

**ASSESSMENT ON THE
IMPLEMENTATION OF THE NATIONAL
TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING
STRATEGY IN GAMBELLA REGION**

By

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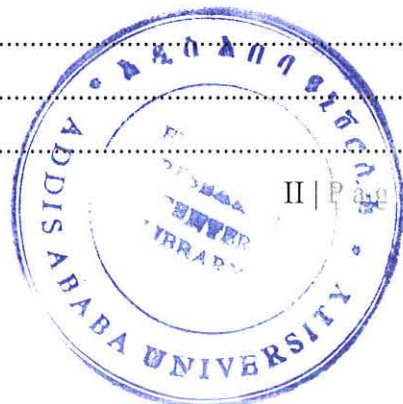
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Acronyms

ATVET	Agricultural Technical and Vocational Education and Training
COC	Centre of Occupational Competency Assessment
ECBP	Engineering Capacity Building Program
ETQF	Ethiopia TVET Qualification Framework
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
ILO	International Labor Organization
MoE	Ministry of Education
MSE	Micro and Small Enterprise
NGO	Non Governmental Organization
OS	Occupation Standard
TGE	Transitional Government of Ethiopia
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational Scientific and Cultural Organization
FDREPCC	Federal Democratic Republic of Ethiopia Population Census Commission

Abstract

The purpose of this study is to assess the status and practice of TVET in Gambella region taking the current national TVET strategy as benchmark and give relevant feedback, so that the TVET system of the region is in line with the national TVET strategy. To conduct this study, participants were selected using stratified and convenience sampling in which 166 individuals participated, out of these 73 trainers, 92 trainees and 1 individual from TVET agency of the region were participated. To collect data from respondents, two sets of questionnaires were administered for trainers and trainees. To supplement the quantitative data gathered through questionnaire interview was held with TVET authority of the Region. The data obtained summarized, analyzed and presented to answer the research questions that are used to assess the actual status and practice of the TVETs in the region. According to the findings of the study, TVET objective of the region is found to be mostly congruent with the national TVET strategy. Also in application of the conceptual principles of the national TVET strategy, creating strong public private partnership, creating outcome based TVET strategy, create comprehensive TVET system were found to be practicable in the region. While making governmental TVET sectors center of technology capabilities and transfer, decentralization and TVET stakeholders' involvement were found not to be practicable, in the application of the guiding principles of the national TVET strategy, pathway (creating a possibility of career progression), lifelong learning, gender sensitivity by giving equal opportunities for female trainees, contribution to fight against HIV/AIDS and creating flexibility in the TVET delivery through organization TVET programs in a modular fashion, supporting trainees by cooperative trainings, preparing trainees for self employment and introducing ICT to the training system were found to be practicable in the region. However, giving labor demand oriented trainings in the region and ensuring quality and relevance of trainings were not found to be practicable in the region, management and financing somehow were found to be in line with the national TVET strategy with some needs of improvement. Based on these findings the researcher recommended to TVET authorities of the to establish COC in the region for the sake of quality and creating outcome based TVET system and also TVET institutes found in the region advised to diversify their financing mechanisms through internal revenue done within the institutes and to include all the relevant stakeholders in their management board.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

The main objective of education is to cultivate individual capacities for problem solving and adaptability to the environment by developing the necessary knowledge, skill, ability and attitude (TGE, 1994). It has been globally acknowledged that education is a major tool for transforming and empowering the youth with skills and knowledge to become useful member of the society.

Indeed education is a key to sustainable development, TVET is the “Master Key” for alleviation of poverty, promotion of peace, and conservation of environment, to improve the quality of human life and promote sustainable development (UNESCO, 2005).

One of the educations which are coming highly organized and structured in our country is Technical and Vocational Education and Training. The number of TVET institutions providing formal TVET training increased from just 17 in 1996/97 to more than 458 in 2008/2009 and enrollment increased from approximately 3000 students to more than 308,501 students over the same period (MOE, Statistical Abstract, 2010).

The national vision of TVET is to create competent and self-reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty. Consequently TVET has to respond to the competence needs of the labour market and create a competent, motivated and adaptable workforce capable of driving economic growth and development (MoE, 2008).

According to MoE(2008), in fulfilling the vision, important reform measures have been introduced after the adoption of the National TVET Strategy of 2002 and the

TVET Proclamation of 2004. A significant step was the broadened governance structure for TVET through the establishment of a National TVET Council comprising representatives from different government sectors including: State representatives, public and private TVET providers and the business community. This represented a step towards institutionalized stakeholder involvement and helped stimulate deeper integration and understanding of TVET within the broader Ethiopian development environment.

Currently TVET is governed at both Federal and regional level according to the Proclamation NO. 391/2004. At Federal level, the MOE is engaged in developing new policies, strategies, guidelines, occupational standards, assessment initiatives and capacity building activities in collaboration with the Engineering Capacity Building Program (ECBP). In the regions, responsibility for running the public TVET institutions and accrediting private and NGO intuitions rest on the TVET agencies, TVET commissions, or Education Bureaus.

In Gambella regional state, which is one of the states of our country, taking the 2008 TVET strategy under consideration, a TVET agency bureau is established by the region in 2011, so that TVET sectors found in the region could be organized and structured.

Gambella region is located in South Western part of the country, According to 2008 census projection from government of federal democratic Ethiopia, Central Statistical authority, the population of the region is estimated to be 306,916, from this population 64.6% of them is aged under 25, it is also a region with highest annual growth rate of population for the period of 1994-2007 as compared to all other regions (FDREPCC, 2008).

The capital city of the region, Gambella is 777 kilometers away from Addis Ababa, the capital city of Ethiopia. The climate of the region is wet arid (wet desert) and farming and semi pastoralist activities are predominant source of livelihood in the region. The region has been one of marginalized region in Ethiopia. The region

borders with Benishangul Gumuz and Oromiya regions to the North, the Southern Nations, Nationalities and Peoples' Regional State (SNNPRS) and the Sudan Republic to the South, Oromiya and SNNPRS to the east and the Sudan Republic to the west.

TVET in GAMBELLA region is introduced formally around 1994, opening OPENO TVET institute. According to MOE (statistical abstract, 2010), the number of TVET sectors in the region was 2, with 1047 enrolment of students and 43 teachers.

Implementing the national TVET strategy currently in the region there are 5 TVET sectors with enrolments of 1821 students and 94 teachers. The TVET sectors, Openo TVET College, Gambella ATVET College and Dimma Special TVET center are run by the regional government, Gambella Peoples Nations and Nationality while the other two Donbosco TVET institute and Hope Enterprise TVET institute are run by NGOs. Geographically four of the TVET sector is located in the capital city of the region-Gambella, while Dimma TVET institute is located 451 km away from the capital city of the region.

Considering TVET system of the country become contributor to social and economic development of the country the federal government representatives, ministry of education in collaboration with ECBP have been developed strategies, Ethiopia National TVET strategy of 2002 and Ethiopia National TVET strategy of 2008 are some to be mentioned.

Gambella is one of the developing regions in our country on implementing national TVET strategy, i.e. TVET strategy of 2008. The strategy clearly defined the national TVET objectives as well as national TVET visions. It also defined how TVET's could be managed and financed. In pursuing the objectives stated in the strategy, guiding and conceptual principles are also defined in it to further development and implementation of the TVET system in the country.

1.2. Statement of the Problem

In Ethiopia, Technical and Vocational Education and Training (TVET) has been fragmented and delivered by different providers at various qualification levels. Public TVET institutions under the education sector were concentrating on producing middle level technical graduates at post Grade 10 level. In parallel with this, public and private companies have had their own TVET programmes, as have NGOs and private TVET providers. Meanwhile, in non-formal TVET programmes, public institutions, NGOs, and private schools offer employment-oriented TVET programmes to various target groups, including school leavers, people in employment, school drop outs and marginalized groups in the labour market. Unlike formal TVET, these programmes are not yet systematically delivered. Informal (on the-job) training is widespread, but due to the absence of a systematic assessment and certification system there was no mechanisms to recognize informal occupational learning. Traditional apprenticeships in the small and micro enterprise sector constitute another presumably important, yet entirely un-researched, training environment. Public and private training schemes planned to produce administrative and health personnel to the market in sufficient quantity. Agriculture TVET programmes, which have been massively expanded during recent years, were disconnected structurally with non-agriculture TVET programmes.

Since late 1990s, the government has committed itself to overhauling and reforming the basic framework conditions of the TVET system. This measure recognized the fact that while the country was in dire need of craftsperson and technician, training programmes lacked relevance to the workplace reality. Nevertheless, this reform process was slow and limited by the fact that all efforts and resources were directed towards the massive quantitative expansion of the public TVET supply. As a consequence, the programmes by large do not address actual competence needs in the economy, with most programmes of low quality and theory-driven due to resource constraints and lack of skilled TVET teachers. A systematic integration of TVET with the world of work has not yet been achieved. Most curricula used in

formal TVET were not developed based on occupational standards. (MOE, 2008). To alleviate these problems the Ethiopia government has been developed a national TVET strategy (TVET strategy of 2008). Taking this strategy, Gambella regional state government established a TVET system, so that the system contributes to social and economic development of the region.

A properly structured and managed TVET will contribute to the social and economic development, by improving the livelihoods of all peoples and sustainably reducing poverty. Global experience has shown that the mere expansion of TVET does not solve the problems of unemployment and low productivity of the economy. This implies that increasing only the number of TVET sectors may not bring social and economic development. In order to make TVET sectors contributor to social and economic development of the country a national TVET strategy was build up adopting experiences of other countries. Thus the purpose of this study is to assess the implementation of the current national TVET strategy in Gambella region; having this purpose the study tries to answer the following basic questions.

1. Is there congruence between the national TVET strategy objectives and objectives of the TVET system of the region?
2. Is the existing TVET system of the region creating TVET awareness among trainees, employers and stakeholders?
3. Are the conceptual and guiding principles of the national TVET strategy being practiced in the region?
4. Are management and financing TVETs of the region are carrying out as the national TVET strategy?

1.3. Objectives of the Study

The general objective of this study is to assess the practice of TVET system in Gambella region using the current national TVET strategy as benchmark; more specifically it addresses the following specific objectives,

- To assess whether the existing TVET system of the region is creating TVET awareness for trainees, employers and stakeholders.
- To assess the application of conceptual principles¹ of the national TVET strategy in the region.
- To assess the application of the guiding principles² of the national TVET strategy in the region.
- To assess the application of the national TVET strategy with respect to management in the region.
- To assess the application of the national TVET strategy with respect to financing TVET's in the region.

