined educational planning as the process by which analysis of the existing situation (institutional, financial, and human and material resources and strategies of action) of the educational training system is made by aiming at coordinating and directing different parts of an educational system to achieve the predetermined goal. Therefore, before a training activity is started, the present and future required skilled manpower for the training and the required facilities for its proper implementation should be carefully studied by the MoE (the sole responsible unit of the government for development of educational programs). Then, the Ministry should flow it down to the training institutions throughout the country for its implementation. This kind of preparation helps the management unit to keep the supply and demand of the required trained (skilled) manpower balanced; and to control the unemployment of trained labor.

In addition, Middleton (1996:194) stated about the success of training as “The training strategies heavily depend on both the existence of employment opportunities and the capacity of training programs to identify and develop the correct skills. When labor supply greatly exceeds the number of available jobs, the value of pre-employment vocational schooling and training is likely to be marginal (insignificant).”

Then, in the training process, the management unit needs to supervise the proper implementation of the training. It should fulfill the shortage training resources and the like.

Incentives should be forwarded to trainers as well as trainees. It could be in the form of salary increment, scholarship, prize, verbal appreciation in front of their colleagues and trainees, etc (for trainers). Scholarship, job opportunity, verbal appreciation, etc. can also motivate trainees. In this regard UNESCO (1973:27) indicates that, national consideration for the status and salary scales of teaching and administrative staff in technical and vocational education are a factor of primary importance not only determining variations in systems of teacher education but also their quality.

Equality of status, salary and advancement opportunities are essential in the educational system to manifest that where competent teachers are attracted to education programs, the quality of the training programs will be raised. Furthermore, where the teaching profession is made more attractive, more people will be drawn to it and therefore wider provision will exist for teacher preparation UNESCO (1973:28).

As a motivation factor and because they know more about the specific training activities, trainers should be also involved in the curriculum preparations and decision making activities. Likewise, trainees should get freedom to ask for training materials, to comment the instructional materials and the method of training, to suggest some recommendations on every aspect of the training institution.

2.6.2 Financing the TVET program

One of the basic factors that determine the quality of implementation of TVET program is availability of sufficient financial resources. Due to smaller class-size, expensive

machines, facilities, training labor, raw materials, overhead cost, the implementation of TVET program requires more finance than what the general education demands.

In this regard MoE (2004:32-41), most forms of vocational education and the practical arts are more expensive per pupil hour of instruction than most other phases of the education programs. Cost of tools and equipment, need for more floor space per pupil, smaller teacher-pupil ratios, and (in some cases) higher teacher salaries are among the causes. The higher cost of vocational education is more often given as an excuse than a reason for not providing adequate experiences (quality education) in this area.

According to the Middleton (1996:67) study, vocational schools are more expensive to operate than are academic or diversified secondary schools. Technical schools are even more expensive. Commercial courses in vocational schools are the least expensive.

The shortage of finance has become one of the major problems for the Ethiopian government to satisfy the ever growing demand of educational opportunities in the country. For this reason, the government should find other sources of funds. The society, religious & other foundations and the local & foreign donors should assist the government. Of course the private investors are helping the government in disseminating the training using the society as a source of finance (Trainees are paying tuition fee to the private training institutions).

For example, in Indonesia, the government, society, and foundations finance education. Public schools are financed by the government, while the foundations and the parents finance the private schools. Private schools get only a subsidy based on the volume of the government budget (Indonesia 2004:9).

“In Egypt salaries are so low that teachers in vocational schools must hold two or more jobs, often at schools that are distant from each other. Inadequate pay not only reduces the quality of teaching, but also shows students how little society values the trade they are learning” (Middleton 1996:210).

2.7 Government's Support & Controlling Mechanism on the Private TVET Colleges

With a thorough understanding of the necessity and its expensive nature of the TVET program, the existing government should encourage the Private TVET Colleges that are

engaged in the program. For example, private schools in Thailand are required to follow the official curriculum and thus benefit indirectly from government investments in curriculum development, although the requirement reduces their flexibility in introducing new courses. Since private training institutions are sources of needed skills; however, government should encourage these institutions by helping to overcome their weakness. Private institutions should be eligible for the same incentives and subsidies and adhere to the same performance requirements as public institutions, ideally on a competitive basis (Middleton 1996:181).

Further more, the government has to be said much to the public on the importance of TVET program through the TV, radio, and newspapers until the peoples' perception on the program has become adequate and the people feel belongingness on the program. Industries and other economic sectors also must understand the importance of the TVET program and feel belongingness on it. All of these activities are hard to be handled by the Private TVET Colleges and they consider it as a great encouragement for them if the government does it.

Making proper assessment of the identical TVET training institutions performance, providing prize for the winners and announcing good work to the public through mass medias is also a good encouragement.

The government also has to control the Private TVET Colleges for their proper implementation of the TVET program by applying different mechanisms. Designing curriculum, preparing trade test for certification, providing supervision service, sometimes making surprising visit, collecting feedback from stakeholders and making immediate corrections are some of the controlling mechanisms.

Chapter Three: Research Design and Methodology

3.1 Research Methodology

A descriptive survey research design methodology was employed with an assumption that it could help to generate adequate information about the major challenges in the training process. Thus, this approach enabled the researcher to examine the prevailing constraints that need to be tackled so as to enhance the trainees' skills.

3.2 Sources of Data

Both primary and secondary sources of data were used for the study. Primary source of data were obtained from private higher educational institutions' trainees, trainers, deans, guidance and counseling officers, apprenticeship officers, registrar officers, and Addis Ababa Educational Bureau Officer.

Secondary data were also obtained from books, thesis papers, and documents from Ministry of Education, and Addis Ababa Education Bureau Officer.

3.3 Population and Sampling

3.3.1 Sample Population

Among the private TVET institutions in Addis Ababa that are offering vocational training on business field, four were selected as a sample. They are Admass University College, Royal College, St. Mary's University College, and Unity University College. In each of selected institution, the sample population is summarized in Table II:

Table II
Sample Population

No	Respondents Category	AUC		RC		SMUC		UUC		Total	
		Tot. Pop.	Sam ple	Tot. Pop.	Sam ple	Tot. Pop.	Sam ple	Tot. Pop.	Sam ple	Tot. Pop.	Sam ple
1	Students/Trainees	405	81	136	27	422	84	124	25	1087	217
2	Teachers/Trainers	31	6	29	6	46	9	30	6	136	27
3	Deans . . .	2	1	2	1	2	1	2	1	8	4
4	Vocational Guidance Officers	1	1	1	1	1	1	1	1	4	4
5	Apprenticeship Officers.	1	1	1	1	1	1	1	1	4	4
6	Registrar Officers	2	1	2	1	2	1	2	1	8	4
	Totals	442	91	171	37	474	97	160	35	1247	260

*A list of 11 Private TVET Colleges accredited in training BuEd subjects is attached in the appendices.

3.3.2 Sampling Techniques

The sample institutions, Admass University College, Royal College, St. Mary's University College, and Unity University College, were selected based on their number of years of service (five years and above) and they had relatively high number of trainees' enrollment. This comprised 36.36 percent of the total population. Three departments-Accounting, Salesmanship/Marketing, and Secretarial Science and Office Management departments were selected in each institute; it is because in these departments the number of trainees' enrollment is relatively high compared to the other business field departments. From each department 20% of more experienced teachers in TVET were selected. Regarding to student respondents, 20% of students in each department were selected simple random. Twenty percent is selected because it can represent the population. Moreover, 4 deans, 4 guidance and counseling officers, 4 apprenticeship officers, 4 registrar officers, and 1 Addis Ababa Education Bureau officer, were involved in the sample.

Application of sampling technique was found to be imperative to study a large number of a size study groups. Accordingly, purposive sampling was employed to select sample higher institutions, departments, and trainers. Trainees were selected simple random in each department; whereas availability sampling was employed in considering deans and officers.

The 10+3 (Diploma) trainees were considered in this study assuming that for they were stayed more number of years (3 years) in the institution; therefore, they can have relatively more and better understanding on the institution's activities.

3.4 Data Collection Instruments and Procedures

3.4.1 Instruments of Data Collection

The student researcher used both primary as well as secondary sources in collecting data.

The instruments used in collecting data were:

1. Questionnaires, face to face interview and observation were used to gather the primary data.
2. Through reading literatures like books, research papers, internet and other printed materials, the secondary data were gathered.

3.4.2 Procedures of Data Collection

After the sample private TVET institutions for the study were identified, a total of four assistant data collectors were employed. They were selected because of their familiarity to the colleges. A brief orientation was given to data collectors about their respective duties like how to collect the questionnaires from the students and trainers. Each of the collectors was assigned to administer the data for one college.

After a short visit to each college, pilot test was made on questionnaires. As a result, some questionnaire items that should not be included in the teachers' questionnaires were shifted to the students' questionnaires; some other questionnaire items were also restated; and some spelling errors were corrected. Finally, after some additional adjustments are made, questionnaires were distributed to the available department heads, selected experienced teachers and trainees.

The researcher conducted the interviews with deans and officers with the help of interview guides; and then the physical set-up and instructional materials of the training institute were observed. Checklist for observation was prepared and used.

3.4.3 Methods of Data Analysis

The data obtained through questionnaires were analyzed quantitatively and qualitatively. Statistical methods such as Percentage, Means difference, and One-Way ANOVA were employed to analyze the collected data quantitatively. The One-Way ANOVA enables to get means of the 4 sample institutions at a time on an item. This creates convenient condition to compare the means. The mean also indicates the level of each of the institution performance on an activity in the training process.

The data obtained using open-ended items in the questionnaires; interviews and observations were analyzed qualitatively, which was used to strengthen the analyzed result obtained through statistical analysis. Finally, after the data were analyzed by employing appropriate statistical methods, findings were summarized, concluded and recommendations were made.

Chapter Four: Analysis Presentation and Interpretation of Data

This chapter deals with the characteristics of the study population, data analysis and interpretation of the data collected from four private TVET institutions.

4.1 The Characteristics of the Study Population

The main sources of data for this study were the 10+3 (Diploma) students, teachers/trainers, deans, apprenticeship officers, vocational counselors, registrar officers of some selected PHEIs and one TVET expert from AAEB.

In this regard, 244 respondents (217 students and 27 teachers) were involved in filling out the questionnaires. Accordingly, out of the total 217 questionnaires distributed to students 212 (97.7%) were filled and returned. Similarly, out of the total 27 questionnaires distributed to teachers 25 (92.6 %) were filled and returned. On top of this, to raise the quality of the data, observation on the physical set-up and interview with 4 deans, 4 apprenticeship officers, 4 vocational counselors, 4 registrar officers of the training institutions and 1 AAEB officer were conducted.

Table III
Characteristics of Teachers by Sex and Age

Character		COLLEGE								Total	
		AUC		RC		SMUC		UUC			
		No	%	No	%	No	%	No	%	No	%
SEX	Male	5	100.0	4	80.0	8	88.9	5	83.3	22	88.0
	Female	---	---	1	20.0	1	11.1	1	16.7	3	12.0
	Total	5	100.0	5	100.0	9	100.0	6	100.0	25	100.0
AGE	20-29	1	20.0	3	60.0	7	77.8	4	66.7	15	60.0
	30-39	3	60.0	1	20.0	2	22.2	---	---	6	24.0
	40-49	1	20.0	1	20.0	---	---	2	33.3	4	16.0
	Total	5	100.0	5	100.0	9	100.0	6	100.0	25	100.0

The proportion of teachers in their sex and age categories varies. The males take 22 (88.0%) coverage; whereas females coverage is 3 (12.0%) indicating that female teachers are less in number in the private TVET institutions providing business subjects.

Regarding to teachers' age, 15 (60.0%) of teachers are 20-29. Similarly, teachers who are 30 are few in numbers 6 (24.0%). Those teachers who are above 40 are also few in numbers

4 (16.0 %) and are assumed relatively more experienced in the world of work and can properly treat their students in the training process.

Teachers' Qualification, Field of Study, Training Department and Years of TVET Experience

In this part of data analysis, teachers/trainers are assessed by their level of educational qualification whether the required qualification by the MoE has met; whether teachers are assigned in their related department to train in their field of study, and whether teachers have adequate number of training experience.