1.4. Significance of the Study

This study primarily benefits the region TVET implementers, since the researcher tried to identify the gap between the national TVET strategy and the implemented TVET system of the region and give relevant recommendation so that the TVET system of the region is in line with the national TVET strategy.

It also benefit those policy makers at national level by notifying the gap created in implementing the strategy in developing region like Gambella and take corrective measures.

¹ Making TVET Institutions Centers of Technology Capability Accumulation & Transfer, Stakeholders' Involvement, Public Private Partnership, Outcome-Based Approach, Decentralization and Efficiency in the TVET System (MOE, 2008:15-23)

² Demand-orientation, Quality and Relevance, Equal access and equal opportunity, Pathways, Flexibility, Life-long learning, Gender sensitivity and Contributing to the fight against HIV/AIDS (MOE, 2008: 13-15)

The other beneficiaries of the study are interested researchers in the area of TVET system of the region. For this group, the study is expected to create access to reference materials as it adds some research outcomes and theoretical backgrounds.

Apart from major beneficiaries of this study listed, there could be other groups that may benefit indirectly from it-as TVET sectors, stakeholders, students and the like.

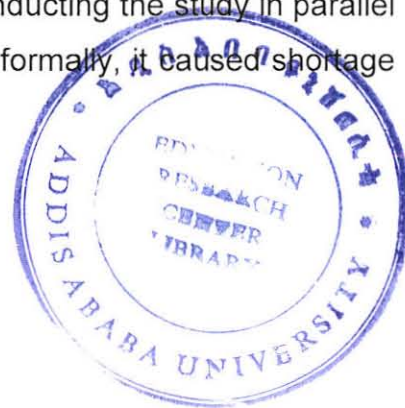
1.5. Delimitation of the Study

There are 5 government and non government TVET institutes recognized by the TVET agency of the region which provide formal and non-formal trainings. Also in the region there are different sectors which provide informal (on-the job) and not recognized non formal trainings. However, to make the study manageable this study is delimited only to those sectors which provide formal and non formal trainings and which are fully recognized by TVET agency of the region.

1.6. Limitation of the study

The researcher faced the following constraints while conducting the study,

Because the TVET institutions for the study were scattered in their geographical location, it was very difficult to arrive at within the limited time in distributing and collecting data and also because the researcher was conducting the study in parallel giving training in one of the TVET institute of the region formally, it caused shortage of time.



1.7. Definition of Related Terms

1. **Technical and Vocational Education and Training:** is a comprehensive term referring to the educational process when it involves in addition to general education the study of technologies and related science, and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life (UNESCO, 1978).
2. **Cooperative training:** refers to an instructional delivery of technical and vocational education and training that combines in-company and school training based on a curriculum collaboratively designed and implemented by industries and respective TVET institutions (MoE, cooperative and In-company training, 2010).
3. **Formal TVET:** programmes provided by TVET schools under the education sector or by other public and non public providers accredited by the state education bureau(TVET agency) (MoE,2006:47).
4. **Non-formal TVET:** indicates all structured short and long term TVET programmes(run by different public or private providers, comprising different modes of delivery and durations of training) that are not registered as formal TVET by the ministry of education (MoE, 2006:48).
5. **Informal TVET:** includes all kinds of training and learning that is not structured and following a curriculum or syllabus. Informal TVET includes on-the-job training, self learning, learning-by doing, etc... (MoE, 2006:47).
6. **Stakeholders:** all role players in the TVET system, including TVET providers and institutions, teachers and instructors, employers, employees(trade unions), trainees, parents, policy makers(government), NGOs and other institutions involved in training and human resource development, educational institutions, donors, etc....(MoE, 2006:46)

7. **Occupational standards:** define the outcome of all training and earning (Competences) expected by the labour market, and will form the benchmark of all quality management within the TVET system (MoE, 2008:21).

8. **Occupational assessment:** learners achieved competence based on the national occupational standard to award Occupational certificate which is the official proof of a person's competence in TVET relevant occupational area (MoE, 2008:21).

CHAPTER TWO

LITERATURE REVIEW

This chapter provides a theoretical basis for the study by reviewing related literatures. It comprises mainly the objectives of TVET, the conceptual principles of TVET, the guiding principles of TVET, managing and financing TVET, primarily considering the national TVET strategy of 2008. The national TVET strategy indicated that the overall objectives of TVET are to create competent workforce in Ethiopia contributing to poverty reduction and social development. In pursuing this objectives guiding principles such as giving labour demand oriented training, securing quality and relevance of trainings, making TVET trainings accessible to all by giving equal opportunities , creating pathways and lifelong learning's to trainees, creating flexibility in the TVET delivery, encouraging women in the system and fighting HIV/AIDS are expected to be applied and conceptual principles such as making TVET institutions center of technology capability accumulation and transfer, allowing high TVET stakeholders' involvement, creating public private partnership, following outcome-based approach, decentralizing responsibilities and creating efficiency in the TVET system are expected to be applied. The strategy also indicated how TVET could be managed and financed.

It is difficult to estimate the beginning of vocational training (informal) in our country, since it is correlated with the foundation of the state itself, however most agree formal vocational training is started in 1941. According to Girma and Mehari(1990), in 1941 soon after the restoration period, the Ethiopian Government faced with the need to construct what 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. Consequently 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 as 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.

Considering the earlier 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. After designing this education system different strategy have been developed.

According to MoE(2008), currently important reform measures have been introduced after the adoption of the National TVET Strategy of 2002 and the TVET Proclamation of 2004, which could be implemented in all the states of our country in this regard state governments are allowed to develop their own TVET strategies, however it should be in line with the national TVET strategy. As MoE(2008:50) stated "State governments are also encouraged to develop their own State TVET Strategies to ensure that the National TVET Strategy is customized in line with specific state economic and labour market patterns".

2.1 Main Objectives of TVET

As Evan cited in Rahel(2008:19), “the earliest and most widely accepted objective of vocational education is to provide a mechanism for meeting the manpower needs of the local community.” In fact today, the need of the society is seen as having a primary concern every where and, currently the primary need of each institution across the nations happens to be finding skilled and educated personnel. Bennell (1999) also indicated that vocational education and training is designed to advance individuals’ general proficiency, especially in relation to their present or future occupations. In this respect according to UNESCO (1996), with general education, providing knowledge and skills in the technical and vocational fields are essential to fulfill national manpower requirements of various sections such as industry business, agriculture etc...

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

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

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

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

However, contemporary theorists and writers in vocational training do not agree with the concept "we train for employment" hoping that there are enough employers waiting for qualified job seekers coming out of a TVET institution. In deed, in most countries especially in Africa, this is no longer the case. More graduates leave the TVET-institutions than the formal labour market can absorb (UNESCO, 2002).

The mismatch between the output of TVET institutions and the absorption capacity of the economy threatens to become wider and many youngsters face unemployment. Accepting there may not be many jobs, but opportunities to launch a gainful business, many institutions now say, "we train for self-employment", "Train job creators, not job-seekers" is a commonly heard slogan in this context.

Consequently, management skills are being included in the curricula and training is connected with follow-up services which include the facilitation of access to credit and advisory services of these start-up enterprises (Bennell, 1999).

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

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

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

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

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

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

In our country context as MOE (2002) indicated, the two fundamental objectives of providing TVET in Ethiopia are:

1. To enhance the agricultural development led industrialization of the country through training and supply of new generation of quality middle level skill manpower to the industrial, service and construction sectors, and

2. To contribute the development of the industrial construction and service economic through quality and quantitative capacity development of TVET and thereby improving the supply of middle level skilled manpower.

The current national TVET Strategy (2008) of Ethiopia indicated that the overall objective of the is “to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people”(MoE, 2008:12).

2.2 Conceptual Principles of TVET

According to MoE(2008:15-24), the conceptual principles of the national TVET strategy are: Making TVET Institutions Centers of Technology Capability Accumulation & transfer, Aiming at a Comprehensive and Integrated TVET System, Stakeholders’ Involvement, Public Private Partnership, Outcome-Based Approach, Decentralization and Efficiency in the TVET System.

2.2.1. Making TVET Institutions Centers of Technology Capability Accumulation & Transfer

According to MoE (2008), TVET institutions are mainly expected to replicate new and selected technologies and transfer the same to the relevant industry in order to increase the competitiveness of the sector according to international standards.

In order to replicate the technologies it is required to refer to international best practice and use it as a basis for occupational standard and curriculum development. TVET institutions having accumulated technology capabilities, and using this potential to promote technology transfer, contribute to the enhancement of productivity and the competitiveness of industries. TVET institutions are expected to

revamp and supply services to the market to transfer the newly selected technologies (MoE, 2008).

Moreover, the institutions are expected to relevantly transfer the technologies to micro and small enterprise (MSE) sector in order to increase their productivity, improve the quality of products and services and facilitate creation of new business(MoE, 2008).

2.2.2.Aiming at a Comprehensive and Integrated TVET System

According to MoE(2008), the TVET system should explicitly address the occupational requirements in all segments of the labor market, target all population groups in need of TVET and thus incorporate and coordinate all aspects of TVET in Ethiopia. This means, TVET have to be an overarching term to describe all modes of formal, non-formal and informal training and learning below higher education provided by all public and non-public providers and companies.

In relation to this background, the TVET system shall build a competent and adaptable workforce according to the needs of different segments of the labour market, in particular:

- The rural labor market, which provides economic opportunities for the vast majority of Ethiopians both in agriculture and non-agricultural activities. TVET address the occupational requirements for improved agricultural production and tap the many unexploited off-farm opportunities in rural areas;
- The urban and semi-urban micro and small business sector. TVET is geared towards enhancing productivity in the MSE sector, improving the quality of products and services and supporting start-up businesses by providing training and serving as centres for technology transfer;

- In the mainly urban formal sector comprising both public and private enterprises, TVET will address competence needs in existing companies and provide an adequately competent workforce necessary to attract new investments;
- In the Civil Service, which urgently needs improved quality of public service delivery; TVET will provide special attention in this regard(MoE ,2008).

As MoE (2008), the TVET system aims to provide more TVET opportunities to a wider range of different target groups than previously. In addition to school leavers, the TVET system therefore address:

- School drop-outs;
- People without formal education, including illiterate people;
- Entrepreneurs and employees (including formal and informal apprentices) in both formal and informal enterprises who require skills upgrading and access to recognised qualifications;
- Farmers and their families;
- Unemployed people who need initial TVET or retraining to support their reintegration into the labour market;
- People with special constraints to properly engage in economic participation, such as single mothers, people with disabilities, people from marginalized ethnic groups and other groups that have been marginalised in the labour market(MoE, 2008).

Also particular emphasis will be given to encourage girls and women from all regions, to participate in social and educational activities to develop their occupational competences which will bring about their social and economic empowerment.

Generally the TVET system integrate different formal, non-formal and in-formal aspects of TVET into a single coordinated system that accords equal attention to trainees' development.

2.2.3. Stakeholders' Involvement

According to MoE (2008), TVET operates at the interface of different sectors of society, notably the education sector, the labour market, industry, MSE sectors, agriculture and rural development, and public administration. In order to serve and relate to all these sectors through high quality and demand-responsive instruments, the TVET system must be steered and implemented with the involvement of a wide stakeholder group.

Specifically stakeholders are needed to play a major role in the following functions of the TVET system:

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

As MoE(2008), the most important stakeholders include employers, both private and public; the business sector; representatives from the MSE sectors (possibly represented through their trade associations); workers and employees represented by trade unions and professional associations; public and private TVET providers;

Civil Society and NGOs; people living and working in rural areas represented by relevant associations; teachers/instructors in the TVET system; trainees and their families; and public authorities in charge of sectors relevant for TVET, notably education, capacity building, agriculture, trade and industry, labour and social affairs, health, youth and sports and finance and these will be members of the TVET Council.

Stakeholder participation, however, does not come without cost and efforts. Stakeholders who were previously mere consumers of TVET services are now expected to invest time, thoughts, ideas and finances towards the improvement of TVET. As MoE (2008) especial effort will be taken aware TVET stakeholders.

2.2.4. Public Private Partnership

International experiences show that successful TVET systems are built on strong and well-defined partnerships between government and the non-government sector. This public private partnership needs to be further strengthened and roles there in defined.

According to MoE (2008:19-20), in the TVET system, the statutory function and key role of government comprises the regulation of the system through proclamations and regulations and facilitation of the implementation of the regulated functions. In this sense, responsibilities vested in the government include policy and law making, implementation of a quality management system, i.e. regulation and implementation of the system of occupational standards, occupational assessment and certification, setting the qualifications framework, defining rules and mechanisms for TVET financing where appropriate, defining and implementing accreditation mechanisms.

Concerning TVET delivery, as the national TVET strategy, the non-public sector needs to play a decisive role. It already contributes significantly through in-company TVET schemes and, in particular, through wide-spread traditional apprenticeship

training provided in the micro and small business sector. However, the quality of this TVET is often low and requires increased attention and support. In addition to these employer-based TVET schemes, non-government TVET institutions should become an increasingly important pillar of the overall TVET supply (MoE, 2008).

As MoE (2008), private TVET is important in many respects. First of all, it has the opportunity to fully utilize the experiences and capacities of the private sector in order to improve the quality and relevance of TVET; secondly by increasing resources invested in TVET, it will improve the overall TVET supply and hence accessibility of the system; and finally, by partly relieving government from the burden of TVET delivery, this would enable the government to concentrate its resources and efforts on its regulatory and supportive functions. To achieve these and other related functions, the role of nonpublic TVET providers needs to be further strengthened. This applies to commercial and non-commercial TVET institutions, to private enterprises developing in-company TVET, staff training schemes, internships and cooperative TVET (apprenticeship) schemes as well as to TVET provided within the micro and small business sector, in particular traditional apprenticeship.

The national strategy stated that TVET authorities, in cooperation with stakeholders, will take all initiatives necessary to create an enabling and conducive environment for non-public TVET supply to develop. This includes an enabling regulatory environment (licensing and accreditation) and access to all support services provided within the TVET system. The TVET authorities will also consider, depending on the circumstances, the development of financial incentive schemes such as tax/duty exemptions.

However, considering the current weak state of private and non-public sector development in Ethiopia, the TVET strategy stated that government must still play a major role as TVET provider in the foreseeable future. This will mainly apply to those TVET areas where the private sector is unlikely to venture at the moment and where

strategic economic and social objectives have to be safeguarded. Hence, various government institutions will remain major TVET providers in long-term initial TVET, specialized technology training, TVET provided in remote areas, and other fields.

Considering the infant stage of the TVET environment in Ethiopia, another key role of government is the facilitation of support mechanisms to strengthen the ability of public and non-public providers to deliver their services. This includes facilitating TVET teacher/instructor training and further training and other important instruments to build TVET providers' capacities.

2.2.5. Outcome-Based Approach

The goal of the national TVET system - as formulated in its vision and objectives - is to create a competent and adaptable workforce (both male and female) to be the backbone of economic and social development and to enable an increasing number of citizens to find gainful employment and self-employment in the different economic sectors of the country.

According to MoE(2008:21), the national TVET system, in line with many modern TVET systems worldwide, will be re-organized into an outcome-based system. This means that identified competences needed in the labour market will become the final benchmark of teaching, training and learning, and that all institutions, rules and regulations of the TVET system will be (re-)defined so that they support citizens to become competent.

Competences were described in National Occupational Standards to being developed by people knowledgeable on and experienced in the world of work. As such, the National Occupational Standards define the outcome of all training and learning expected by the labour market, and forms the benchmark of all quality management within the TVET system.

As MoE (2008), output quality of TVET delivery will be measured through a process of learner's achieved competence. This is done through occupational assessment, which is based on the occupational standards. A candidate who has proven, through occupational assessment (which may be one assessment or a series of assessments), that he/she is competent will be awarded a National Occupational Certificate, which is the official proof of a person's competence in a TVET relevant occupational area.

Occupational assessment, and hence certification, is open to everybody who has developed the required competence through any means of formal and non-formal TVET or informal learning. As a result, the outcome-based system is a major tool to accord equal importance to all forms of TVET delivery.

In the outcome-based TVET system, the goal of TVET providers is to create the necessary skills, knowledge and attitudes of trainees, so that they are able to perform according to occupational standards, and hence receive certification. Thus TVET providers have to develop curricula that are based on the National Occupational Standards and are appropriate to the relevant learning process. Curricula will have to consider specific requirements of the target groups and specific local labour market requirements. Therefore, each TVET provider may find their own curricular solutions to provide high quality TVET to their specific target group (MoE, 2008).

2.2.6. Decentralization

In accordance with the decentralization policy of the Ethiopian government, the national TVET system aims at progressive decentralization, i.e. the responsibility for all functions will be gradually devolved to lower levels in the system in order to

increase efficiency of services and responsiveness to the needs of the actual target groups.

According to MoE(2008), In a decentralized TVET system, the federal authorities will be responsible for national policy formulation and all statutory functions at national level (i.e. system of occupational standards, assessment, certification, drawing up of accreditation rules, and others), the system of TVET teacher/instructor training and further training, as well as coordination, advice to authorities at lower levels and implementation of selective support instruments to the implementing actors.

Main responsibility for implementation of the new TVET system rests with the state authorities which may, again, delegate functions to lower levels as appropriate.

The state TVET authorities plan, coordinate, support and supervise the TVET provision in their respective Regions, secure funding for the public TVET institutions in the regions, develop support mechanisms for non-public TVET supply and implement the statutory functions on behalf of the Federal TVET Agency. The state authorities are also expected to capacitate zonal and woreda TVET Offices and the TVET Councils at lower levels and delegate functions proportionate to their respective capacities (MoE, 2008).

2.2.7. Efficiency in the TVET System

According to MoE(2008), To make best use of scarce resources, all necessary efforts should be undertaken to increase efficiency in the TVET system. This applies to the management of TVET at all levels, the method of TVET delivery and the possibilities of recognizing previous learning achievements.

As MoE (2008), efficiency will be raised at all levels of the TVET management through appropriate organizational development, human resource development policies and clear definitions of functions and responsibilities. Studies indicate that a

significant scope for improving internal efficiency in TVET institutions, e.g. through increased capacity utilization, improved human resource and financial management, and better management of equipment, tools and training materials may be undertaken. To this end, management capacity building will be provided to TVET institutions' management based on thorough problem and needs analyses. Furthermore, the gradual delegation of increased management responsibilities to TVET institutions, including responsibilities in the recruitment of trainees, is expected to improve internal efficiency. This may be complemented by the introduction of performance based budgeting in the public TVET institute.

Strengthening cost-effective modes of TVET delivery is another important means of improving efficiency in the TVET system. Accordingly, cooperative TVET schemes will be promoted and TVET institutions will be encouraged to develop flexible and better solutions for cost-effective TVET delivery.

The integration of non- formal and informal TVET with formal TVET through recognition of previous learning outcomes will eventually add significantly to the overall efficiency of the system, avoiding unnecessary learning duplications. This will be achieved through the modularization of TVET, through the introduction of occupational standards guiding formally, non-formally and informally acquired skills, knowledge and attitude and through opening access to occupational assessment and certification.

2.3 Guiding Principles of TVET

In pursuing the national objectives, MoE(2008) stated that the following principles should guide and define further development and implementation of the TVET system this are: Demand-Orientation, Quality and Relevance, Equal access and Equal Opportunity, Pathways, Flexibility, Lifelong learning, Gender sensitivity and Contribution to the prevention of HIV/AIDS(p.13-15).

2.3.1. Demand-orientation

According to the national TVET strategy all TVET in Ethiopia has to respond to the competence needs and qualification requirements in the labour market. TVET is geared towards enhancing the competitiveness of all economic sectors through a competent workforce and towards improving people's employability in the labour market and with regard to self-employment (MoE, 2008).

2.3.2. Quality and Relevance

As the national strategy the TVET system strives for the highest quality and relevance of all TVET offers. It will develop effective means of quality management, will continuously monitor the relevance of TVET programmes and will provide support and guidance to TVET institutions to achieve defined quality standards. An important mechanism for this is an application of the system of occupational standards, assessment and certification (MoE, 2008).

2.3.3. Equal Access and Equal Opportunity

As the national TVET system strives for social inclusion by increasing overall access to relevant formal, non-formal TVET and informal learning opportunities by all target groups, while ensuring equality of access. The previous neglect of people without relevant schooling, school drop-outs, and people living in the rural areas, people with special needs, and people who are already in work will be overcome. TVET will be accessible, irrespective of the level of educational attainment, gender, ethnic and religious affiliation (MoE, 2008).

2.3.4. Pathways

The TVET system will promote vertical and horizontal mobility and progression between different TVET occupations and different qualification levels, and also

between TVET, general and higher education. TVET should always create the possibility of career progression and continuation of learning (MoE, 2008).

2.3.5. Flexibility

To respond to the changing occupational requirements and to accommodate the different demand of the various target groups, according to MoE (2008). The TVET system will allow and encourage flexibility and dynamic development of the TVET offers. This applies to the organization and delivery of TVET programmes as well as to the way in which people can pursue their individual occupational careers.