Table IV
Teachers' by Qualification, Field of Study, Department,
and Years of TVET Experience

No	Character	COLLEGE								Total	
		AUC		RC		SMUC		UUC			
		No	%	No	%	No	%	No	%	No	%
1	Qualification										
	BA/BSc	2	40.0	3	60.0	6	66.7	4	66.7	15	60.0
	MA/MSc	3	60.0	2	40.0	3	33.3	2	33.3	10	40.0
	Total	5	100.0	5	100.0	9	100.0	6	100.0	25	100.0
2	Area of Qualification										
	Bus. Education	2	40.0	4	80.0	5	55.6	2	33.3	13	52.0
	Accounting	2	40.0	1	20.0	2	22.2	1	16.7	6	24.0
	Management	1	20.0	---	---	1	11.1	3	50.0	5	20.0
	Others	---	---	---	---	1	11.1	---	---	1	4.0
	Total	5	100.0	5	100.0	9	100.0	6	100.0	25	100.0
3	Department										
	Accounting	2	40.0	1	20.0	4	44.4	2	33.3	9	36.0
	Marketing	2	40.0	1	20.0	3	33.3	3	50.0	9	36.0
	SSOM	1	20.0	3	60.0	2	22.2	1	16.7	7	28.0
	Total	5	100.0	5	100.0	9	100.0	6	100.0	25	100.0
4	Experience										
	2-3	3	60.0	---	---	5	55.6	4	50.0	12	48.0
	4-5	1	20.0	5	100.0	2	22.5	2	33.3	10	40.0
	Above 5	1	20.0	---	---	2	22.0	---	---	3	12.0
	Total	5	100.0	5	100.0	9	100.0	6	100.0	25	100.0

Teachers employed in the private TVET institutions have 15 (60.0%) and BA/BSc and 10 (40.0%) MA/MSc qualifications respectively. Moreover, as identified in the response of the interview questions, among BA/BSc. holders, there are some teachers who have completed their MA/MSc. and are waiting for the graduation day which this increases the

number of MA/MSc qualified teachers in these colleges. Therefore, it is possible to say what is required by the MoE which refers to 50% BA/BSc. and 50% MA/MSc to train 10+3 students is met.

In the case of their field of study, 13 (52.0%) of the teachers are qualified in Business Education, 6 (24.0%) in Accounting, 5 (20.0%) in Management, and 1 (4.0%) in other Social Science streams respectively. There is no any teachers' training institute (center) in the country that is designed to train TVET teachers in practice yet. The available business TVET teachers are not trained in practice in the existing educational institutions; such as Addis Ababa University and Cothebe Teachers College. In turn, they are training their students in the same method they were trained (lecture method). Currently, there is no any indication that private TVET institutions are making any trial to establish TVET teachers training center or to train their teachers in business and non-business organizations by doing the actual job in which the researcher believes it is the right way of training.

In some cases, from the data collected in interview, when there is shortage of teachers or when it is believed that the course can be provided better by them, a few number of part time trainers from other organizations are employed by the private TVET institutions. However, because they lack pedagogical knowledge, their training is not effective.

Regarding to trainers assignment, the institutions assigned teachers based on their field of study. The Business Education, Accounting, and Management graduates are training in the accounting, salesmanship/marketing, and secretarial science and office management departments. They can provide major, supportive, and common courses. However, whenever there is a need of additional teachers, other social science graduates are employed for common courses.

The TVET program has been implemented since 2002 (1994 E.C.) in Ethiopia. Table IV indicates that there is no any of the existing teachers who have below 2 years of training experience in the TVET program; all of them have experience of 2 years and above. Among the available teachers/trainers, 12 (48%) have 2-3 years, 10 (40%) have 4-5 years, and 3 (12%) have above 5 years of experience.

According to the MoE (2004:43), a TVET trainer should have at least one year training experience, however, as the data collected through interview indicates that in the private TVET institutions in the business fields, fresh graduates are rarely employed and assigned as trainers to provide supportive and/or common courses.

Table V
Characteristics of Students by Sex, Age and Department

Characters		COLLEGE								Total	
		AUC		RC		SMUC		UUC			
		No	%	No	%	No	%	No	%	No	%
SEX	Female	46	70.8	24	75.0	67	77.9	21	72.4	158	74.5
	Male	19	29.2	8	25.0	19	22.1	8	27.6	54	25.5
	Total	65	100.0	32	100.0	86	100.0	29	100.0	212	100.0
AGE	16- 20	24	36.9	16	50.0	32	37.2	6	20.7	78	36.8
	21-25	32	49.2	11	34.4	41	47.7	17	58.6	101	47.6
	26-30	9	13.8	5	15.6	13	15.1	6	20.7	33	15.6
	Total	65	100.0	32	100.0	86	100.0	29	100.0	212	100.0
DEPARTMENT	Accounting	28	43.1	11	34.4	49	57.0	12	41.4	100	47.2
	Marketing	18	27.7	5	15.6	12	14.0	8	27.6	43	20.3
	SSOM	19	29.2	16	50.0	25	29.1	9	31.0	69	32.5
	Total	65	100.0	32	100.0	86	100.0	29	100.0	212	100.0

As it is shown in Table V above, 158 (74.5%) are female and 54 (25.5%) male. This high percentage of female trainees may be caused by one or all of the following three factors:

i) unfortunately, a large number of females may have achieved less performance in the EGSECE; ii) the SSOM department trainees are 100% female; and iii) the females had been encouraged to join the TVET program.

The increased percentage of females may create favorable condition in business vocations especially for the clerical service and marketing activities.

Regarding the age of trainees, 101 (47.6%) of available trainees' is found in the ages of 21-25. This group of trainees is able to take any responsibility in their profession. According to the Ethiopian constitution Act No.13 (2) 1952 E.C., Proclamation No. 166, this group is legally accepted in any kind of legal activities. Therefore, they have legal acceptance to entrust authority and responsibility in any profession after graduation. Next to this group, 78 (36.8%) of the trainees are aged 16-20. Trainees who are below 18 are not accepted as a full person to make any legal contract or to be employed in any of the organizations.

In this regard, there should be a sensitive issue to be raised -- How to train students? The private TVET institutions should be always ready with adequate preparation in every type of training facility before persons come to the institution to be trained.

4.2.1 Physical Facilities of the Training Institutions

This part of the data analysis includes the appropriateness of training equipments, the size of the compound of the training institution, the availability and suitability of the model office, and the efficiency of the library service of the private business education TVET institutions.

To assess these training facilities of the institution, a likert scale was employed. 1=very low, 2=low, 3=moderate, 4=high, and 5=very high was used to gather data from respondents. Based on this scale, the analysis was carried out using the One-Way ANOVA at an alpha level less than 0.05 (95% Confidence Interval for Mean). The calculated means average were interpreted as 0.05-1.50=very low; 1.51-2.50=low; 2.51-3.50 moderate; 3.51-4.50 high; and above 4.50=very high.

Table VI
Physical Facilities of the Training Institutions

No	Questionnaire Item	Col-lege	Respondents						
			Students			Teachers			Xave.
			No	X	SD	No	X	SD	
1	Appropriateness of training equipments;	AUC	65	3.40	1.21	5	3.80	0.45	3.60
		RC	32	3.22	1.10	5	4.00	0.71	3.61
		SMUC	86	3.52	1.00	9	3.22	1.21	3.37
		UUC	29	3.31	1.11	6	4.00	0.00	3.66
		Total	212	3.41	1.10	25	3.68	0.85	3.55
2	The size of the training institution's compound for parking and play ground;	AUC	65	1.62	1.03	5	2.60	1.83	2.11
		RC	32	1.41	0.95	5	2.00	1.22	1.71
		SMUC	86	2.28	1.08	9	3.00	0.50	2.64
		UUC	29	2.41	1.02	6	4.17	0.76	3.29
		Total	212	1.96	1.10	25	3.00	1.26	2.48
3	Availability and suitability of Model Office in the institution	AUC	65	1.35	0.69	5	1.20	0.45	1.23
		RC	32	1.31	0.54	5	1.40	0.55	1.36
		SMUC	86	1.19	0.50	9	1.89	0.93	1.54
		UUC	29	1.45	0.63	6	1.50	0.55	1.48
		Total	212	1.29	0.59	25	1.56	0.71	1.43
4	Efficiency of the Library service	AUC	65	4.31	0.97	5	3.80	1.10	4.01
		RC	32	4.03	1.28	5	3.80	1.30	3.92
		SMUC	86	4.26	0.84	9	3.33	1.00	3.80
		UUC	29	4.55	0.83	6	4.00	0.63	4.28
		Total	212	4.28	0.96	25	3.68	0.99	3.98

X=Mean

Xave.=Average Mean

SD= Standard Deviation



In respond to item 1 of Table VI, looking at the teachers' responses means average 3.68; the appropriateness of the training equipments is high in all of the training institutions. The students also indicated with their means average 3.41 that the appropriateness of training equipments is moderate.

However, looking at the students and teacher responses means average 3.55 in all the institutions, it is clearly pointed out that there are some problems that must be corrected. Based on the data gathered through observation, for example, some obsolete computers and typewriters should be updated or replaced by the new and modern ones; and some defected computers and typewriters should be maintained soon; otherwise the training equipments can not provide the highest possible satisfaction in the training process.

Regarding to the size of the training institutions compounds for parking and play grounds, almost all of the training private TVET institutions buildings are constructed as G+1, G+2, G+3, and G+4 with no sufficient parking space reserved. Most of them are rented buildings which do not have such a required space and on which the renter can not widen the compound by purchasing the adjacent plot of land. Some of the institutions partly have constructed their own buildings; and yet they do not reserve space for such purposes.

Student and teachers means indicate that the AUC and RC have space in their compound for parking and play ground at low level, mean values 2.11 and 1.71 respectively. But, for the matter of fact, according to the researcher's observation, these institutions do not have such required space in any of their campuses. Whereas SMUC and UUC have such space at moderate level, means values 2.64 and 3.29 respectively. Based on their means average 2.48, we can conclude the size of the training institutions compound for parking and play ground is moderate which is insufficient that should be improved.

To this effect, when trainees want to discuss their training subjects, they should find an idle classroom, or they should be at the corridor, or they should go out of the school building door. Likewise, teachers and other employees of the institutions do not have space to park their cars. Students' and teachers' response means average 2.48 indicate that their satisfaction is low.

In responding item 3, the model office, the second important unit to on-the-job training to provide trainees practical training, is missing in all of the private TVET institutions. The students and teachers respondents in all the training institutions indicated that the availability and suitability of model offices in the private TVET institutions is very low or none (means average 1.43). The student researcher also has observed that there is no model office in any of the training institutions. From this, one can easily deduce that none of the private TVET institutions is providing practical training in business subjects.

Regarding to the efficiency of the services of the libraries providing to the institutions' societies, both students and teachers responded that the libraries are serving at a high level. Books, modules, and other reference materials are available. People are satisfying their educational interests with the service they are getting from these libraries. To this effect, as indicated in the means average 3.98 of students and teachers, the libraries are well organized in their physical arrangements, equipped with the necessary reading materials, and the trainees and trainers are getting proper treatment.

On the other hand, looking at the means average, very few of the respondents still have some reservations that will be avoided when the libraries widen their capacities and provided more currently edited books that coincide with the actual jobs.

4.2.2 Appropriateness from Disturbances and Accessibility of Road to the Training Institutions

In Table VII, the freedom of the classrooms and the institution compounds from the internal and external disturbance and the accessibility of road to the institutions are discussed.

Table VII
The Institutions' Appropriateness from Disturbances and
Accessibility of Road

No	Questionnaire Item	Col- lege	Respondents						Xave.
			Students			Teachers			
			No	X	SD	No	X	SD	
1	Freedom of the training classrooms from any kind of disturbance;	AUC	65	3.31	1.10	5	3.80	0.84	3.56
		RC	32	3.42	1.19	5	3.00	0.71	3.21
		SMUC	86	3.73	1.07	9	3.00	1.00	3.37
		UUC	29	4.34	0.94	6	4.33	1.21	4.34
		Total	212	3.66	1.13	25	3.48	1.08	3.57
2	Accessibility of road to the training institution;	AUC	65	3.05	1.11	5	5.00	0.00	4.03
		RC	32	3.28	0.99	5	4.80	0.45	4.04
		SMUC	86	4.09	1.06	9	4.56	1.01	4.33
		UUC	29	2.66	0.86	6	4.33	0.82	3.50
		Total	212	3.45	1.17	25	4.64	0.76	4.05
3	Freedom of the whole Institution compound from any kind of external disturbance;	AUC	65	3.63	1.32	5	2.60	0.84	3.12
		RC	32	3.28	1.11	5	3.56	0.89	3.42
		SMUC	86	3.86	1.02	9	3.83	0.88	3.85
		UUC	29	3.66	1.34	6	3.80	1.60	3.73
		Total	212	3.67	1.19	25	3.48	1.12	3.58

X=Mean

Xave.= Average Mean

SD= Standard Deviation

Even though very few respondents in the UUC indicated that the classrooms are not free from any kind of disturbance; most of the students and teachers indicated their responses in their means average 4.34 which means they are safe at a high level. It is because of its location which is a little bit far from the main road and most of the classrooms are constructed on the ground rather than G+1, G+2 . . . like other training institutions that invites the internal and external disturbances. Similarly, the students and teachers response means average 3.57 indicated that the private training institutions' classrooms are free from any kinds of internal and external disturbance at a high level.