According to MoE(2008), Outcome-based TVET provides high flexibility in the way TVET can be delivered. In the future, individual TVET institutions can, in principle, decide how best to organize TVET to their target groups and according to occupational requirements. The national TVET system will also facilitate the emergence of modern teaching and learning methodologies, which are learner-centered and geared towards empowering trainees to assume responsibility for their own learning. The only benchmark stipulated by the national TVET system will be the outcome, i.e. the desired competences defined in the occupational standards.

In developing flexibility according to MoE(2008: 29-33), the followings are instrumental.

2.3.5.1. Modularization as a Principle of TVET Delivery

As MoE (2008), TVET programmes will be organized in a modular fashion to meet the requirements as defined in the occupational standards. In this way, each module or combination of modules describes an employable set of competences. Successful completion of each training module shall be dependent on assessment and certification in conjunction with the assessment specifications stipulated in the occupational standards. In this way, the modularization of TVET is a central

mechanism in making TVET delivery flexible and providing for flexible entry and exit points.

2.3.5.2. Cooperative TVET Delivery and Apprenticeship Training

According to MoE(2008), cooperative TVET is a mode of TVET provided in partnership between enterprises and TVET institutions. Usually, the bulk of practical training takes place in an enterprise, while theory and initial practical exposure is provided by the TVET institution. In more advanced TVET systems – for instance in many European countries – cooperative TVET schemes are organized as formal apprenticeship training, implying a work or apprenticeship contract between the trainee and the company.

The major advantage of apprenticeship training (and more generally cooperative TVET delivery forms) is its vicinity to the world of work. Trainees are systematically exposed to the world of work and learn the occupational practice in a real life situation. Experience shows that this leads to significantly better training outcomes, practical skills, work attitudes and theoretical comprehension of the occupational requirements. Furthermore, enterprises get to know the trainees, which often lead to employment after graduation. Through cooperative TVET schemes companies can also contribute to the further development of TVET system. Finally, apprenticeships and other forms of cooperative training tend to be more cost effective than school-based TVET, as TVET institutions need not invest in sophisticated machinery and training periods in the institutions will be shorter (MoE, 2008).

As (MoE, 2008) To this end, maximum flexibility will be given to TVET providers to negotiate and develop relationships with individual employers, groups of employers or business/sector associations about the organization of cooperative delivery schemes, so that training became more flexible.

2.3.5.3. TVET for Self-Employment

According to MoE (2008), Self-employment represents an important route into the labour market, especially in peri-urban and rural areas. However, self-employment requires more than being technically competent in a certain occupational field. In order to become successful, entrepreneurs need self-confidence, creativity, a realistic assessment of the market, basic business management skills and openness to risks. Starting a business, furthermore, requires access to finance, access to necessary permits and licensing, and access to land or structures to operate from.

For the sake of self-employment, as MoE (2008), basic entrepreneurial and business management training will be incorporated into all relevant TVET programmes.

2.3.5.4. Introducing ICT to the TVET System

According to MoE (2008) the introduction of modern information and communication technologies (ICT) to TVET delivery and assessment is an important tool for enhancing access and quality in TVET and for developing life-long learning opportunities. Through ICT, training, teaching and learning, as well as assessment materials, can be provided at a lower cost. It supports learner-centered TVET delivery, improves access to information and knowledge and allows for self- and self-paced learning and assessment. In accordance with the Government of Ethiopia's Information and Communication Technology Policy of 2002, a systematic introduction and use of ICT solutions in TVET delivery will be promoted.

TVET providers will be encouraged to introduce and facilitate blended learning i.e. introducing e-learning possibilities alongside traditional training, teaching and learning methodologies. Considering current constraints with regard to accessibility of internet, e-learning/blended learning solutions using CD ROMs and local area networks will be promoted (MoE, 2008).

State governments and other public TVET providers are responsible for appropriately equipping institutions and making sure that TVET teachers/instructors are able to integrate ICT in TVET delivery and to encourage and guide trainees in the use of the new learning technologies. Non-public TVET providers are also encouraged to introduce e-learning and blended learning methodologies. To this end, as the national TVET strategy, TVET authorities will facilitate access to software and electronic teaching and learning materials(MoE, 2008).

2.3.5.5. Vocational Guidance and Counseling

According to MoE (2008), increased attention will be given to vocational guidance and counseling to enable future trainees, in particular youth, to choose the right career and make full use of the initial and life-long learning opportunities provided by the TVET system. Accordingly, TVET institutions will also assign and train vocational guidance staff. They will cooperate with schools for early orientation of school leavers and with NGOs, community organizations and other relevant organizations to offer guidance to other local target groups.

The vocational guidance staff at TVET institutions will be instrumental in facilitating apprenticeships and preparing youth for apprenticeship training. They will also be focal points in organizing self-employment support for TVET graduates (MoE, 2008).

2.3.6. Life-long learning

According to the national TVET strategy, the TVET system will provide life-long learning opportunities (including initial and further TVET) to enable the workforce to keep apace with the rapidly changing work environments brought about by technological progress and development in the organization of work(MoE,2008).

2.3.7. Gender Sensitivity

TVET will be gender-sensitive, according to MoE (2008), all TVET opportunities will be equally accessible to female. TVET institutions will have to develop gender sensitive policies in order to ensure that they are not discriminated against through content nor organization of TVET programmes and to effectively prevent harassment of female trainees and staff members.

2.3.8. Contributing to the fight against HIV/AIDS

As MoE (2008), TVET will contribute to the fight against the spread of HIV/AIDS in Ethiopia by Incorporating awareness creation and training about preventive measures in all its programmes. Furthermore, TVET institutions will develop policies to ensure that HIV positive trainees and staff members are not discriminated against.

2.4 Management of the TVET System

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).

In organizing all the necessary facilities in the training institution systematically in a way to attain the intended goal. According to Gasskov (2000), 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 into useful outputs.

According to Forojalla as cited in Yihune(2007), educational planning is defined as the process by which analysis of the existing situation(institutional, financial, human and material resources and strategies of action) of the education 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 responsible body.

In addition, Middleton (1996) said 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.”

In accomplishment of training objectives Incentives should be forwarded to trainers, this could be in the form of salary increment, scholarship, prize, verbal appreciation in front of their colleagues and trainees. In this regard UNESCO(1973) 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 system 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).

In accomplishment of the national objectives in our country (Ethiopia) as MoE (2008), the TVET system will be organized in a way that adequately reflects multi-sector and multi-stakeholder responsiveness, and that provides for flexible

interaction with a variety of public and private organizations. And a new organizational structure of the TVET system will be established with autonomous TVET authorities at federal and state levels which are governed by TVET councils.

According to national TVET strategy a Federal TVET Agency will be set up as an autonomous organ with its own legal personality and reporting to an appropriate body. This will enable TVET to harmonize a comprehensive and integrated TVET system encompassing formal and non-formal TVET or informal learning. The Federal TVET Agency will be organized in the light of international experiences where autonomous organizations have been established to manage national TVET systems, for example, the Philippines, Jordan, South Korea, and Brazil, Tanzania, Mauritius, Botswana, Zambia and others.

The Federal TVET Agency is responsible for coordinating and steering all TVET nationwide and for driving the ongoing TVET development. Specific functions and responsibilities include:

- Formulate TVET policy papers and legislation;
- Develop rules and procedures for occupational standard setting and approve National Occupational Standards;
- Develop rules and procedures for occupational assessment, oversee its implementation, approve assessment items and instruments, and manage assessment item bank;
- Develop an Ethiopian TVET Qualifications Framework (ETQF) and liaise with the Ministry of Education about the development of an overarching National Qualifications Framework;
- Develop a TVET Certification system and follow up implementation of same;
- Develop an accreditation system for TVET institutions and oversee the implementation of same;

- Develop and oversee implementation of a quality management system for TVET;
- Devise a system of labour market monitoring for TVET purposes;
- Develop rules and guidelines for financing TVET;
- Facilitate a conducive and stimulating environment for the further development of private TVET provision;
- Devise strategies for capacity building of public and private TVET provision; Conduct, commission and oversee all necessary research;
- Conduct monitoring and evaluation of the TVET reform;
- Oversee the implementation of technical teacher/instructor initial and further training and advise the Ministry of Education in all aspects related to the development and implementation of technical teachers' training and further training;
- Manage potential conflicts among the different stakeholders in the TVET system;
- Assist the state TVET executive bodies in the fulfillment of their duties;
- Conduct all other activities necessary to foster the further development of demand-oriented, relevant and accessible TVET. (MoE, 2008)

According to MoE (2008) the Federal TVET Council, which is the governing body of the Federal TVET Agency, needs to reflect the wide range of stakeholders, beneficiaries and social and economic interests in the country. It will, therefore, be comprised of all relevant public and non-public stakeholders, in particular representatives of public and private employers, the private business sector (chambers and private sector associations), public, NGO and private TVET providers, representatives of employees (trade unions), farmers, representatives of rural off-farm activities, women's representatives, representatives of the Civil Society and NGOs, and professional associations. Furthermore, the Federal TVET Council will include members representing state TVET executive bodies. Overall, the membership of the council will have a fair and proportional representation of both

public and non-public organizations. The Chairperson and other members of the council will be appointed by the Council of Ministers.

The Federal TVET Council may establish different committees as deemed necessary for the fulfillment of its functions. These committees may also include subject specialists who are not appointed members of the Federal TVET Council. The Council will be equipped with an office to facilitate its meetings and activities (MoE, 2008).

The Federal TVET Agency will be the implementing organ of the Federal TVET Council and will be accountable to an appropriate body. It is in charge of preparing and implementing the decisions and guidelines of the TVET Council and serve as its secretariat. It will be responsible for rendering all necessary support to regional TVET executive bodies and to TVET providers in line with the principles stipulated in the national TVET strategy.

According to MoE (2008) at state level similar institutional (as the federal) set-ups, depending on the particular situation of the states, will be established or further developed in order to oversee and implement the state functions in the TVET system. Specifically, the state TVET executive bodies will:

- Formulate state TVET policy papers, legislation and prepare state TVET development plans Ensure an appropriate coordination of the state TVET system with other state development sectors
- Organize quality management in the regions, including oversight of the implementation of occupational assessment and certification
- Accredite TVET providers in the region
- Conduct labour market monitoring at the state levels and ensure that its results are used for state TVET planning
- Develop state rules and guidelines for financing TVET

- Facilitate a conducive and stimulating environment to the further development of private TVET provision in the region
- Provide capacity building for TVET institutions
- Plan and oversee the public TVET provision in the region
- Develop state specific occupational standards
- Implement occupational assessment and certification on behalf of the Federal TVET Agency
- Develop appropriate strategies to involve employers into the state TVET system
- Conduct, commission and oversee necessary research
- Manage potential conflicts among the different stakeholders in the TVET system
- Define responsibilities of TVET authorities at zonal and woreda level, and support zonal and woreda TVET authorities
- Monitor the implementation of TVET at state level
- Conduct all other activities necessary to foster the further development of demand-oriented, relevant and accessible TVET in the region

The state TVET authorities should comprise of governing State TVET Council including all relevant TVET stakeholders in the region, and a state TVET executive body as the executive organ of the authority to be in charge of implementing day-to-day activities (MoE, 2008).

With the acquisition of broader management responsibilities at institutional level, as MoE(2008:23) pointed out that “public TVET institutions will be required to form a management board comprising all relevant local stakeholders, including representatives of the local business community. The management boards will be responsible for school supervision and will approve plans, budgets and reports of the same.” This may help to alleviate misuse of budgets and funds.

2.5. Financing the TVET

One of the basic factors that determine the quality of implementation of TVET program is availability of sufficient financial resources. Due to larger class size, expensive machines, facilities, training labor, raw materials, overhead cost, and the implementation of TVET program require more finance than what the general education demands.

According to the Middleton (1996), vocational schools are more expensive to operate than are academic or diversified secondary schools. Most form of vocational education and the practical arts are more expensive per pupil hour of instruction than most other phases of the education program. Cost of tools and equipment, need for more floor space per pupil, smaller teacher pupil ratios, and (in some case) higher teacher salaries are among the causes.

According to MoE(2008), To sustainably increase the quality of TVET and to upgrade the intake capacity of the sector, new funding mechanisms for TVET will be developed. In the future, the resource constraints of the TVET system will be addressed by a combination of cost saving mechanisms without compromising quality, generation of external resources into the TVET system and diversification of funding sources for TVET programmes.

According to the national TVET strategy a major mechanism to sustainably generate additional resources is to stimulate private investment in TVET. In line with the conceptual and guiding principles, the TVET system will encourage private investment in TVET institutions and enhanced involvement of companies in TVET. This will include drawing up financial incentives for private investment in TVET.

Another mechanism to improve the financial resource is cost-saving through increased efficiency in the delivery of training. Studies have shown a substantial potential for increasing efficiency in TVET institutions by modernizing management

structures and procedures, granting more financial autonomy to the institutions, and increasing capacity utilization in TVET institutions, for example through flexible recruitment rules. With regard to public institutions, mechanisms of performance based allocation of resources and stimulation of performance-based management systems (MoE, 2008).

The TVET system encourage and strengthen alternative, more cost-effective modes of TVET delivery, which will raise quality and signal a break from the current practice of TVET institution-based training. Comparative studies in other countries have shown that TVET programmes in which substantial parts of the practical training are delivered in real work environments tend to be less costly. Therefore, the further development of cooperative TVET schemes, notably apprenticeship programmes, will gradually help to decrease unit costs in TVET and Incentives will be offered to those companies providing in-company or cooperative TVET (MoE, 2008).

In addition to these, which are related to the flexible nature of the TVET delivery system, according to MoE (2008), the TVET system will need to diversify its financing sources and mechanisms. The system will need to generate sufficient resources for public TVET provision and for the intended reinforcement of its governance and management structures, as well as to develop necessary support services. This diversification will be approached in a way that government budgetary allocations and funds provided by foreign donors are gradually supplemented by contributions from direct beneficiaries of TVET without putting too much burden and incentives will be developed to encourage employers to contribute to the cost of TVET through scholarships, donation of equipment, and other means.

Strengthening the income-generating capacities of TVET institutions is another way to complement resources required in the TVET system. Furthermore, the TVET authorities may devise budgetary procedures and/or incentive schemes to encourage institutions to increase their income generating effort. It must be noted that internal revenue generation shall be the main source of finance for TVET

institutes and to transfer their technological development to consumers with continuity. (MoE, 2008).

Generally as MOE TVET Programme (2003), Operations for diversifying the resource base for TVET in Ethiopia include:

- Cost-Sharing with beneficiaries of the training system include trainees, employers, communities, NGOs and other stakeholders.
- Increase of income generating activities of TVET institutions.
- Improving cost effectiveness of the TVET system, and
- Strengthening the private provision TVET.

With all the national TVET objectives, conceptual principles and guiding principles as MoE (2008), it is indicated a special efforts will be directed to create awareness and ownership for TVET among employers and the private business sector. Therefore, TVET authorities together with their stakeholders, in particular business organizations, will invest in public awareness campaigns to make the involved stakeholders and the general public aware that the TVET system is now on its way to facilitate high quality TVET programmes and occupational qualifications based on the needs of the labour market.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

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

3.1. Research Design

For conducting this research, in a way the stated objectives are addressed descriptive survey design was used, since the researcher was describing the state of affairs as it exist at present, it is an appropriate method to assess the current practice of the region in a relation to the national TVET strategy. This design was selected because it provides the best way to describe the basic questions stated in the research.

3.2. Source of Data

The major source of data for this study were trainers from the five TVET institutes, trainees from the five TVET institute, principals, vocational counselors in the institutes(if they exist) and TVET agency of the region.

Moreover, official documents such as occupational standards set by ministry of education TVET authorities, statistical evidence, TVET strategies, instructional materials and manuals especially devoted to TVET implementation in the region were used as the source of the data.

3.3. Population and Sampling

The interest of the researcher to which this study will be generalized is to the overall practice of the TVET in the region (Gambella). Therefore the population of this study is all TVET institutes recognized by TVET agency of the region, these are Openo

TVET College, Gambella ATVET college, Dimma Special TVET institute, Hope Enterprise TVET institute and Don Bosco TVET institute.

Table 3.1: Population

Name Of TVET sectors	Number of Trainees	Number of Trainers
Openo TVET College	624	32
Gambella ATVET	620	40
Hope Enterprise TVET institute	62	3
Don Bosco TVET institute	135	8
Dimma Special TVET center	380	11
Total	1821	94

Sixty nine Trainers and ninety two trainees from all TVET sectors were selected for the study as a sample. Also the sample of the study includes one vocational counselor, 3 principals (vice) and 1 TVET agency authority of the region.

Table 3.2: Sample size of the study

Name Of TVET sectors	Number of Trainees	Number of Trainers
Openo TVET College	31	18
Gambella ATVET College	30	32
Hope Enterprise TVET institute	5	3
Don Bosco TVET institute	7	8
Dimma Special TVET center	19	8
Total	92	69

3.3.1. Sampling Technique

Respondents of trainees and trainers were selected using stratified and convenience sampling technique. This is used to divide them in different departments found in the institute, so that equal proportion is taken from each department. Then for the assigned proportion in the departments, to determine the participants convenience sampling i.e. who ever happens to be available at that time was selected. This sampling technique was used because of its potential advantage to maintain the involvement of different individuals from the population.

3.4. Instruments for Data Collection

To secure reliable and adequate information, different basic data collection tools were used. These basic tools used were questionnaires for the quantitative study and for the qualitative study semi-structured interviews and document analysis was used.

3.4.1. Questionnaire

Likert type scale together with close ended questions was used to gather data from respondents. Also very few number of free response items was included to gain additional information from the trainees. The trainees' questionnaires were translated into local language AMHARIC in order to make it easily understandable.

3.4.2. Interview, Observation and Document Analysis

To gain an in-depth data and to address questions and data sources that couldn't be addressed in questionnaire, it was accompanied by interview. The interview was conducted face to face with the region TVET agency bureau head using semi-structured interview guide. The interview guide contains questions which reflect the application of the national TVET strategy in the region. Moreover, observation was employed to see the actual practices of the TVET sectors since the researcher was working for more than four year in the TVET system of the region. In addition to

these, relevant documents available in the TVET sectors and TVET agency of the region, was used so as to increase the relevance of the data to be gathered.

3.5. Data Collection Procedure

This section describes all the steps that were followed in conducting the study. In order to assess the practice of TVET in GAMBELLA region, all the TVET sectors found in the region that were recognized by the TVET authorities of the region, Gambella ATVET College, Openo TVET College, Dimma TVET institute, Donbosco TVET institute and Hope TVET institute was taken. From these TVET sectors Trainers and Trainees were selected using stratified and convenience sampling to be research participants by filling separate questioners. The questionnaires were designed in such a way that would effectively address the research questions. Before distributing the questionnaire language clarity and appropriateness of items were checked and a pre test done in one of the institute(Openo TVET College). Finally questionnaires were distributed to more than 165 respondents and 165 returned.

On the other hand an interview guide was prepared and face to face interview was conducted with one of the TVET authorities of the Region. The participant respond was recorded electronically with digital video camera and analyzed.

3.6. Methods of data analysis

The data were analyzed by using descriptive techniques. To conduct meaning full analysis question items were aggregated at different levels and grouped in tables. Then their results were utilized to compute mean and percentage which were used to the interpretation of the data. Here a computer program IBM SPSS Statistics 19 was used. The computed mean values were interpreted as 0.05-1.50= Strongly Disagree, 1.51-2.50= Disagree, 2.51-3.50= Undecided, 3.51-4.50=Agree and Above 4.50 Strongly Agree.

The data from the interview conducted with the TVET authority of the region was analyzed in narration under the selected category in the table related to the questions asked to trainers and trainees.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

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

4.1. Background and Profile of the Respondents

The following part discusses the general information and characteristics of respondents from the trainers (age, sex, work experience and educational qualification) and trainees (sex, level and training type).

Table 4.1- General information of Trainers Respondents

	Frequency	Percent
Sex		
Male	69	94.5%
Female	4	5.5%
Age		
20 and Below	5	6.8%
21-30	58	79.5%
31-40	8	11.0%
41 and above	2	2.7%
Work experience (In years)		
0-5	57	78.1%
6-10	12	16.4%
11-15	4	5.5%
Educational Qualification		
BA/BSC		
Diploma	34	46.6%
Master Degree	31	42.5%
Certificate	5	6.8%
	3	4.1%

As shown in Table 4.1, the majority of the respondents 69(94.5%) from trainers were male, While 4(5.5%) of the respondents from the trainers were female. This may

indicate that the number of female trainers that are working in TVET institutions of the region is much lower than male.

Concerning the age composition of the respondents from trainers, the majority 58(79.5%) of the respondents from trainers were in the age range of 20-30. The other 8(11.0%) were in the range of 31-40 years. Regarding work experience most of the trainers 57(78.1%) were in the range of 0-5 years, while the others in the range 12(16.4%) were in the range 6-10. These may attribute to the fact that TVET in the region introduced recently and most trainers working currently are young.