But, as some of the respondents indicated, the silence of the classrooms should be improved. It is because of when the doors of the classrooms are opened for any reason, the discussions of groups of students and the foot steps of persons going down and up stairs in the corridors is disturbing the training process. In addition, most commonly, it is not easy to get pass-way in the corridors.

Regarding to the accessibility of road to the private training institutions, except UUC which is a little bit far from the main road, the other training institutions are highly accessible (means average 4.05).

However, as to the careful observation of the student researcher, this high accessibility of road with no compound for the training institutions can cause the occurrence of uncertain repeated car accident, external noise and others unexpected dangers. The existence of this hazard badly affects the training process. Therefore, except UUC, other sampled private TVET institutions are not free from any kind of noise from outsiders, care accident.

4.2.3 Sanitation and Supplies Service in the Training Institutions

The sanitation and supplies service are basically important in the training institutions. Therefore, the availability of water, electricity, telephone and internet supplies; restrooms for boys, girls and employees separately and the availability of first-aid medical service in the training institutions are discussed as follows:

Table VIII
Sanitation and Supplies Service in the Training Institutions

No	Questionnaire Item	Col-lege	Respondents						
			Students			Teachers			Xave.
			No	X	SD	No	X	SD	
1	Availability of water, electricity, telephone and internet supplies in the institution	AUC	65	2.56	1.03	5	2.60	0.89	2.58
		RC	32	2.44	1.27	5	2.80	1.30	2.62
		SMUC	86	3.84	1.14	9	3.60	1.22	3.72
		UUC	29	3.90	0.98	6	4.50	0.55	4.20
		Total	212	3.24	1.29	25	3.13	1.19	3.19
2	Availability of toilet (restroom) for boys, girls, and employees separately and sufficiently	AUC	65	3.83	1.26	5	3.40	0.55	3.62
		RC	32	3.22	1.50	5	3.40	0.55	3.31
		SMUC	86	4.10	0.91	9	2.89	1.36	3.50
		UUC	29	3.62	1.47	6	3.83	0.98	3.73
		Total	212	3.82	1.23	25	3.32	1.03	3.57
3	Availability of first-aid medical service in the institution	AUC	65	1.43	0.79	5	2.00	1.41	1.72
		RC	32	1.53	1.02	5	1.60	1.34	1.57
		SMUC	86	1.27	0.69	9	1.22	0.44	1.25
		UUC	29	1.90	1.32	6	1.83	1.60	1.87
		Total	212	1.44	0.90	25	1.60	1.15	1.52

X=Mean

Xave=Average Mean

SD= Standard Deviation

In responding item 1 of Table VIII, the SMUC and UUC students and teachers response mean values 3.72 and 4.20 respectively indicate that the available service is satisfying at a high level. Whereas the AUC and RC students and teachers' response mean values 2.58 and 2.62 respectively indicate the available service is moderate.

Looking at the means, the respondents in all of the institutions have some reservations. In AUC and RC most of the respondents indicate that the availability of water, electricity, telephone and internet supplies need more improvement; whereas few numbers of SMUC and UUC respondents pointed out that the available service still needs improvement.

In general, looking at the students and teachers' response means average 3.19, the water, electricity, telephone, and internet service is satisfied in the private TVET institutions at an average level. Water is always available; whenever there is a break from its main source line, the accumulated water in the container in the institutions is used. Electricity is also always available through out the day classes; therefore light for the classrooms and power to work on computers for internet and other computer programs is well supplied. But, as to the researcher's observation, the availability of the public telephone apparatuses should be increased; because the available one or two apparatus/s service in each compound does not satisfy the telephone service needs of students.

Restrooms service is available in all the training institutions. Regarding this service, the students and teachers responses means average is 3.57. In the private training institutions restrooms for boys and girls trainees and for male and female employees are separately available at a high level. But, the RC respondents indicated mean value 3.31 which is moderate.

In general, looking at the means average, a reasonable number of respondents has reservations on the availability and utilization of restrooms. As to the student researchers' observation, because of the employees restrooms are not sufficient; most of the employees are using the students' restrooms. In addition, in some of the institutions like AUC Olympia campus and RC Piassa campus, restrooms of students are in front of the

classrooms in a position where it had smelling badly affects the smooth running of the classroom training process.

The availability of first-aid medical service, as indicated by the students and teachers responses means average 1.52 in Table VIII, in all of the private business education training institutions is low (even not significantly known). The necessity of first-aid medical service is not given a significant weight in the private business education TVET institutions. There should be some expectations of uncertainties; such as headache, stomach pain, bleeding, etc.

4.2.4 Training of Teachers for the TVET Program

Teachers must be trained in practice specifically for the TVET program. The interest of teachers to get practical training, the availability of practically trained trainers in the training institutions; the availability of sufficient number of efficient laboratory technicians, and fresh graduate trainers is discussed.

Table IX
Teachers' Training for the TVET Program

Item No	Questionnaire Items	College	No	X	SD	Sig.
1	As a TVET teacher, your interest to get practical (work- based) training;	AUC	5	4.80	0.45	
		RC	5	4.80	0.45	
		SMUC	9	3.33	1.58	
		UUC	6	4.00	1.55	
		Total	25	4.08	1.35	0.13
2	Availability of work- based trained TVET teacher in your department;	AUC	5	1.40	0.55	
		RC	5	2.60	1.52	
		SMUC	9	1.56	1.01	
		UUC	6	2.00	1.55	
		Total	25	1.84	1.21	0.38
3	Availability of sufficient and efficient laboratory technicians in the institution;	AUC	5	3.60	1.14	
		RC	5	2.60	1.14	
		SMUC	9	2.33	1.22	
		UUC	6	3.17	1.33	
		Total	25	2.84	1.25	0.28

X=Mean

SD= Standard Deviation

Looking at the AUC and RC teachers responses mean values 4.80 respectively, teachers have a very high interest to get practical training. They have indicated their interest with no significant variation in responding item 1. Whereas the UUC (mean value 4.00) and



SMUC (mean value 3.33) teachers have indicated their interest as they have high and moderate level respectively.

When we look at the standard deviation for the SMUC and UUC respondents' response, there is a slight gap. Some of them do not like to get practical training and want to continue their training in the lecture method which is unproductive training method in the TVET program especially for major courses. Whereas most of them are highly interested to get the practical training (means average 4.08).

Teachers' responses of the training institutions regarding the availability of practically (work-based) trained teachers is low (means average 1.84). According to the collected data through interview, practically trained trainers are not available in the institutions. Obviously there can not be available in a situation where TVET teachers training institute is not established. Only teachers who have long years of teaching experience in business subjects and very few numbers of part timer teachers who are employees in other organizations such as bank and insurance auditors are available.

However, what is currently observed in the business subjects' private TVET institutions is, however teachers are whether experienced or fresh graduates, they simply read the theoretical aspect of an activity of a vocation and lecture their trainees. This is obvious that the student researcher always observes when he performs his daily task. Trainees are suffering by the burden of theory. In this regard, the practical aspects of an activity is hidden (the skill training is forgotten). This type of training is really an activity which is contrary to the required activity that should be made to attain the TVET program objectives.

Teachers should get practical (work-based) training in the streams they are qualified; this may be feasible by establishing well organized TVET Teachers Training Center or by making agreement with employers and assigning teachers in business and non-business organizations to be trained by doing the actual work. As a result, trainers can have adequate knowledge and skills to provide the right training to their trainees. The trainees can also get the right training that enables them create their own self-employment or get employment in other organizations without facing too much hardship.

The role of laboratory technicians is very high in the smooth implementation of the TVET program. As shown in the responses mean average 2.84 of teachers of the training institutions in Table IX, sufficient number of laboratory technicians is available in every

training institution at moderate level. They maintain computers, typewriters as well as other training equipments and tools whenever they are defected. Obsolete computers and typewriters are still working by the good maintenance of the technicians.

4.2.5 Teachers Motivation

Teaching is one of the challenging professions; especially the TVET program is more challenging and tiresome. Teachers must be motivated in various ways to contribute their competencies in the training program. With this understanding, an assessment is made whether the training institutions (the employers) are motivating their academic staff or not. Motivation in monetary terms, in fringe benefits, in rank promotion, and by organizing cooperative work among the academic staff is discussed (see Table X).

Table X
Teachers Motivation

Item No	Questionnaire Item	College	No	X	SD	Sig.
1	Motivation of the academic staff by the college in terms of salary;	AUC	5	4.00	0.71	
		RC	5	2.80	1.48	
		SMUC	9	2.67	1.00	
		UUC	6	3.17	0.98	
		Total	25	3.08	1.12	0.17
2	Motivation of the academic staff by the college in sponsorship for education;	AUC	5	2.20	0.84	
		RC	5	1.80	0.84	
		SMUC	9	2.11	1.45	
		UUC	6	3.17	0.98	
		Total	25	2.32	1.18	0.23
3	Motivation of the academic staff by the college in fringe Benefits;	AUC	5	2.80	0.84	
		RC	5	2.80	1.48	
		SMUC	9	2.89	0.93	
		UUC	6	2.50	1.05	
		Total	25	2.76	1.01	0.92
4	Motivation of the academic staff by the college in rank Promotion;	AUC	5	2.60	1.14	
		RC	5	3.00	1.22	
		SMUC	9	2.56	1.13	
		UUC	6	3.00	1.41	
		Total	25	2.76	1.16	0.86
5	Cooperative work among academic staff;	AUC	5	3.40	1.82	
		RC	5	4.40	0.89	
		SMUC	9	4.00	0.87	
		UUC	6	4.33	0.52	
		Total	25	4.04	1.60	0.43

X=Mean

SD= Standard Deviation

As indicated in Table X, individual private TVET institutions providing business subjects are motivating their teaching staff using various factors at different levels; for example, AUC is motivating its teaching staff at a high level, mean value 4.00; whereas RC, SMUC, and UUC are motivating teachers at moderate level, mean values 2.80, 2.67, 3.17 respectively.

As pointed out in the teachers' response means average 3.08, teachers in private institutions providing business subjects are motivated in monetary terms (such as salary increment and overtime work payments) at moderate level.

The private training institutions motivate their academic staff by sponsoring for education at low level, means average 2.32. Out of which the UUC is motivating at moderate level, mean value 3.17.

Teachers in private training institutions are also motivated in getting fringe benefits at moderate level, means average 2.76; such as in getting time protection (whenever they get a chance to attend masters program), in transport fees, in medical insurance, and in position allowance.

Motivation of the academic staff by rank promotion is also used at moderate level, means average 2.76. Regarding to this motivating factor, RC and UUC are applying it better than others, mean value 3.00 to each. However, some respondents have still reservations on it.

There are also other motivating factors used by the training institutions; such as rank promotion, group motivation like credit union, and encouraging the academic staff to perform their training job in collaboration at a high level, means average 4.04.

4.2.6 Parents and Students Awareness about the TVET program

Parents of the trainees should be well aware of the TVET program; students also should have adequate knowledge before they made registration in the TVET program. The level of awareness of the parents and students about the TVET program is discussed Table XI.

Table XI
Parents and Students Awareness about the TVET program

Item No	Questionnaire Item	College	No	X	SD	Sig.
1	Parents' awareness about the TVET program;	AUC	65	2.78	1.33	
		RC	32	3.10	1.03	
		SMUC	86	2.90	1.30	
		UUC	29	2.28	1.25	
		Total	212	2.81	1.28	0.07
2	Knowledge you had on the TVET program before you have got registered in the program;	AUC	65	3.15	1.29	
		RC	32	3.28	1.17	
		SMUC	86	2.94	1.18	
		UUC	29	2.90	1.11	
		Total	212	3.05	1.21	0.42

X=Mean

SD= Standard Deviation

In responding item 1, the students have indicated that parents understanding about the TVET program is at moderate level (means average 2.81); which means they do not have a clear perception on the program. Based on the students' response on a question "What understanding do your parents have about the TVET program?, TVET program is for those students who have achieved low grades in the EGSECE and for those students who could not be accepted in the college preparatory grades. These low grade achievers are getting registered in this training program; because they have no other options to continue their education.

Parents should get clear and adequate understanding on the TVET program. Therefore, the MoE is required to make an effort to create awareness of parents concerning the TVET program by creating different mechanisms; such as through radio, television, newspaper, magazine, and the school. As a result, parents (the society at large) can feel belongingness about the TVET program.

Students also had moderate level of understanding about TVET program before they came for registration (means average 3.05). They had to be introduced about different types of vocations before they complete their secondary school education. In this regard, the MoE with the collaboration of stakeholders has to design a mechanism to create this awareness; as a result; students can easily determine their field of interest for training.