In terms of Educational qualification, most of respondents from the trainers were first-degree holders 34(46.6%), 31(42.5%) had diploma and 5(6.8%) of them had second-degree. This may attribute to the fact that TVETs of the regions were developing their human resources.

Table 4.2- General information of Trainees

TRAINEES'	Frequency	Percent
Sex		
Male	57	62%
Female	35	38%
Level		
One	24	26.1%
Two	27	29.3%
Three	41	44.6%
Training taken type		
Formal	73	79.3%
Non-Formal	19	20.7%

Table 4.2 depicts the general information of the respondents from the trainees. Accordingly as shown in the table most of the respondents from the trainees 57(62%) were male, while the other 35(38%) were female, this may attribute that most of trainees in the institutes are male.

In respect to the level of training the trainees taken most of them 41(44.6%) were level three, 27(29.3%) were level two and the other 24(26.1%) were level one. This may allow collecting data from diversified respondents.

In regard to the Training taken type most of the respondents 73(79.3%) from the trainees were taking formal training and the other 19(20.7%) were taking non-formal training. This may attribute to the fact that most training given in the TVET institutions of the Region are formal.

4.2. congruence between the national TVET strategy general objectives and general objectives of the regional TVET system

States are expected to have an objective which is in line with the national TVET strategy. As MoE(2008:12),

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

Table 4.3- Trainers response towards objectives of TVET in the region

No	Questions to Trainers	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X	SD
		5	4	3	2	1		
1	TVET in the region is running with the main objectives of creating competent work force	25	28	8	12	-	3.9041	1.05
2	TVET in the region is running with the main objective of creating innovative work force.	20	31	10	12	-	3.8082	1.02
3	TVET in the region is creating adaptable work force which contributes to poverty reduction.	18	36	5	12	1	3.8056	1.04

As shown in Table 4.3, regarding TVET objectives, the question whether TVET in the region is running with the main objectives of creating competent workforce, was rated agreed with the mean value of 3.9041, again the question, TVET in the region is running with the main objective of creating innovative work force, was also rated agreed with the mean value of 3.8082. Similarly the rest questions, TVET in the region is creating adaptable workforce which contributes to poverty reduction rated agreed with the mean value of 3.8056. Also in Interview, the region authority said,

“TVET in the region was running to meet the national objective!”

This may attribute to the fact that TVET in the region is running to create a competent, motivated, adaptable and innovative workforce in the region, contributing to poverty reduction and social and economic development.

4.3.Creating TVET awareness

Table 4.4- Trainers response regarding awareness creation

	Questions to Trainers	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X	SD
		5	4	3	2	1		
1	The TVET institute is making special effort to create awareness among trainees	14	32	11	14	2	3.5753	1.09
2	The TVET system of the region is employing a special effort to create awareness and ownership among employers and the private business sector	6	26	14	19	7	3.0694	1.16

X= Mean SD= Standard Deviation

Regarding awareness creation, as depicted in Table 4.4, for the question whether the TVET institute is making special effort to create awareness among trainees, was rated agreed with the mean value of 3.5753 and the question whether the TVET system of the region is employing a special effort to create awareness and ownership among employers and the private business sector, rated undecided with the mean value of 3.069. In this regard as MoE(2008:51),

“Special efforts will be directed to create awareness and ownership for TVET among employers and the private business sector”

This may attribute that the TVET system of the region is directing a special effort in creating TVET awareness among employer and private business sectors.

Table 4.5- Trainees respond regarding COC and Occupational Standard

No	Question of Trainees	YES		NO	
		No	%	No	%
1	Do you know that you will have a competency assessment (COC) after finishing this training?	72	78.3	20	21.7
	Do you know the name of occupational standards (OS) for the training you are taking currently?	35	38.0	57	62.0

In assessing the awareness of trainees about the TVET system, as shown in Table 4.5, most of the respondents 72(78.3%) agreed that they are aware about taking competency assessment (COC) after finishing their training. This in fact may attribute in giving recognition to the outcome TVET system in the region by the trainees.

Regarding knowing the name of occupational standard (OS), most of the respondents 57(62.0%), disagreed while some others 35(38.0%) agreed. Even from those who agreed, most of them didn't write a correct occupational standard name set by the federal authorities of the country on the open ended question. This may indicate trainees may not know the competencies required from them to pass the

occupational assessment, since occupational competencies are found under occupational standards.

4.4. Application of Conceptual Principles of the national TVET strategy

In paying particular attention to objectives of the national TVET strategy, applying conceptual principles such as making TVET institutions center of technology accumulation and transfer, TVET stakeholders' involvement, public private partnership, outcome base approach, decentralization and Efficiency are crucial.

4.4.1. Issues Related with Making TVET institutions Centers of Technology Capability Accumulation & transfer.

Transferring technologies to relevant industries is one of the aims of TVETs, to play this role TVET institutions mostly need to establish a department responsible for accumulating, replicating and transferring technologies. In this regard MoE(2008:15) stated that "TVET institutions are mainly expected to replicate new and selected technologies and transfer the same to the relevant industry in order to increase the competitiveness of the sector according to international standards".

Table 4.6- Trainers response regarding technology accumulation, replication & transferring

No	Question for Trainers	YES		NO	
		No	%	No	%
1	Do you have a technology transferring department in your institute/college	34	46.6	39	53.4
2	Did the institute college have accumulated technology capabilities	25	34.2	47	64.4
3	Did the institute/college replicating new and selected technologies	24	32.9	48	65.8

As shown in Table 4.6- most of Trainers 39(53.4%) respond that there was no a technology transferring department in their institute/college, while the other

34(46.6%) agreed in its existence. This may attribute that the TVET institutes are not ready to be a center of technology transfer.

Table 4.6.1: Existence of Technology Transfer Department in different institutes

		Do you have a technology transferring department in your institute/college			
		No		Yes	
		No	%	No	%
Institute Name	Dimma TVET institute	8	100%	0	0.0%
	Don Bosco TVET institute	0	0.0%	8	100%
	Gambella ATVET College	20	60.6%	13	39.4%
	Hope Enterprise TVET institute	0	0.0%	4	100%
	Openo TVET College	11	55%	9	45%

.When respondents divided using the TVET institutes/colleges found in the region as shown in Table 4.6.1, most of the respondents from Dimma TVET institute (100%), Gambella ATVET College (60.6%) and Openo TVET College (55.5%) disagreed with its existence. While all the respondents from the non-government TVET institutes agreed with its existence within the institutes (Don Bosco TVET institute (100%) and Hope Enterprise TVET institute (100%)). This may attribute to the fact that government institutes don't have a technology transfer department, so that they could be used as a center of technology transfer.

Regarding replicating and accumulation of technology, as depicted in Table 4.6- most of the respondents 47(64.4%) disagreed in accumulating technology within the institute while the rest agreed. Also most of the respondents 48(65.8%) disagreed in replicating selected and new technologies. This might attribute to the fact that TVET institutions in the region were not satisfactorily accumulating, replicating and transferring technology capabilities.

4.4.2. Stakeholders involvement

Even if TVET stakeholders could change over time as the national economy and society develop, TVET should operate at the interface of different sectors of society, notably the education sector, the labour market, industry, MSE sectors, agriculture and rural development, and public administration. In order to serve and relate to all these sectors through high quality and demand-responsive instruments, as MoE(2008:18),” the TVET system must be steered and implemented with the involvement of a wide stakeholder group”.

Table 4.7- Trainer’s response regarding TVET stakeholders’ involvement

No	Questions to Trainers	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X	SD
		5	4	3	2	1		
1	The TVET institute is functioning with the involvement of a wider stakeholder groups.	10	23	9	19	12	3.0000	1.34
2	Stakeholders of TVET are investing time thoughts, ideas and finances towards the improvement of TVET in the region.	12	24	10	21	6	3.2055	1.26

X= Mean SD= Standard Deviation

Regarding Stakeholders involvement as depicted in Table 4.7, for the question asked to trainers, the degree of agreement to the involvement of a wider stakeholders group in the TVET institutions functioning was rated undecided with the mean value of 3.000 and for the question whether stakeholders of TVET are investing time thoughts, ideas and finances towards the improvement of TVET in the region, was rated again undecided with the mean value of 3.2055. Also in the interview done with this respect, the TVET authority of the region said,

“There are some involvements of stakeholders with the last few years, which is planned to strengthen more in the near future.”

This in fact may not allow TVET system of the region gain the advantages of stakeholders.

4.4.3. Issues Related with Outcome-based Approach

Table 4.8- Trainers response towards Outcome-based Approach

No	Questions to Trainers	Strongly Agreed	Agree	Undecided	Disagreed	Strongly Disagreed	X	SD
		5	4	3	2	1		
1	The TVET institute/college is giving training, taking identified competences need in the labor market as benchmark.	10	38	9	15	1	3.5616	1.014
2	Overall rules and regulation of the TVET institute/college is defined in supporting citizens of the region to become competent	12	38	10	9	4	3.6164	1.075

X=Mean SD=Standard Deviation

As shown in Table 4.8, Trainers respond regarding using outcome based Approach, for the question asked whether the TVET institute/college is giving training taking identified competences need in the labor market as benchmark, the degree of agreement was rated agree with the mean value of 3.561 and to the question, whether overall rules and regulation of the TVET institute/college is defined in supporting citizens of the region to become competent was rated agreed with the mean value of 3.6164. This in fact might enable to create the necessary skills, knowledge and attitudes of trainees, so that they are able to perform according to occupational standards, and hence receive certification.

In interview done with TVET authority of the region, it is said,

“In implementing outcome based approach the main problem face was enabling not to identifying the output quality of TVET delivery in different institutions, since trainees was not taking national assessments on time because of the absence of center of occupational assessment in the region.”

This may indicate the difficulty to implement outcome based approach, because of the absence of center of competence (COC) in the region.

4.4.4. Efficiency in the TVET System

Table 4.9- Trainers response regarding efficiency

No	Questions to Trainers	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X	SD
		5	4	3	2	1		
1	The TVET institute is functioning towards improving efficiency through better management of equipment, tools and training materials.	8	35	12	11	7	3.3562	1.068
2	The TVET institute is functioning towards improving efficiency through improved financial management.	10	38	7	16	2	3.5205	1.159

X= Mean SD= Standard Deviation

Regarding efficiency in the TVET System, as shown in Table 4.15, for the question asked to trainers, whether the TVET institute if functioning towards improving efficiency through better management of equipment, tools and training materials was rated undecided with the mean value of 3.3552. For the question whether the TVET institute is functioning towards improving efficiency through improved financial management the degree of respondents was rated agreed with the mean value of 3.5205. This may indicate a good financial management and with organization which needs improved equipment, tools and training material management.