4.2.7 Selection and Streaming of Students

Based on the information gathered from the registrar officers of the private TVET institutions business subjects, the private TVET institutions strictly follow the MoE guidelines in selecting and registering students for the TVET program. Accordingly, students who have achieved a minimum GPA of 2.0 in their grade 10 EGSECE will be selected and registered for the 10+3 program. In addition, for those who have completed their certificate (10+1 and 10+2) programs with high cumulative average (75% and above) in the same institution and who have come from other institutions are accepted.

Regarding to their department assignment, students come with their choice and get registered in the training institutions. After students are assigned in their interested stream, they sometimes feel to shift to another department. For example, as the mean value 2.17 of responses in all the institutions indicated in Table XII, there is a tendency at low level that students want to shift to another department.

4.2.8 Training of Students

This part of data analysis focuses on the feelings of the trainees to shift to another department, the trainees' interest to get practical training, the effort made by the training institutions to provide practical training, and the access of getting practical training in the institution.

Table XII
Training of Students

Item No	Questionnaire Item	College	No	X	SD	Sig.
1	Your feeling to shift to another department;	AUC	65	2.17	1.14	
		RC	32	2.22	1.04	
		SMUC	86	2.03	1.05	
		UUC	29	2.48	0.78	
		Total	212	2.17	1.02	0.25
2	Your interest to get practical (work-based) training;	AUC	65	3.80	1.26	
		RC	32	3.22	1.56	
		SMUC	86	3.59	1.07	
		UUC	29	4.24	1.12	
		Total	212	3.69	1.25	0.01
3	The effort of the college to provide you with practical training;	AUC	65	2.25	0.94	
		R C	32	2.28	0.96	
		SMUC	86	2.36	0.92	
		UUC	29	2.41	0.95	
		Total	212	2.32	0.93	0.82
4	The access of getting work-based training in the institution;	AUC	65	2.29	1.04	
		RC	32	1.69	1.06	
		SMUC	86	2.01	1.21	
		UUC	29	1.72	0.84	
		Total	212	2.01	1.11	0.03

X=Mean

SD= Standard Deviation

In the implementation of the TVET program, the number of students in each classroom should be manageable for effective training. According to the MoE training guidelines referring to business subjects training students' classroom size, 1.2 meter sq. classroom space is proportional to one trainee. As responded by the trainees, this proportion is properly implemented in both laboratory and lecture classrooms of the private TVET institutions. The student researcher also has observed this arrangement and understands no classroom has existed as crowded or unmanageable size.

Except students in RC which indicated their interest at moderate level, mean value 3.22, students in other private TVET institutions like to get practical training at a high level, (mean values 3.59-4.24). Students are not comfortable in theoretical training as it was in their previous years of learning academic subjects. Rather as shown in the means average 3.69 of the responses in all the training institutions, students have indicated their high interest to get practical (work-based) training. Getting training by doing the actual job is

more preferable, effective, and can not be substituted by any other type of training methods in the training institutions; it is because, every trainee can attend the actual job with his/her high concentration.

In responding item 3, the effort of the private TVET institutions made to provide practical training to the trainees is low, means average 2.32; which indicates that they are not on the right path to train students in practice. Students are not getting practical training except in the Kiremt apprenticeship program which is designed by the MoE. In addition to this, from the collected data through interview, project works in major courses, job visits and exhibitions are rarely organized by the institutions; this is rated as means average 2.32 above.

In reference to item 4, the institutions' possible ways to provide practical training is low (means average 2.01). Based on the information summarized from the interview questions, if they try to make it within the institutions' offices, first of all the offices can not accommodate all their TVET trainees; second the time allotted to each course is too much that causes the trainees unable to get extra time for practical training; third because of some personal and business reasons there is also unwillingness of office employees to accept the trainees. Even though they can not substitute on-the-job training, model offices are not yet established in any of the private TVET institutions.

It is also very difficult to utilize employers' organizations offices for training purpose for many reasons; such as: 1) The MoE did not design the training program to meet the work-based training; 2) Employers are not well aware of the TVET program; 3) Employers' offices are not designed for this purpose.

Table XIII
Training Materials

No	Questionnaire Item	Col-lege	Respondents						
			Students			Teachers			Xave.
			No	X	SD	No	X	SD	
1	Availability of adequate instructional materials in the institution	AUC	65	3.56	1.19	5	4.40	0.55	3.98
		RC	32	3.06	1.46	5	3.80	0.84	3.43
		SMUC	86	3.51	1.10	9	3.56	0.88	3.54
		UUC	29	3.79	1.08	6	3.33	0.82	3.56
		Total	212	3.50	1.19	25	3.72	0.84	3.61
2	The relevance of the training courses to the world of work;	AUC	65	2.91	1.22	5	4.00	0.71	3.46
		RC	32	3.06	1.22	5	3.60	1.14	3.33
		SMUC	86	3.27	1.10	9	4.00	0.50	3.64
		UUC	29	3.28	1.13	6	3.50	1.38	3.39
		Total	212	3.13	1.16	25	3.80	0.91	3.47

X=Mean

Xave=Average Mean

SD= Standard Deviation

According to the students and teachers responses mean value in RC 3.43, the availability of adequate instructional materials in the institutions is at moderate level. Whereas in the cases of other institutions, the means average of AUC, SMUC, and UUC are 3.98, 3.54, and 3.56 respectively; they are all at high level. Even though, it is indicated in the institutions' means average, 3.61 which is high, there is a reasonable gap between the trainees demand and the preparation of instructional materials.

The training materials are available in the form of books, modules and handouts in their libraries and supplied to trainees and teachers whenever they request.

The students and teachers' means average 3.47 indicates that the training courses are relevant to the world of work at moderate level; which indicates the training materials need more improvement and should have identical attachment to each vocation.

In general, even though the theoretical aspects of the training materials are relevant to the world of work, as indicated above, they are not easily convertible to practice.

4.2.9 Motivation of Students

Learning is tiresome; hence students have to be motivated in various ways for better achievement. In Private TVET Colleges, for example, students can be motivated by providing free education, job opportunity, prizes and verbal appreciations, proper treatment, freedom to comment and to suggest on the entire activities of the training institution, designing job related education, and the like.

Table XIV
Motivation of Students

Item No	Questionnaire Item	College	No	X	SD	Sig.
1	Accessibility of free education in your institution;	A U C	65	2.28	0.91	
		R C	32	2.28	0.99	
		S M U C	86	2.14	0.96	
		U U C	29	2.34	0.94	
		Total	212	2.23	0.94	0.69
2	Accessibility of job opportunity after your graduation;	A U C	65	2.32	0.83	
		R C	32	2.41	0.95	
		S M U C	86	2.21	0.97	
		U U C	29	2.21	0.98	
		Total	212	2.27	0.92	0.71
3	Provision of prizes & verbal appreciation by your institution	A U C	65	3.05	1.27	
		R C	32	2.81	1.28	
		S M U C	86	2.34	1.06	
		U U C	29	2.79	1.11	
		Total	212	2.69	1.20	0.00
4	Proper treatment of students by administrative office employees;	A U C	65	3.34	1.02	
		R C	32	3.41	0.95	
		S M U C	86	3.37	1.04	
		U U C	29	3.45	1.09	
		Total	212	3.38	1.02	0.97
5	Possibility of continuing your education immediately after completion of the 10+3 program;	A U C	65	3.82	1.49	
		R C	32	3.84	1.30	
		S M U C	86	2.60	1.44	
		U U C	29	4.52	1.06	
		Total	212	3.42	1.55	0.00

X=Mean

SD= Standard Deviation

The private business education training institutes provide free education as one of the motivating factors. The students in their response means average 2.23 indicated that the possibility of getting free education in the training institutions is low. Perhaps private TVET institution can have their own reasons why the availability of free education becomes low; such as the high burden of building rent and the increasing rate of running cost, etc. the private institutions couldn't widen further this possibility getting free education.

In responding item 2 of Table XIV, based on the collected data through interview, it is because of the availability of limited vacancy and less turnover employment at the fresh



graduates' level, this motivating factor could not be seen significantly and rated low, mean value 2.27. However, whenever there is a vacancy, priority is given to graduates from the same training institutions who have achieved very high scores. Prizes and verbal appreciations are also used at moderate level, means average 2.69.

Students are also motivated by the administrative office employees. Whenever students go to offices of the institutions, the concerned office employees are providing proper treatments. To this effect, department heads, secretaries, registrars, apprenticeship coordinators, guidance and counselors have a great role in motivating students. The private training institutions are using this motivating factor at an average level (means average 3.38).

According to the indications of the respondents on the possibility of continuing further education after completion of the 10+3 (diploma) program, SMUC respondents indicated in their response mean value 2.60 (moderate) to mean not clearly known; whereas the UUC respondents responded high with mean value of 4.52; and AUC & RC respondents indicated high with the mean values of 3.82 and 3.84 respectively. In answering open-ended questions also students repeatedly indicated that they have high wishes to continue their degree education in the same field they are studying now.

Otherwise, according to the data gathered from the response of interview questions made to the head of the Private TVET Colleges accreditation office of AAEB, to continue further education, a 10+3 graduate should have at least two years of work experience documentation letter in the field he/she has trained. Even though, this vertical permeability is not yet designed. To this effect, the grading system should be identical (either letter grade or number grade) system and other adjustments should be made too. Therefore, Fresh diploma graduates are not allowed to continue their degree program immediately.

4.2.10 Extent of Employment after Graduation

Students are taking training for the purpose of acquiring knowledge and skills on vocations for employment. To this effect, acquiring knowledge and skills for self-employment, rating self-employed senior graduates, and possibility of getting employment for TVET graduates are discussed below in Table XV.

Table XV
Extent of Employment after Graduation

Item No	Questionnaire Item	College	No	X	SD	Sig.
1	Knowledge and skills you have gained in the training that enables you to create your self-employment?	AUC	65	2.34	1.15	
		RC	32	2.00	1.27	
		SMUC	86	2.45	1.14	
		UUC	29	2.03	1.09	
		Total	212	2.29	1.16	0.16
2	How do you rate self-employed 10+3 graduates in your department?	AUC	65	2.37	1.02	
		RC	32	2.56	0.72	
		SMUC	86	2.55	1.03	
		UUC	29	2.69	1.00	
		Total	212	2.51	0.98	0.47
3	The possibility of getting employment for TVET graduates	AUC	65	3.09	0.86	
		RC	32	2.97	1.03	
		SMUC	86	2.83	1.15	
		UUC	29	2.90	0.98	
		Total	212	2.94	1.03	0.46

X=Mean

SD= Standard Deviation

The students' response on item 1 indicates that trainees acquired knowledge and skills in the private TVET institutions can not enable them to create their self-employment or easily get employment in other organizations (means average 2.29).

The response of item 2 indicates also that the rate of self-employed senior graduates is low; which does not motivate trainees and the prospective trainees (means average 2.51).

The possibility of getting employment for a TVET graduate is moderate (means average 2.94). If they had acquired adequate practical knowledge and skills, when they fail to get employment in other organizations, they could have created their own self employment. Now they have failed in both options. Things are still remain the same as they were before the training. New innovations and development at the individuals as well as country level are not manifested. Simply training without getting employment is meaningless; and does not motivate trainees as well as trainers.

In all of the training institutions, trainees are not still motivated in any one of the motivating factors discussed above.

4.2.11 Vocational Guidance and Counseling Service

Vocational guidance and counseling service go hand in hand with the TVET program. Therefore, whenever TVET program is thought vocational counseling service should be considered as one of the primary important training resources.

Table XVI
Status of Vocational Guidance and Counseling Service

Item No	Questionnaire Item	College	No	X	SD	Sig.
1	Availability of vocational guidance and counseling service in the institution	AUC	65	3.12	1.35	
		RC	32	3.31	1.31	
		SMUC	86	3.35	1.12	
		UUC	29	3.59	1.05	
		Total	212	3.31	1.22	0.38
2	The effort made by the guidance and counseling office to help you get your best stream;	AUC	65	2.29	1.07	
		RC	32	2.34	1.00	
		SMUC	86	2.50	1.06	
		UUC	29	2.28	0.84	
		Total	212	2.38	1.03	0.58
3	How often are you getting counseling service by vocational teachers;	AUC	65	2.43	1.30	
		RC	32	2.59	1.21	
		SMUC	86	3.02	1.14	
		UUC	29	3.14	1.30	
		Total	212	2.79	1.25	0.01
4	The possibility of getting counseling service by vocational counselor whenever you face problems	AUC	65	2.77	1.53	
		RC	32	2.97	1.60	
		SMUC	86	3.07	1.29	
		UUC	29	2.76	1.18	
		Total	212	2.92	1.40	0.54
5	How often are you getting counseling service by department heads;	AUC	65	2.54	1.40	
		RC	32	3.13	1.26	
		SMUC	86	2.40	1.19	
		UUC	29	2.93	1.25	
		Total	212	2.62	1.30	0.02

X=Mean

SD= Standard Deviation

The vocational guidance and counseling service is available in the private training institutions. Its existence is indicated with no significant difference among the training institutions. Their means average 3.31 indicate that the office exists but does not provide the required service to the trainees.