In increasing efficiency through the possibilities of recognizing previous learning achievements, as the interview done with TVET authorities indicated because of the absence of center of center of competency (COC) in the region, it couldn't become feasible.

4.4.5. Decentralization

Table 4.10- The TVET institute delegate responsibilities of all functions to lower levels accordingly

Trainers		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	X
Institute Name	Institute Type	1	2	3	4	5	
Dimma TVET institute	Governmental	0	3	0	5	0	3.25
Don Bosco TVET institute	Non-Governmental	0	1	0	4	2	4
Gambella ATVET College	Governmental	2	8	4	14	4	3.31
Hope Enterprise TVET institute	Non-Governmental	0	1	0	3	0	3.5
Openo TVET College	Governmental	4	2	3	6	5	3.3

X = Mean

With regard to decentralization, for the question whether the TVET institute delegate responsibilities of all function to lower levels accordingly, as depicted in Table 4.10 – the two non-governmental TVET institutions, Don Bosco and Hope enterprise was rated agreed with the mean value of 4 and 3.5 respectively. While the other three governmental institution, Gambella ATVET, Openo TVET College and Dimma TVET institute, was rated undecided with the mean value of 3.31, 3.3 and 3.25 respectively. This may attribute to the increase in efficiency of services in the non government institutions while the opposite in the governmental ones.

In Interview conducted with the TVET agency, about decentralizing TVET responsibilities to all functions, the TVET authority of the region said,

“The agency planned to working on decentralizing responsibilities to different woredas, zones and TVET sectors so there could be efficiency in the service provision.”

This in fact may increase efficiency in the TVET system of the region, when it is implemented.

4.4.6. Public-Private Partnership and a Comprehensive and Integrated TVET System

In the interview conducted with TVET agency of the region, the authority said,

“There is a strong public and private partnership, through well defined partnership between the government and non-government sector which could build a successful TVET system. This partnership could also create a comprehensive and integrated TVET system in the region combining formal and non formal trainings in both private and public institutes, however there is no mechanism established to recognize informal trainings.”

This may attribute the existence of strong partnership between public and private sectors, for building a successful TVET system.

4.5 Application of Guiding Principles of the national TVET strategy

Giving labor demand oriented trainings, securing quality and relevance of trainings, equal access and equal opportunities, pathways, flexibility, life-long learning, gender sensitivity and contribution to fight against HIV/AIDS are the guiding principles of the national TVET strategy. According to MoE(2008:13), “In pursuing the (national TVET) objectives, the following principles will guide and define further development and implementation of the TVET system”.

4.5.1 Issues Related with Quality, relevance and Demand-Orientation

Table 4.11- Trainers response regarding COC

No	Question for trainers	Yes		No	
		No	%	No	%
1.	From all the training I had given to trainees, I know how many of them took occupational competency assessment (COC), how many of them passed and how many of them failed.	17	23.3	49	67.1

Regarding assuring quality in the TVET through Occupational competency assessment, for the question “From all the training I had given to trainees, I know how many of them took occupational competency assessment and how many of them get passed and failed” asked to trainers as shown in Table 4.11, 49(67.1%) of the respondents disagreed while the rest 17(23.3%) of them disagreed. Since most of the respondents answered negative, this may attribute to the fact the trainers couldn’t able to get the feedback on the outputs of the institute.

In interview conducted with the region TVET agency, the agency authority is also said,

“The region does not have a center of occupational competency (COC)” because of it, most trainees who completed training in different TVET centers of the region couldn’t able to take occupational competency assessment (COC) and also the TVET agency couldn’t able to identify how many of them could be competent to the labor market. This may attribute to the fact that the Trainers couldn’t get feedback on the performance of their trainees they trained already and also identifying the quality of the TVET sectors found in the region. This may indicate that it is difficult to identify training qualities in the region.

Regarding Relevance and Demand-orientation, in interview conducted with TVET authorities of the region it is said,

“Programs in most TVET institutions were not launched through assessment in a way the labour demand could be satisfied, but beginning from this year (2003E.C), each TVET institutes started to launch programs based on assessment, so that training becomes demand-oriented.”

This may attribute to the fact that TVET in the region are not labor demand oriented.

After the programs are launched to measure the relevance of the program continuously in the interview conducted with TVET agency, the authority said,

“There was no mechanism to measure trainings relevance continuously”

The main reason for this as indicated by the TVET authority - the Agency didn't organize well, since it established very recently. This may cause not to identify phased-out trainings in the labour market.

4.5.2 Issues Related with Flexibility

Table 4.12-Trainees response regarding flexibility in TVET delivery

No	Question for trainees	YES		NO	
		No	%	No	%
1	Are trainings in your Institute/college supported by cooperative trainings?	57	62.0	35	38.0
2	Do you have vocational counselor in the institute/college	47	51.1	44	47.8
3	Did your vocational guidance and counselor of your institute instrumental to facilitate your cooperative training?	43	46.7	49	53.3
4	Did your vocational guidance and counselor of your institute is instrumental to enabled you to choose the right career.	43	46.7	48	52.2

As shown in Table 4.12- most respondents 57(62%) of the trainees agreed whether training in their institute/college was supported by cooperative trainings or not, while the other 35(38%) of them disagreed. This may attribute to the fact that most TVET institutes in the region prepare a cooperative training (or related training) to their trainees which could make trainings more flexible while.

Regarding the existence of vocational counselor in the institute/college, as shown in Table 4.12, most of the respondents 47(51.1%) from the trainees agreed and the other 44(47.8%) of them disagreed.

Table 4.13- Trainers responses regarding Vocational counselor existence

Question to Trainers		Do you have a vocational guidance and counselor staff in your institute/college?			
		NO		YES	
		No	%	No	%
Institute Name	Dimma TVET institute	8	100.0	0	0.0
	Don Bosco TVET institute	2	25.0	6	75.0
	Gambella ATVET College	23	69.70	10	30.3
	Hope Enterprise TVET institute	1	25.0	3	75.0
	Openo TVET College	1	5.26	19	94.74
Total		35		38	

Regarding flexibility through the existence of the vocational counselors separately in different TVET sectors, as shown in Table 4.13, most of the respondents from trainers in Dimma TVET institute 8(100%) and in Gambella ATVET College 23(69.70%) disagreed. This may attribute to the fact these TVET sectors might not have vocational counselors while the rest have.

Table 4.14- Trainers responses regarding flexibility in the TVET delivery

No	Question for trainers	YES		NO	
		No	%	No	%
1	Cooperative training is being given to trainees.	50	68.5%	23	31.5%
2	Basic business management training is incorporated into all relevant programs of the institute	37	50.7%	36	49.3%
3	Training programs of the institute are organized in a modular fashion.	41	56.2%	31	42.5%
4	Basic entrepreneurial training is incorporated in to all relevant programs of the Institute/College.	39	53.4%	33	45.2%

As depicted in Table 4.14, Trainers and Trainees share a common ground regarding cooperative training, since most of the trainers 50(68.5%) agreed whether training were supported by cooperative training, while the rest 23(31.5%) disagreed. This again implies trainings might get more flexible in most of the TVET institute/colleges of the region through cooperative or related trainings.

With regard to entrepreneurship and business management, more of the respondents, 37(50.7%) agreed with the incorporation of basic business management and 39(53.4%) of them with the incorporation of basic entrepreneurial trainings in to all relevant programs. This may attribute that entrepreneurial and basic business management is incorporated in most TVET institutes of the region. This may be constructive to self-employment, so that the training delivered of TVET intuitions\colleges became flexible.

Table 4.15-Trainers responses regarding flexibility in TVET delivery through use of ICT

No	Question to Trainers	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	x	SD
		5	4	3	2	1		
1	The TVET institute is promoting a systematic introduction and use of ICT in the training delivery	15	29	12	11	5	3.527	1.19336

X= Mean

SD= Standard Deviation

Concerning promoting a systematic introduction and use of ICT in the TVET delivery the degree of agreement was rated agreed with the mean value of 3.527. This may indicate the region is promoting a systematic introduction and use of ICT in the training delivery which could make trainings more flexible.

4.5.3. Issues Related with Pathways and Lifelong learning

One of the objectives of education is to create the possibility of career progression and continuation of learning. As MoE(2008:14), "TVET should always create the possibility of career progression and continuation of learning".

Table 4.16-Trainees respond regarding career progression and continuation of learning

No	Question for trainees	YES		NO	
		No	%	No	%
1	Do you agree that your TVET training creates the possibility of career progression	74	80.4	18	19.6
2	Do you agree that your training in the institute/college creates the possibility of continuation of learning	88	95.7	4	4.3

As shown in Table 4.16, regarding pathways and lifelong learning, most of the respondents 74(80.4%) from the trainees agreed that their training would create the possibility of career progression, while the rest 18(19.6%) of them disagreed. Some

of the reason why they disagreed was the absence of practice while they were training and may not be possible for them to get a government job or being self-employed. This may indicate that most of the trainees had a good acceptance for the training they were taking.

Regarding the possibility of continuation of learning, most of the respondents 88(95.7%) of them agreed while the rest 4(4.3%) of them disagreed. One of the main reasons they specified for not agreeing was the absence for the center of competency (COC) in the region, might made them not to have the national certificate which was necessary for continuing another further education.

4.5.4. Issues Related with Gender Sensitivity and HIV/AIDS

TVET is expected to react in gender sensitivity and HIV/AIDS prevention. As MoE(2008), “All TVET opportunities will be equally accessible to Female” and “TVET will contribute to the fight against the spread of HIV/AIDS in Ethiopia by incorporating awareness creation and training about preventive measures in all its programmes”(p.14&15).

Table 4.17- Trainees response regarding women encouragement and HIV/AIDS prevention

No	Question for trainees	YES		NO	
		No	%	No	%
1	Your TVET institute/college gives particular emphasis to encourage girls and women's.	56	60.9%	35	38.0%
2	Your TVET institute/college is incorporating awareness creation and training about preventive measures of HIV/AIDS in all the programs.	58	63.0%	34	37.0%

As shown in Table 4.17, most of the respondents 56(60.9%) agreed in that the TVET institute/college gives particular emphasis to encourage girl and women while the rest 35(38.0%) disagreed. In the case of HIV/AIDS prevention most of the respondents 58(63.0%), agreed while the other 34(37.0%) disagreed. These may

attribute positive impact of the TVET institutes/colleges in implanting the national strategy.