Usually, students come with their choice to private TVET institutions providing business subjects to be registered and trained. In such situations, the vocational guidance office had to make endeavor to be sure whether they are in their best selected streams. But, the helping effort of the existing vocational guidance and counseling offices of the institutions is low (means average 2.38). The trainees are not getting the required guidance service. In answering the interview questions, the counselors in the institutions admitted this limitation; but they are giving about two weeks time for new students if they change their mind for another stream.

Regardless of their knowledge and skills in vocational guidance and counseling service, teachers are assigned to provide the required vocational counseling service to their students. Nevertheless, as pointed out in the table above, the frequency of providing the service by vocational teachers is rated moderate (mean average 2.79).

As the response of item 4 is indicated by means average 2.92 which is moderate, the individuals who are assigned as vocational counselors are not always available in their office or are not ready to provide the required counseling service whenever trainees come to their office with their problems.

As to the student researcher's observation, department heads are providing vocational counseling service in addition to their other coordinating duties that make them always busy. However, they are rated by the respondents as moderate, means average 2.62 which indicates their vocational counseling service is not sufficient.

In general, based on the mean values in Table XVI above, this vocational guidance and counseling service was not properly conducted in the business education offering private TVET institutions.

4.2.12 Management of the TVET program

The data analysis on Table XVII focuses on the type of leadership style and the participations of students, teachers and other stakeholders of the TVET program.

Table XVII
Management of the TVET program

No	Questionnaire Item	Col-lege	Respondents						
			Students			Teachers			Xave.
			No	X	SD	No	X	SD	
1	The existence of participative leadership in the TVET institution;	AUC	65	3.28	1.19	5	3.40	1.34	3.34
		RC	32	3.94	0.98	5	3.60	1.34	3.77
		SMUC	86	3.37	0.95	9	2.78	0.67	3.08
		UUC	29	3.59	1.15	6	2.83	1.17	3.21
		Total	212	3.46	1.08	25	3.08	1.08	3.27
2	Students participation in commenting the curriculum, and methods of training	AUC	65	3.63	1.34	5	2.60	0.89	3.12
		RC	32	3.78	1.01	5	2.60	1.52	3.19
		SMUC	86	3.53	1.00	9	2.33	1.00	2.93
		UUC	29	4.07	0.96	6	3.50	0.55	3.79
		Total	212	3.67	1.12	25	2.72	1.06	3.20

X=Mean

Xave=Average Mean

SD= Standard Deviation

In responding item 1, students and teachers have indicated in their response that they are satisfied at moderate level; and there is more to be made for better participation (means average 3.27).

The TVET program requires full participation of its stakeholders. For example, it invites the collaboration of potential employers for training; teachers to impart their high competence for training; parents who support their child by every thing he/she needs and to comment the program; administrative unit of the training institutions who can plan the entire training program and coordinate for its proper implementation; the government for legal aspects, and the designers of the TVET program to accept comments for change etc

Thus, the participative leadership must exist in the TVET institutions and must be willing to invite teachers, students, and other employees in the institutions for comment on the academic and administrative activities in the institutions; and it must be willing and able to accept all the comments from different angles.

The participation of the students and teachers in commenting the curriculum is very important. Based on the data gathered through the interview questions, students were given

chances in different occasions repeatedly by the training institutions to comment the training curriculum.

Accordingly, students were suggesting what should be done through their Students Affairs Offices. Class representatives from each department have meeting once within two weeks or a month (depending on the decision of the institution) and make discussion on academic and administrative matters. As the result, the management units of the institutions make changes for improvement. Most of the in-school problems were gradually solved. Students' respondents rated this situation as means average of 3.20; which is to mean there is more to be made for better participation.

Teachers are also allowed to participate in the planning and decision making activities in the institutions. For this reason, they schedule their activities of the academic year in their own departments and submit it to the academic dean office through their department heads. The department heads also form Academic Commissions (AC) of the colleges. In the weekly meetings of the AC, various types of discussions and the appropriate decisions are made.

Therefore, all the activities mentioned above indicates us the existence of the participative leadership at limited level in the private TVET institutions.

4.2.13 Government's Support and Control of Private TVET Colleges

This part of data analysis focuses on the government's support to the private TVET institutions and its control over their entire training activities.

Table XVIII
Government's Support and Control on the Private TVET Colleges

Item No	Questionnaire Item	Teachers				
		College	No	X	SD	Sig.
1	The government's support to the Private TVET Colleges that are engaged in the TVET program	AUC	5	2.20	1.30	
		RC	5	1.60	1.34	
		SMUC	9	3.00	1.22	
		UUC	6	2.33	1.21	
		Total	25	2.40	1.29	0.27
2	The MoE's controlling mechanism on the implementation of the TVET program in the Private TVET Colleges by: Designing Curriculum	AUC	5	3.00	1.58	
		RC	5	2.80	1.10	
		SMUC	9	2.89	0.93	
		UUC	6	3.17	1.33	
		Total	25	2.96	1.14	0.96
3	Providing frequent Supervision Service;	AUC	5	2.60	1.34	
		RC	5	2.00	1.00	
		SMUC	9	2.89	0.93	
		UUC	6	2.67	1.21	
		Total	25	2.60	1.08	0.56
4	Preparing and conducting Trade-Test for Certification;	AUC	5	2.40	1.95	
		RC	5	1.20	0.45	
		SMUC	9	3.00	0.87	
		UUC	6	1.83	1.17	
		Total	25	2.24	1.30	0.06
5	Collecting comments from Stakeholders and making immediate corrections;	AUC	5	2.40	1.52	
		RC	5	2.00	1.00	
		SMUC	9	2.78	0.97	
		UUC	6	2.83	1.17	
		Total	25	2.56	1.12	0.59
6	The government's Encouragement for the Trainees;	AUC	5	2.40	1.95	
		RC	5	2.20	1.30	
		SMUC	9	2.56	1.13	
		UUC	6	2.00	1.26	
		Total	25	2.32	1.31	0.89

X=Mean

SD= Standard Deviation

The response of the teachers on item 1 indicated that, the government's support to the private business subjects TVET institutions is low, mean average 2.40. The government can support private TVET institutions in many different alternative ways; such as in providing land for the constructions of their training institutions' buildings, allowing duty free imports of training materials and equipments, and so on.

Likewise, the MoE, the sole responsible unit for education on behalf of the government, could have many and various ways to support these training institutions; such as by training TVET teachers, providing supervision service, creating of awareness in the minds of the people of the country on the importance of TVET program, and the role of private training institutions. In responding to the interview questions, the deans of the institutions share the idea that the existing MoE does not give any support to the Private TVET Colleges.

Even though the Private TVET Colleges are profit making institutions, based on the importance of the training program and difficulty in implementing as required, the MoE has to support them in every thing they need for the proper implementation of the TVET program.

The AAEB provides supervision service for the private training institutions at moderate level, means average 2.60; which indicates that the AAEB is not supporting the private training institutions by providing the required supervision service. The concerned officer in the AAEB also responded the interview question "How often are you supervising each Private TVET Colleges?" The office had scheduled a program to make visits twice a month and surprising visit. But, it could not be practical because of shortage of labor. However, the institutions should get supervision service from the AAEB to make their implementation efficiency on the TVET program improved.

One of the controlling mechanisms of the MoE for the implementation of the TVET program is by preparing curriculum. Teachers have responded item 2 moderate (mean average 2.96). This rating indicates that the implementation of this mechanism is inefficient. Some of the teachers also responded the open-ended questions that the curriculum does not correspond with its implementation to the actual job.

Preparing and conducting Trade Test for Certification could be one of the controlling mechanisms. This could enforce every training institution for quality. Students could also work not only for grades but primarily for knowledge and skills which goes with the primary goal of the TVET program. However, it is not yet practiced in the country; that is why teachers rate it low, means average 2.24.

Collecting comments from stakeholders and making immediate corrections is another important controlling mechanism. As indicated in the means average 2.56, the AAEB's level of practicing this mechanism is low. Similarly, from the response of the AAEB accreditation officer for the interview question, the student researcher has found that the office was making tracer study informally from the stakeholders; but, no change has been made in the quality of the training.

Teachers and students response mean average 2.32 indicated that the government's encouragement to the trainees is low. Encouragements such as providing job opportunities, designing applicable TVET program, promising loan for their small business they will have after graduation, reduction of school fee (If the Private TVET Colleges had been given plot of land from the government, they could be free from the building rent burden and could automatically reduce the school fees) and the like.

4.2.14 Apprenticeship

Apprenticeship is the backbone of the TVET program in which trainees practice the actual work they have learned theoretically in the training institute. In this part of data analysis, the memorandum of agreement for apprenticeship, placement of the apprentices in the employers' firms, payment to the apprentices and the effect of kiremt apprenticeship on the behavior of the trainees will be discussed.

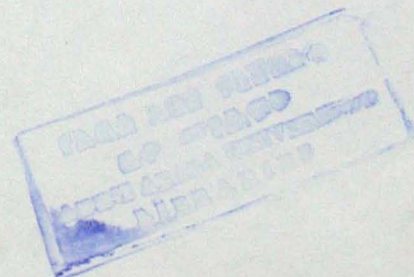


Table XIX
Apprenticeship

Item No	Questionnaire Item	Students				
		College	No	X	SD	Sig.
1	Is there a memorandum of agreement for apprenticeship between the training institution, the employer, and the apprentice?	AUC	65	1.43	0.50	
		RC	32	1.56	0.50	
		SMUC	86	1.72	0.45	
		U U C	29	1.48	0.51	
		Total	212	1.58	0.50	0.003
2	Proper placement of the apprentices in the employers' firms;	AUC	65	2.60	1.25	
		RC	32	2.75	0.80	
		SMUC	86	2.66	0.98	
		UUC	29	2.90	0.86	
		Total	212	2.69	1.03	0.61
3	Payment to the apprentices for their service providing to the employer's organization	AUC	65	1.68	0.97	
		RC	32	1.50	0.76	
		SMUC	86	1.45	0.76	
		UUC	29	1.52	0.78	
		Total	212	1.54	0.83	0.43
4	Contribution of the kiremt apprenticeship program in the behavior of the trainees	AUC	65	2.80	1.20	
		RC	32	3.00	1.05	
		SMUC	86	3.09	0.99	
		U U C	29	3.07	1.03	
		Total	212	2.99	1.07	0.40

X=Mean

SD=Standard deviation

The availability of memorandum of agreement for apprenticeship that enforces the employer, the training institution, and the apprentice is at low level (means average 1.58). According to the data gathered through interview from apprenticeship coordinators, only very few organizations are making written agreement and implement it accordingly; such as Ethiopian Airlines, San George Beer Factory, and some other organizations.

In responding item 2 of Table XIX, some apprentices are assigned according to their field of study and more than half of the apprentices are not placed in their field of study (means averages 2.69). As it is summarized from the responses of the apprenticeship officers in answering interview questions, because of various reasons employers do not assign apprentice in their field of study for the following reasons. 1) because of their limited office space; 2) lack of responsibility for wastage of equipments and other office materials; 3) lack of adequate awareness about the TVET program; and 4) because of their inadequate preparation to provide the training.

Similarly, the means average 1.54 indicates that payment to the apprentices for their service providing to the employers' organizations is low. Very few numbers of apprentices are paid small sum of money to cover their transport. Otherwise, whether the apprentices are placed in their stream or not, most of them are not paid.

On the other hand, trainees are not placed in their field of study as well as they are not paid for their service. However, just by being there and observe some job activities, trainees have got a certain behavioral change in adapting office environment, its culture, and some procedures. Nevertheless, apprentices rated the contribution of Kiremt apprenticeship program at moderate level (means averages 2.99).

In addition, summarized responses from the open-ended questions responded by the trainees and interview questions by the apprenticeship officers, trainees in fact some reservations on the implementation of the apprenticeship program in general:

- 1) Employer should be well aware of about the apprenticeship program;
- 2) The employers' organizations should be ready for apprenticeship training;
- 3) There should be a legal written agreement that governs the employer, the training institution and the apprentice;
- 4) Placement should be made according to the apprentice's field of study;
- 5) There should be some payment to apprentices for the service apprentice provides at least to cover the transport expense.
- 6) The training institutions should supervise apprentices while they are getting training in the apprenticeship program.

Furthermore, in answering an interview question "What problems do you see in the Kiremt apprenticeship program? One of the responses forwarded by all of the apprenticeship coordinators is that the employers are not properly doing the assessment of the apprentices' performance. They provide highly inflated record for every apprentice. The student researcher has also observed some of the records in their documents and found it rare to see grades even in 90-98%; almost all of the records are above 98%. Such an activity is the reflection of the carelessness of the employers or their negligence of the program. One sample copy of summarized apprentices' performance assessment report from SMUC apprenticeship office is attached in the appendices part of this thesis (Appendix VI).

4.2.15 Efficiency of Teachers

The following analysis of data focuses on the adequacy of knowledge and skills the teachers have, efficiency of teachers in delivering practical training, and punctuality of teachers.

Table XX
Efficiency of Teachers

Item No	Questionnaire Item	Students				
		College	No	X	SD	Sig.
1	Teachers' adequacy of knowledge and skills in the course they are providing you;	AUC	65	4.02	1.15	
		RC	32	3.75	1.27	
		SMUC	86	3.78	0.95	
		UUC	29	4.31	0.81	
		Total	212	3.92	1.06	0.08
2	Teachers efficiency in delivering practical training;	AUC	65	3.71	1.11	
		RC	32	2.84	1.39	
		SMUC	86	3.02	0.99	
		UUC	29	2.76	1.09	
		Total	212	3.17	1.16	0.00
3	Absence of teachers in the class;	AUC	65	1.72	1.01	
		RC	32	2.00	1.41	
		SMUC	86	2.36	1.22	
		UUC	29	1.66	0.86	
		Total	212	2.01	1.18	0.00

X=Mean

SD= Standard Deviation

In responding item 1 of Table XX, it is indicated that teachers in the private training institutions have adequate theoretical knowledge and skills at high level in the courses they are providing to their students (means average 3.92). But, as indicated in responding item 2, the efficiency of teachers in delivering practical skills training in computer, typewriting, accounting, and marketing classes is moderate (means average 3.17).

The student respondents have indicated in their response that teachers' absenteeism in the class is low (means average 2.01); this indicates that teachers' punctuality is high. However, they are sometimes absent in the class for their personal cases; in those times trainees stay in their class idle, discuss matters in the corridors, or go out of the institution' building door; which may create adverse conditions for the training process.

Chapter Five: Summary, Conclusions, and Recommendations

This chapter deals with the major findings, conclusions and the recommendations forwarded based on the findings.

5.1 Summary

The main purpose of this study was to assess the implementation of the middle level TVET program in the Private TVET Colleges in Addis Ababa, in particular to the business subjects.

To this effect, attempts have been made to provide answers to the following basic questions:

1. In what methods the trainees/students are getting the required training?
2. Do teachers/trainers have the necessary practicable knowledge and skills to provide the training effectively?
3. Do the Private TVET Colleges have encouraging situation for the implementation of the TVET program?
4. What types of support the Private TVET Colleges are getting from the government for better implementation of the TVET program?

The study employed was a descriptive survey method and it was conducted in four Private TVET Colleges in Addis Ababa. The sampling technique employed to select Private TVET Colleges was purposive sampling technique. The subjects of the study were 212 students and 25 teachers, 4 deans, and 13 officers.

Information was obtained from respondents through questionnaires, observation, and interview. The data obtained were analyzed using percentage, mean difference, and One-Way ANOVA. The information obtained through interview and observations were presented in complementing the data obtained by means of questionnaires.

Based on the data analysis, the following major findings were obtained:

5.1.1 Population Characteristics

- Fresh graduates who do not have teaching/work/ experience were found assigned as trainers in the PTVETC to provide supportive and/or common courses.

5.1.2 Physical Facilities of the Training Institutions

- It was found that the Model Office, the second important unit to work-based training to provide trainees practical training is missing in all of the private TVET institutions (average mean 1.43).
- It was found that the PTVETC have insufficient space for parking and play ground (average mean 2.48). In addition, they were highly accessible to road (averages mean of 4.05). As the result, the training institutions were exposed for internal and external disturbance at moderate level.

5.1.3 Training

- It was found that parents, students, and other stakeholders of the program were not well aware of the program and were not participative in the program.
- The PTVETC providing business subjects, did not make the required effort to provide students practical training (mean value 2.32).
- It was found that the required effort was not made by the vocational guidance and counseling office to help students identify their best choice of streams (mean value 2.38).
- As it was indicated in the mean values 2.29, 2.51, and 2.94 respectively, graduates were found unable to create their self-employment or can not easily get employment in the employers' organizations.
- Very few of the employers were using memorandum of agreement in the apprenticeship training program (mean value 1.58). Similarly, more than average apprentices were not getting proper placement in the apprenticeship training program (mean value 2.69). Payment made for the service of the apprentices was very low (mean value 1.54). Employers were also careless in following up the apprentices' training and their performance assessment.
- Teachers were not trained in practical way yet (means average 1.84).

5.1.4. Government's Support and Control on the Private TVET Colleges

- The government's support to the Private TVET Colleges that were engaged in the TVET program and the government's encouragement for the trainees was low (mean value 2.40 and 2.32) respectively.
- The study results that the MoE's controlling mechanism on the implementation of the TVET program in the Private TVET Colleges is moderate (average mean 2.59).

5.2 Conclusions

Based on the major findings of the study, the following conclusions may be drawn:

The excellence of the TVET program implementation largely depends on the availability of the proper human and non-human training resources. As indicated in the findings, most of the physical facilities for training were not in their proper arrangement. Teachers/trainers also were not trained in practice; they simply trained in the theoretical aspect of vocations. As a result, students were found getting training in theory not in practice; which is unproductive and beyond the curriculum of the TVET program. Apprenticeship training, which is the backbone of the TVET program, was not also properly handled to bring significant change in the behavior of the trainees'. The vocational guidance and counseling service that should always be existed in the training process was not functioning properly. The government did not make support to the Private TVET Colleges who are engaged in the TVET program on what they need for the better implementation of the training program. Similarly, the controlling mechanism of MoE on the TVET program was found inefficient. There was no adequate awareness created in the minds of stakeholders of the TVET program.

Finally, because of all these limitations in the implementation of the TVET program, it is concluded that the intended goal of the TVET program could not be attained.

5.3 Recommendations

Based on the major findings and conclusions drawn from the study, the following recommendations are forwarded.

1. Population Characteristics

- The TVET program can not be implemented only by those who designed the program and the training institutions. To this effect, adequate awareness should be created by the MoE in the minds of the people of the country in general through radio, television, newspapers, magazines, brochures, educational exhibitions, etc.
- To satisfy the basic training needs of students and to attain the intended TVET program goal, first of all teachers/trainers must get the required practicable knowledge and skills at least in the major courses they are providing training. To this effect, they must get practical (work-based) training by establishing TVET Teachers Training Institute or by formatting collaboration with other business and non-business organizations to train teachers by doing the actual work.

2. Physical Facilities of the Training Institutions

Physical facilities are considered as one of the most important training resources in the training institution without them it is impossible to implement the TVET program. Therefore, the institutions buildings should have wide compound for parking and play ground so that trainees can get sufficient areas for group discussion, corridors of the building will be free from crowdedness and too much noise, to practice some physical exercise, to enable employees and some students get space to park their cars. In addition, they should be accessible to road but not immediate front of the main road to keep trainees safe from exposing car accident and unexpected danger, and to make the institution free from external disturbance.

3. Training of Students

In the TVET program, students should be trained in practice. This can be feasible by employing one or a combination of some of the following options:

- Adopting a system of cooperative training (training students with collaboration of employers);



- Establishing well organized model office;
- Designing internship program for not more than one year;
- Permitting the companies open the institutions and train the youth.

4. Training Materials

Whether the courses are major, supportive or common, instructional materials for training should be prepared in such a way that they are brief, clear, easy to understand, and directly related to the actual job.

5. Motivation of Students

Most of the people (at any age level) are getting satisfaction simply by learning. Further more, people are learning to overcome their problems that occur in their daily life. Therefore, the educational life of the trainees should not be terminated at the 10+3 (diploma) level; rather a mechanism should be designed by the MoE that enable the trainees to continue their study as much as they can.

6. One or two weeks before beginning the training, sufficient orientation which enables the trainees to select their appropriate field of training should be given. To this effect, In private training institutions, students usually come with their choice; however, they might be biased by others or situations on stream selection. Therefore, the vocational guidance and counseling office has to help each student to choose his/her best fit stream and register him/her accordingly. Then, continuous endeavor has to be made to provide trainees vocational guidance service. Vocational teachers and department heads can assist in counseling their students organized by the vocational guidance and counseling office.

7. To be successful in the TVET program, the education and training policy should incorporate that students should not be assigned to the TVET program because they have achieved low grade in the EGSECE rather should be assigned by their interest and potential.

8. Apprenticeship

Apprenticeship is the basic part of the TVET program; for its proper implementation, there should be adequate preparation:

- Employers must be well aware of the apprenticeship program and their offices must be ready for the training;
- The memorandum of agreement for apprenticeship should be prepared and utilized properly among the employers, the training institutions, and the apprentices;
- Each apprentice should be assigned in his/her field of study and get the appropriate training knowledge and skills on the job he/she is doing;
- However small it is, payment should be made to the apprentice for the service providing to the organization;
- At the end of the apprenticeship program, the apprentice should be given the appropriate performance assessment grade.
- The training offering institutions should make a thorough supervision.

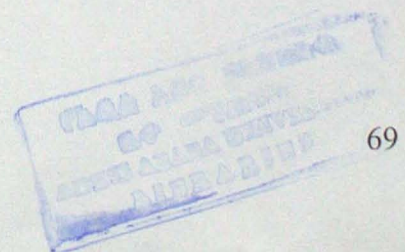
9. Management of the TVET program

The management units of the training institutions must be able to get the stakeholders of the TVET program especially the trainers, trainees, parents, employers, TVET program designers (MoE), participate in their own share in the training program.

10. Government's Support and Control on the Private TVET Colleges

Private TVET Colleges need support from the government in which they cannot get by themselves; for example, land for their training buildings. With this understanding:

- The government with collaboration of the PTVETC has to create awareness in the minds of the people throughout the country about the TVET program by using radio, television, newspapers, magazines, preparing other different programs in the training centers, etc.



- The government has to provide support to the Private TVET Colleges of every thing they need including prizes and verbal appreciations for their good implementation in the training program.
- The MoE has to establish a board at federal level that embraces all the stakeholders that should be responsible for the entire TVET program including the apprenticeship.
- The board has to make close follow up the implementation of the TVET program by designing various types of controlling mechanisms; such as providing the required supervision service, preparing trade-test for certification, making tracer study, checking the curriculum in use, rewarding for the PTVETC good deeds, etc..

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Appendices

Appendix I

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

A questionnaire to be responded by Teachers/Trainers

The main purpose of this questionnaire is to gather relevant information for the assessment of the implementation of the Technical/Vocational Education and Training (TVET) program in the Business Subject Training Provider Private TVET Colleges (PTVETC) in Addis Ababa. As a result, the problems that exist in the program implementation process and hinder in meeting their educational objectives will be identified. Finally, solutions for the investigated problems will be forwarded.

Hence, you are kindly requested to respond to every item in the questionnaire. Your response has a great impact on the success of the study.

No need of writing your name.

Thank you for your cooperation.

Part One: Personal Data

Please indicate your response by placing a (✓) mark in corresponding box of your choice except the open ended items that should be filled by writing.

1. Name of the Training Institution: _____
2. Sex: a) Male b) Female
3. Age: a) Below 20 c) 30-39 e) Above 49
 b) 20-29 d) 40-49
4. Qualification: a) Diploma c) MA/Msc
 b) BA/Bsc. d) Ph.D
5. Area of Qualification: Major: _____ Minor: _____
6. Your Training Department: a) Accounting. c) Secretarial Science (SSOM)
 b) Marketing
7. Years of TVET Experience: a) Below 2 c) 4-5
 b) 2-3 d) Above 5

Part Two: Questionnaire Items

1. Items listed below are indicating the essential conditions about physical set-up of the institution to deliver quality training. Rate each item in 5 points scale according to your view of their appropriateness as:

1 = V. Inadequate 2 = Inadequate 3 = Moderate 4 = Adequate 5 = V. Adequate

Put a (✓) mark in its Corresponding Column

No	Questionnaire Items	1	2	3	4	5
1.1	Physical Set-Up of the Institution					
a	Appropriateness of training equipments;					
b	Degree of freedom of the training classrooms from any kind of disturbance; such as noise;					
c	The size of the training institution's compound for parking and play ground;					
d	Freedom of the whole institution compound from any kind of external disturbance;					
e	Accessibility of road to the training institution;					
f	Availability of model office and its convenience					
g	Efficiency of the library service;					
h	Availability of toilet (restroom) for boys, girls, and employees separately and sufficiently;					
i	Availability of water, electricity, telephone and internet supplies in the institution;					
j	Availability of first-aid medical service in the institution;					

2. Considering the experience you have in the college in which you are working now, rate each item in 5 points scale according to your view of their appropriateness as:

1 = Very Low 2 = Low 3 = Moderate 4 = High 5 = Very High

Put a (✓) mark in its corresponding column

No	Questionnaire Items	1	2	3	4	5
2.1	Training of Teachers/Trainers/					
a	As a TVET teacher, your interest to get practical (work-based training);					
b	Availability of work-based trained TVET teacher in your department;					
c	Availability of sufficient and efficient laboratory technicians in the institution;					
2.2	Teachers' Motivation					
a	Motivation of the academic staff by the college in monetary terms;					
b	Motivation of the academic staff by the college in sponsorship for education;					
c	Motivation of the academic staff by the college in fringe benefits;					
d	Motivation of the academic staff by the college in rank promotion;					
e	Cooperative work among academic staff;					

No	Questionnaire Items	1	2	3	4	5
2.3	Training Materials					
a	Availability of adequate instructional materials in the institution;					
b	The relevance of the training courses you are teaching to the world of work;					
2.4	Status of Vocational Guidance & Counseling Service					
a	Availability of trained vocational counselor in the institution;					
b	Teachers involvement in the vocational counseling service;					
2.5	Administration of the TVET Program					
a	The existence of participative leadership in the TVET program;					
b	Your participation in planning and decision making activities in the institution;					

3. As a trainer you know more about your trainees and the training situation; therefore, rate each of the following items in 5 points scale according to your view of their appropriateness as:

1 = Very Low 2 = Low 3 = Moderate 4 = High 5 = Very High

Put a (✓) mark in its Corresponding Column

No	Questionnaire Items	1	2	3	4	5
3.1	Training of Students					
a	Students' potential to accept the training;					
b	Your effort to deliver practical training to your trainees;					
c	The effort of the college to provide students practical training;					
d	The possibility of getting employment for TVET graduates;					
e	Creation of observable self employment by your graduated students in their field of training;					
3.2	Students' Motivation					
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 10+3 (Diploma) program;					
3.3	Government's Support & Control of (PTVETC)					
a	The government's support to the (PTVETC) that are engaged in the TVET program;					
	The MoE's controlling mechanism on the implementation of the TVET program in the (PTVETC) by:					
b	Designing curriculum;					

No	Questionnaire Items	1	2	3	4	5
c	Providing frequent supervision service;					
d	Preparing and conducting Trade Test for Certification;					
e	Collecting comments from stakeholders and making immediate corrections;					

4. The number of students available in the 36 meter square size laboratory classroom
 a) Below 21 b) 21-30 c) 31-40 d) Above 40
5. The number of students available in the 60 meter square size lecture classroom
 a) Below 30 b) 31-40 c) 41-50 d) Above 50

Open-Ended Questions

1. Suggest what factors can motivate TVET trainees.

2. What are the major challenges the training institutions, teachers and trainees are encountering?

3. What do you suggest to improve the implementation of TVET program?

Addis Ababa University
School of Graduate Studies
Department of Business Education

A questionnaire to be responded by Diploma (10+3) Students/Trainees

The main purpose of this questionnaire is to gather relevant information for the assessment of the implementation of the Technical/Vocational Education and training (TVET) program in the Business Subject Training Provider Private Higher Educational Institutions (PTVETC) in Addis Ababa. As a result, the problems that exist in the implementation process and hinder in meeting the educational objectives will be identified. Finally, solutions for the investigated problems will be forwarded.

Hence, you are kindly requested to respond every item in the questionnaire carefully. Your response has a great importance on the success of the study.

No need of writing your name.

Thank you for your cooperation.

Part One: Personal Data

Please indicate your response by placing a (✓) mark in corresponding box of your choice.

1. Name of the Training Institution: _____
2. Sex: a) Male b) Female
3. Age: a) Below 16 c) 21-25 e) Above 30
 b) 16-20 d) 26-30
4. Your Department: a) Accounting. c) Secretarial Science (SSOM)
 b) Marketing

Part Two: Questionnaire Items

1. Items listed below are indicating the essential conditions about physical set-up of the institution to deliver quality training. Rate each item in 5 points scale according to your view of their appropriateness as:

1 = Very Low 2 = Low 3 = Moderate 4 = High 5 = Very High

Put a (✓) mark in its Corresponding Column

No	Questionnaire Items	1	2	3	4	5
1.1	Physical Set-Up of the Institution					
a	Suitability of equipments by which you are getting training;					
b	Freedom of the training classrooms from any kind of disturbance; such as noise;					

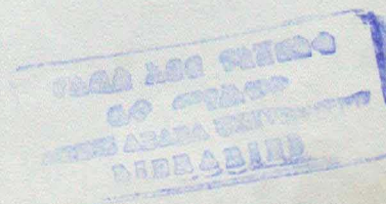
No	Questionnaire Items	1	2	3	4	5
c	The size of the training institution's compound for parking and play ground;					
d	Freedom of the whole institution compound from any kind of external disturbance;					
e	Accessibility of road to the training institution;					
f	Availability and suitability of model office in the institution;					
g	Efficiency of the library service;					
h	Availability of toilet (restroom) for boys, girls, and employees separately and sufficiently;					
i	Availability of water, electricity, telephone and internet supplies in the institution;					
j	Availability of first-aid medical service in the institution;					

2. Considering yourself as a trainee in the institution, rate each item in 5 points scale according to your view of their appropriateness as:

1 = Very Low 2 = Low 3 = Moderate 4 = High 5 = Very High

Put a (✓) mark in its Corresponding Column

No	Questionnaire Items	1	2	3	4	5
2.1	Status of Vocational Guidance & Counseling Service					
a	Availability of vocational counseling service in the institution;					
b	The effort made by the guidance and counseling office to help you get your best stream;					
c	How often are you getting counseling service by vocational teachers;					
d	The possibility of getting counseling service by vocational counselor whenever you face problems;					
e	How often are you getting counseling service by department heads;					
2.2	Selection & Streaming of Students					
a	Parents awareness about the TVET program;					
b	Knowledge you had on the TVET program before have got registered in the program;					
2.3	Training of Students					
a	Your internal feeling to shift to another department;					
b	Your interest to get work-based training;					
c	Accessibility of getting work-based training in the institution;					
d	The effort of the college to provide you practical training;					
e	Knowledge and skill you have gained in the training that enables you to create your self-employment;					



No	Questionnaire Items	1	2	3	4	5
g	How do you rate self-employed 10+3 graduates in your department?					
h	Possibility of getting employment for diploma TVET graduates;					
2.4	Motivation of Trainees					
a	Accessibility of free education in your institution;					
b	Accessibility of job opportunity by your institution;					
c	Motivation of trainees through providing prizes & verbal appreciation by your institution;					
d	Proper treatment of students by administrative office employees;					
e	Degree of freedom you have in the institution to raise questions, to suggest and comment on the curriculum, and methods of training;					
f	Possibility of continuing your education after the completion of the 10+3 (Diploma) program;					
2.5	Training Materials					
a	Availability of instructional materials in the institution;					
b	The relevance of your training courses to the world of work;					
2.6	Apprenticeship					
a	Proper placement of the apprentices in the employers' firms;					
b	Payment to the apprentices for their service providing to the employer's organization;					
c	Contribution of the Kiremt apprenticeship program in the behavior of the trainees;					
2.7	Teachers Efficiency					
a	Teachers' adequacy of knowledge and skills in the course they are providing you;					
b	Teachers efficiency in providing practical training;					
c	Availability of sufficient and efficient laboratory technician;					
d	Absence of teachers in the class;					
2.8	Management of the TVET					
a	Students participation in commenting the curriculum, and methods of training;					
b	The existence of participative leadership in the training institution;					

3. On what basis are you selected and streamed in this department? Is it on the basis of your:
- a) EGSECE result?
 - b) Choice?
 - c) EGSECE result and Choice?
 - d) Interest, ability (EGSECE result), and physical fitness?
 - e) The available space in the institution?
4. The number of students available in the 36 meter square size laboratory classroom
- a) Below 21
 - b) 21-30
 - c) 31-40
 - d) Above 40
5. The number of students available in the 60 meter square size lecture classroom
- a) Below 30
 - b) 31-40
 - c) 41-50
 - d) Above 50
6. Is there a memorandum of agreement for apprenticeship between the training institution, the employer, and the apprentice (You)?
- a) Yes
 - b) No

Open-Ended Questions

1. Are you still taking EGSECE (Grade 10 National Exam)? Why?

2. What do you suggest for the better application of the apprenticeship program?

3. What do you suggest to improve the implementation of TVET program?

4. As a trainee, what are the major challenges you face in taking this training?

Interview Guide

A. Academic Dean's Office

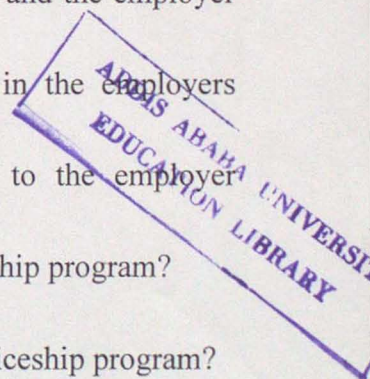
1. How many TVET departments are there in this college?
2. Does the government provide any support to this college for the TVET program?
3. This college is one of the few colleges that have relatively many TVET students' enrollments and have many years of training experience. What major problems are you facing in implementing the program?
4. Do you think that you are on the right track to attain the objectives of the TVET program?
5. How many fresh graduates are assigned as a trainer?
6. How many of the teachers/trainers have got work-based and pedagogic training?
7. What strong sides do you see in the implementation of the TVET program?
8. As you know teaching is one of the challenging professions, especially in handling the TVET program; what motivating factors are you using to encourage the academic staff?
9. What strong sides do you see in the implementation of the TVET program?
10. What limitations do you see in the implementation of the TVET program?
11. How much do you estimate the educational coverage of the (PTVETC) in the country?

B. Apprenticeship Office

1. Is there any written agreement made between the training institution and the employer organization; and the apprentice?
2. Have you observed that apprentice are getting proper placement in the employers organization?
3. Are the apprentices getting payment for their service providing to the employer organization?
4. Do you think the trainees are getting sufficient skills in the apprenticeship program?
5. What problems do you see in the Kiremt apprenticeship program?
6. What comment do you have for the better implementation this apprenticeship program?

C. 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 service to the trainees?
4. Do graduates come to this office to get counseling service before they go for job?



D. Registrar Office

1. Is there any designed mechanism to provide students sufficient information about each department before they choose their stream?
2. What is expected from an individual to be registered in the TVET diploma program? Is it always constant or variable?
3. What criteria this college uses to select and stream students?
4. By whom students are getting orientation before they begin their class?
5. Can the diploma graduates continue their education in the degree program?
6. What strong sides do you see in the implementation of this TVET program?
7. What limitations do you see in the implementation of this TVET program?

E. Addis Ababa Education Bureau

1. What criteria should (PTVETC) fulfill to be accredited?
2. You know that handling the TVET program is very expensive and tiresome; what encouragement are you making for those (PTVETC) who are handling this program?
3. How often are you supervising each PHEI?
4. Do you have any controlling mechanism for (PTVETC) that is handling the TVET program?
5. Do you believe that you are on the right track to attain the objectives of the TVET program?
6. Can the diploma graduates continue their education in the degree program?
7. How much is the (PTVETC) educational coverage in the country so far?

Observation Check-List

The purpose of this check list is to gather relevant data about the implementation of TVET in the (PTVETC) in Addis Ababa.

1. Name of the Institution: _____

The calculated means average were interpreted as 0.05-1.50=very low; 1.51-2.50=low; 2.51-3.50 moderate; 3.51-4.50 high; and above 4.50=very high.

No	Characters				
		1	2	3	4
1	Preparation of Instructional Materials				
2	Classroom Size and its Facilities				
3	Proportion of the Classroom with its Students				
4	Laboratory Rooms				
5	Model Office Layout				
6	Library Facilities and their Organization				
7	Guidance and Counseling Office				
8	Apprenticeship Office				
9	Registrar with its Proper Records Cabinets				
10	Multipurpose Hall				
11	Boys, Girls and Employees Separate Latrine Rooms				
12	The Institution's Clinic and Its Service				
13	Availability of electricity, water, and telephone service				
14	Size and Arrangement of the Institution Compound				
15	The Arrangement of the Administration & Ac. Staff Offices				

Since 1991 E.C. accredited by AAAEB and MoE
University Colleges and Colleges training service provided that five years and above

No	Name of the University Colleges and Colleges	Programs	Year of Accreditation
1	Addis College	Accounting	1994
		Automotive Technology	
		Building Technology	
		Drafting Technology	
		Electricity/Electronics Technology	
		Surveying Technology	
2	Admas College	Accounting	1993
		General Management	
		Import and Export Management	
		Management	
		Marketing Management	
		Purchasing and Supplies Mgt.	
		Secretarial Sci. & Office Mgt.	
		Transport Management	
3	Africa Beza College	Accounting	1993
		Business Administration	
		General Management	
		Marketing Management	
		Secretarial Sci. & Office Mgt.	
4	CPU Business and Computer Technology College	Applied Computer Science	1994
		Computer based Accounting	
		Computer maintenance & Networking	
		Computerized Office Administration	
5	Grace Business and Computer Science College	Computerized Accounting	1994
		Computer Science	
		Marketing Management	
		Secretarial Sci. & Office Mgt.	
6	Hilco Computer Science and Technology College	Computer Science	1993
7	Micro-Link Information Technology College	Accounting	1992
		Banking and Finance	
		Computer Science	
		Marketing Management	
		Secretarial Sci. & Office Mgt.	
8	Nur Selam College	Accounting	1994
		Business Management	
		Marketing Management	
		Secretarial Sci. & Office Mgt.	
		Computer Science	
		Building Technology	
9	Royal College	Accounting	1993
		Business Administration	
		Business Admin. Systems	
		Marketing Management	
		Personnel Administration	
		Secretarial Sci. & Office Mgt.	
10	Selam Nursing College	General Nursing	1993
11	St. Mary University College	Accounting	1993
		Marketing Management	
		Secretarial Sci. & Office Mgt.	
		Law	
12	Unity University College	Computer Science	1991
		Accounting	
		Business Administration	
		Marketing Management	
		Personnel Management	
		Secretarial Sci. & Office Mgt.	
		Law	

Appendix IV

Memorandum of Agreement

This Memorandum of Agreement is concluded between

herein after called the Employer and

herein after called the TVET Center and

herein after called the Apprentice. The parties have agreed as follows.

1. Apprenticeship Training

The Employer will provide apprenticeship training to the Apprentice according to the objectives of training attached to this agreement.

2. Start and Duration

The apprenticeship training will start on _____ and ends on _____.

The training comprises in total _____ hours of training. The normal daily training hours are _____.

3. Allowance

The Employer will pay the Apprentice a monthly allowance of _____ Ethiopian Birr.

4. Duties of the Employer

The Employer shall

- a. ensure that the training is appropriate according the objectives of training attached to this agreement;
- b. deploy an in-company instructor;
- c. design, implement and follow up a training plan jointly with the TVET Center;
- d. provide the raw materials, tools and other necessary equipment that are required for the training;
- e. introduce the Apprentice into safety rules and precaution measures;
- f. require the Apprentice to keep his/her report sheet up to date and inspect such report sheets;
- g. evaluate the Apprentice and report to the TVET Center;
- h. certify skills, knowledge and attitude of the trainee.

5. Duties of the Apprentice

The Apprentice shall

- a. carefully perform the tasks entrusted to him/her as part of the training;
- b. follow the instructions of the instructor, given to him/her as part of the training;
- c. use tools, instruments, machines and other equipment with due care;
- d. observe rules of behaviour in the training venue;
- e. keep business and trade secrets, that has come to his/her knowledge;
- f. keep his/her report sheet up to date

6. Duties of the TVET Center

The TVET Center shall

- a. appoint a coordinator for apprenticeship training;
- b. design, implement and follow up a training plan jointly with the Employer;
- c. provide additional theoretical and practical lessons if necessary;
- d. evaluate the Apprentice jointly with the Employer and keep a record.

7. Termination

- a. The contract may be terminated if all signatories agree.
- b. The Employer may terminate the agreement if the Apprentice repeatedly violates rules and regulations of the employer or other duties he has agreed upon.
- c. The agreement may be terminated if one party is for valid reasons unable to fulfil his respective duties as laid down in this agreement.

Each signatory will receive a copy of the agreement.

Date, Signature Employer

Date, Sign. TVET Center

Date, Sign. Apprentice / guardian

ደብዳቤ /Letter of recommendation/
የሚያቀርቡ ቀደም ሲል በሠለጠኑበት
የሙያ መስክ በ10+2 የቴክኒክና ሙያ
ትምህርትና ሥልጠና ንግግራም ውስጥ
ገብተው መሠልጠን ይችላሉ።

ሐ/ በልሀቀት ማዕከላት (COCs) ለ10+1 ደረጃ
የሚመጥን የንድፈ.ሃሳብና የተግባር ፈተና
ወስደው በደረጃው የሚፈለገው የሙያ
ብቃት እንዳላቸው ማሰረጃ የሚያቀርቡ
ቀደም ሲል በሠለጠኑበት የሙያ መስክ
በ10+2 የቴክኒክና ሙያ ትምህርትና
ሥልጠና ንግግራም ውስጥ ገብተው
ለመሠልጠን ይችላሉ።

27. ወደ የ10+3 የመካከለኛ ደረጃ የቴክኒክና ሙያ
ትምህርትና ሥልጠና ንግግራም መግቢያ
መስፈርት፤

27.1 በዚህ የሥልጠና ንግግራም የሚታተፉ
ሠልጣኞች በዋናነት ከአጠቃላይ 2ኛ ደረጃ
ትምህርት በኋላ /የ10ኛ ወይም የ12ኛ
ክፍል/ አገር አቀፍ ፈተና ወስደው በ.የንስ
2.00 ነጥብ ለማግኘታቸው ትክክለኛነቱ
በሕጋዊ አካል የተረጋገጠ ማሰረጃ ማቅረብ
የሚችሉ መሆን ይጠበቅባቸዋል። ይህ
የቅበላ ነጥብ እንደመነሻ የሚያገለግል ሆኖ
እንደአስፈላጊነቱ በየዓመቱ ትምህርት
ማኅበራዊ በሚያወጣው መመሪያ ሊለወጥ
ይችላል።

Handwritten mark

27.2 ከዚህ በተጨማሪም ሰልጣኞች በሚከተሉት
ሶስት አማራጮች መግባት ይችላሉ።

ሀ/ በ10+2 የቴክኒክና ሙያ ትምህርትና ስልጠና ንግድም ተከታትለው ከአጠናቀቁ በኋላ የመካከለኛ ደረጃ ባለሙያ የምስክር ወረቀት ደረጃ II ያገኙ ወደ ሥራ ከመሰማራታቸው በፊት በቀጥታ በ10+3/ዲፕሎማ/ ንግድም ለመቀጠል ከፈለጉ በ10+2 ንግድም ስልጠና ውጤት በአማካይ በ.የንስ 75% እና በላይ ካላቸው ሰልጣኞች መካከል በውጤታቸው ብልጫ ካላቸው መካከል እስከ 10 በመቶው ብቻ የመካከለኛ ደረጃ ባለሙያ የምስክር ወረቀት ደረጃ II ባገኙበት የሙያ መሰክ በ10+3 /ዲፕሎማ/ የቴክኒክና ሙያ ትምህርትና ስልጠና ንግድም ገብተው መሰልጠን ይችላሉ። ወደ ሌላ ተቋም ገብተው ለመቀጠል የሚፈልጉ ደግሞ ከተመረጡት 10 በመቶው ውስጥ ስለመሆናቸው

ከሥልጠነ-በት ተቋም ማረጋገጫ ማቅረብ ይኖርባቸዋል። ሆኖም ወደ 10+2 ንግድም ሲገቡ ለሲቶች 1.6 ለወንዶች 1.8 የተቀመጠው የመግቢያ መስፈርት እንደተጠበቀ ይሆናል።

ለ/ በ10+2 የቴክኒክና ሙያ ትምህርትና ሥልጠና ንግድም ተከታትለው የመካከለኛ ደረጃ ባለሙያ የምስክር ወረቀት ደረጃ II ያገኙና ቀደም ሲል ወደ ንግድ-ሙ ሲገቡ በሁለተኛ ደረጃ መልቀቂያ ብሔራዊ ፈተና በ.የንስ 2.00 ያላቸው ሆነው የ10+2 የመካከለኛ ደረጃ የቴክኒክና ሙያ ትምህርትና ሥልጠና ንግድም ካጠናቀቁ በኋላ ከሥልጠነ-በት ሙያ ጋር በቀጥታ አግባብ ባለው ሥራ በ.የንስ የሁለት ዓመት የሥራ ልምድ ያላቸው ለመሆኑ ሕጋዊ ማስረጃ እና

Appendix vi

St. Mary's College
Office of the registrar
Mark list and Grade Report Form for TVET program

St. Mary's College
Grade Report Form

Instructor's Name: Fesseha T.
Course Title: Apprenticeship
Students Department: Accounting
Division: Regular

Course Offering Dep't: Prac. & App. Office
Year: III Section "A" Academic Year 1998 E.C.

Department: Accounting
Section: "A"
Course Title: Apprenticeship
Division: Regular
Year: III
Maximum Achievable Marks: 227

Programs: TVET
MAXIMUM ACHIEVABLE MARK: 227
Training hour: 312

No.	Name of Students	ID. NO.	SEX	Continuous Assessment										Total Con. 30% 50%	Final Exam 10%	Total (100%)	Achieved Mark	Comment	ID. NO	Total Mark (100%)	Achieved Mark
				%	%	%	%	%	%	%	%	%	%								
1	Temesgen Kebede Tesema	RA0052/96													100	22		RA0052/96	100	22	
2	Tewodros Haile Mulugeta	RA0054/96	✓												100	22		RA0054/96	100	22	
3	Yidnekachew Taye Zewdu	RA0057/96																RA0057/96			
4	Zerihun Dejene Mekonnen	RA0059/96	✓												100	22		RA0059/96	100	22	
5	Yemesrach Getachew Hundesa	RA1728/97	✓												99.86	21.97		RA1728/97	99.86	21.97	
6	Endeshaw Ashenafi Mersha	RACII0153/95	✓												99.79	21.95		RACII0153/95	99.79	21.95	
7	Etabezahu Kebede Ambay	RACII0154/96													99.71	21.94		RACII0154/96	99.71	21.94	
8	Haimanot Haile Woldeyes	RACII0156/96	✓												100	22		RACII0156/96	100	22	
9	Meron Melesse Molisso	RACII0159/96													100	22		RACII0159/96	100	22	
10	Rahwa Tewolde Embaye	RACII161/96													100	22		RACII161/96	100	22	
11	Selamawit Legese Tulu	RACII0163/96	✓												98.79	21.73		RACII0163/96	98.79	21.73	
12	Selamawit Paulos Woldegebrie	RACII0164/96													100	22		RACII0164/96	100	22	
13	Sirugt Negash Bdeasso	RACII0166/96	✓												100	22		RACII0166/96	100	22	
14	Sofanit Sisay Negashe	RACII0167/96	✓												100	22		RACII0167/96	100	22	
15	Zenebech Shumiye Beyene	RACII0169/96													100	22		RACII0169/96	100	22	
16	Zinabuwa Gebre Habtemariam	RACII0170/96													100	22		RACII0170/96	100	22	
17	Desti Samuel Barbe	RA0399/98	✓												100	22		RA0399/98	100	22	
18	Helen Girmay Moges	RA0401/98	✓												100	22		RA0401/98	100	22	
19	Konjit Legese Gemda	RA0402/98	✓												100	22		RA0402/98	100	22	
20	Lyuwerk Wehega Sarkea	RA0403/98	✓												100	22		RA0403/98	100	22	
21	Luna Adere Ayele	RA0404/98	✓												100	22		RA0404/98	100	22	
22	Marta Ashagre Aytene	RA0405/98	✓												100	22		RA0405/98	100	22	
23	Mekdes Kebena Regassa	RA0406/98	✓												100	22		RA0406/98	100	22	
24	Meskerem Lakew Awoke	RA0407/98	✓												100	22		RA0407/98	100	22	
25	Nega Bisrat Gebre	RA0409/98	✓												100	22		RA0409/98	100	22	
26	Selam Zewde Kassa	RA0410/98													100	22		RA0410/98	100	22	
27	Serkalem Assefa Geberemesek	RA0412/98													100	22		RA0412/98	100	22	
28	Shewaye Deres Adane	RA0413/98													100	22		RA0413/98	100	22	
29	Sisay Lesanue Engda	RA0414/98																RA0414/98			
30	Sofonias Teshome Beka	RA0415/98	✓												97.4	21.43		RA0415/98	97.4	21.43	

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