4.5.5. Issues Related with Equal access and equal opportunity

The TVET system is expected to give equal access and equal opportunities. As MoE(2008:14), “TVET will be accessible, irrespective of the level of educational attainment, gender, ethnic and religious affiliation”.

Table 4.18- Trainers response regarding equal access and equal opportunity

No	Question to Trainers	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X	SD
		5	4	3	2	1		
	The TVET institute training is accessible to all groups.	15	27	1 1	12	8	3.3973	1.29

X=Mean SD=Standard Deviation

Regarding Equal access and equal opportunity, for the question asked to trainers, the degree of agreement to the accessibility of training to all groups irrespective of gender, ethnic and religious affiliation was rated undecided with the mean value of 3.3973. This may indicate that it is difficult to determine whether training is accessible to all target groups.

4.6. Issues Related with Management of the TVET system

The TVET system is expected to be managed through TVET agencies and councils at regional and federal level, and through a management board comprising all relevant TVET stakeholders at institutions level. To achieve TVET objectives as MoE(2008:45), “The TVET reform envisaged here is ambitious and will require competent and dedicated leadership and a strong management at different levels”.

Table 4.19- Trainers Response regarding management of TVET

No	Questions to Trainers	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X	SD
		5	4	3	2	1		
1.	TVET system of the region met the main objective of the national TVET strategy	17	26	17	9	4	3.5890	1.14
2.	The TVET institute management is functioning through problem and need analyses	13	18	9	25	8	3.0411	1.33

X=Mean SD= Standard Deviation

Regarding governance within the TVET institutions, as shown in Table 4.19, the question whether managing is through problem and need analysis was rated undecided with the mean value of 3.0411.

Generally Regarding governance and management of the TVET system, as depicted in Table 4.19, trainers agreed for the question, TVET system of the region met the main objective of the national TVET strategy with the rated mean value of 3.5890, in interview done with TVET agency of the region also the authority said,

“The region TVET agency is trying best to meet the national TVET strategy through better management. For this purpose the region established a TVET agency responsible for governing the TVET system in the region.”

However, as indicated in the interview there was no TVET council established in the region, this might prevent the active involvements of TVET stakeholders in the region.

Regarding governance within the TVET institutions, as shown in Table 4.19, the question whether managing is through problem and need analysis was rated undecided with the mean value of 3.0411. This may indicate that management is not through problem and need analysis in all the institutes.

Table 4.20-Trainers response regarding the existence of management board

Question for Trainers	The management board of your institute comprises all relevant local stakeholders, including representatives of the local business community			
Institute Name	NO		YES	
	No	%	No	%
Dimma TVET institute	8	100%	0	0.0%
Don Bosco TVET institute	3	37.5%	5	62.5%
Gambella ATVET College	23	71.875	9	28.12%
Hope Enterprise TVET institute	2	50%	2	50%
Openo TVET College	15	78.94%	4	21.05%
	51	69.9%	20	27.4%

When we see the management board of each institute as shown in Table 4.20, whether the management board of the institutes comprises all relevant stakeholders, most of all the governmental TVET sectors Dimma TVET institute(100%), Openo TVET College(78.9%) and Gambella ATVET College(71.8%) were disagreed. Most of trainers (62.5%) from Don Bosco TVET institute agreed with the composition of relevant stakeholders in the management board while Hope Enterprise TVET institute stayed neutral. This may indicate, particularly the governmental sectors managerial decisions were without the consultation and involvement of the stakeholders.

4.7. Issues Related with Financing the TVET system

In financing the TVET as MoE(2008:40), "In the future, the resource constraints of the TVET system will be addressed by a combination of cost saving mechanisms without compromising quality, generation of external resources into the TVET system and diversification of funding sources for TVET programmes". In

diversification of the financing mechanisms internal revenue generation shall be seen as the main source of financing.

Table 4.21- Trainers Response regarding Financing

No	Questions to Trainers	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	X	SD
		5	4	3	2	1		
1	The TVET institute/college authorities allocate sufficient resources for training and capacity building.	9	21	13	20	10	2.9863	1.275
2	The TVET authorities of the region allocate sufficient resources for the training and capacity building	7	26	13	16	10	3.0556	1.243
3	The TVET institute is functioning by considering creating different mechanism for internal revenue as a means of financing	9	28	17	13	6	3.2877	1.148

X= Mean SD=Standard Deviation

Regarding financing the TVET system as shown in Table 4.21, the question “The TVET institute/college authorities allocate sufficient resources for training and capacity building” responded by trainers with the degree of agreement undecided having a mean value of 2.9863.

Similarly for the question, “The TVET authorities of the region allocate sufficient resource for the training and capacity building” the degree of agreement was undecided with the mean value of 3.0556, this may attribute limitations in granting more financial autonomy to TVET institutions which could be a potential for increasing efficiency in TVET institutions.

Financing through internal revenue again rated undecided in Table 4.21 with the mean value of 3.2877, this may attribute that internal revenue generation is not the main source of finance for TVET institutes in the region, which could be a main tool in transferring their technological development to consumers.

Table 4.22-Internal revenue through production

		There is internal revenue generation from production done in the institute			
		No		Yes	
		No	%	No	%
Institute Name	Dimma TVET institute	1	12.5	7	87.5
	Don Bosco TVET institute	1	12.5	7	87.5
	Gambella ATVET College	14	0.42	19	58
	Hope Enterprise TVET institute	3	0.75	1	0.25
	Openo TVET College	15	0.75	5	0.25
Total		34(46.6)		39(53.4)	

As MoE(2008:41),” It must be noted that internal revenue generation shall be the main source of finance for TVET institutes”, when we see internal revenue generation in different TVET institutes of the region, most of the respondent from Dimma TVET institute(87.5%), Don Bosco TVET institute(87.5%) and Gambella ATVET College(58%) agreed in the existence of internal revenue in the institutes while the rest respondents(75%) from Openo TVET College and Hope Enterprise TVET institute disagreed in its existence. This may indicate that most TVET in the region are using internal revenue as a source of financing.

In the interview done regarding financing with TVET authorities of the region, it said,
 “A lot of effort being done to convince the regional government to given emphasis in financing the TVET system”

Since TVET in the region is at the enfant level, to strength it the TVET authorities said it is planned to diversify the financing mechanisms.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

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

5.1. Summary of the Finding

This study was intended to assess the implementation of the national TVET strategy in one of the developing regional state of our country Gambella. To procure data for the study samples were selected using stratified and convenience sampling techniques. Accordingly 166 individuals participated in the study, these includes 92 trainees, 69 trainers, 3 principals (vice), 1 vocational counselor and 1 TVET authority of the region.

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

5.1.1. Findings on TVET Objectives and in creation of TVET awareness

- Trainers agreed (Table 4.3) with the question TVET in the region is running with the main objectives of creating competent, innovative, adaptable workforce which contributes to poverty reduction. Interview conducted also indicate that the TVET system in the region had objectives such as improving the quality of TVET, build the necessary human capacities, create and further develop a comprehensive, integrated, outcome-based and decentralized TVET in the region.

- Trainers agreed whether TVET institute was making special effort to create awareness among trainees. However most trainees didn't know the name of the occupational standard for the training they are taking (Table 4.5).
- Trainers rated undecided whether the TVET system of the region was employing a special effort to create awareness and ownership among employers and the private business sector.

5.1.2. Findings on the application of Conceptual Principles of the national TVET strategy

- Most respondents of trainers from all the governmental sectors, Dimma TVET institute (100%), Gambella ATVET College (60.6%) and Openo TVET College (55.5%) disagreed with the existence of technology transferring department within the TVET institutes.
- Interview conducted with TVET authorities indicated the existence of strong and well defined partnership between the private and public sectors. There is also a comprehensive and integrated TVET system in the region combining all formal and non-formal TVET trainings found in both public and private sectors, however there is no means of integrating informal TVET trainings.
- Trainers in the two non-governmental TVET institutions (Don Bosco and Hope enterprise) agreed whether the TVET institute delegate responsibilities of all functions to lower levels accordingly. Trainers from the other three governmental institutions, Gambella ATVET, Openo TVET College and Dimma TVET institute rated undecided in delegating responsibilities to lower levels accordingly.

5.1.3. Findings on the application of Guiding principles of the national TVET strategy

- Interview conducted with the TVET authority indicated that most programs were not launched with labor market demand.

- More respondents from trainees (57%) and trainers (68.5%) agreed whether trainings in the institute are supported by cooperative trainings.
- More respondents (51.1%) from trainees agreed in the existence of vocational counselor in their TVET institute college, but fewer respondents (46.7%) agreed in the functionality of the vocational counselor in choosing the right career for themselves and in facilitating their cooperative training.
- More respondents of trainers agreed in the incorporation of basic entrepreneurial training and business management into all the relevant programs (Table 4.14).
- More respondents agreed that training programs in their institutes were organized in a modular fashion (Table 4.14).
- In promoting a systematic introduction and use of ICT in the training delivery, the degree of agreement rated agreed (Table 4.15).
- Most respondents from trainees agreed that TVET institute/college gives particular emphasis in encouraging girls and women's and also in creating awareness about preventive measures of HIV/AIDS (Table 4.16).

5.1.4. Findings on Governance and Management

- It is found that the region established a TVET agency very recently with a role of assisting institutions to provide quality training and produce competent work force in the region. However, the region TVET system is still running without a TVET council.
- Regarding management within the institute. It is found that the management board of all the governmental TVET institutes; Dimma TVET institute; Openo TVET College and Gambella ATVET College without comprising the relevant local TVET stakeholders. Also trainers' level of agreement rated undecided whether TVET institute management is functioning through problem and need analyses (Table 4.20).

5.1.5. Finding on Financing

- Trainers respond undecided whether the TVET authorities of their institute allocated sufficient resources for the training and capacity building as well as whether the TVET authorities of the region allocated sufficient resources for the training and capacity building (Table 4.21). Similarly interview done with TVET authority indicate that the regional government was not financing the TVET system satisfactory.
- In most of the governmental institute, it is not found that using internal revenue gained through productions done within the institute as a means of financing (Table 4.22).

5.2. Conclusions

Education is instrumental in developing a society; the instrumentality of TVET in developing a society through producing competent workforce is also undeniable. However, Global experiences have shown that the mere expansion of TVET alone may not contribute in developing a society. As Middleton(1996), “vocational schools are more expensive to operate than are academic schools.” Some of the main reason for this could be overhead cost; expensive machines, facilities raw materials and the like make implementation of TVET program to require more finance than the general education.

Considering mere expansion of TVET was not solving the problems of unemployment and low productivity of the economy, the Ethiopia government developed a new strategy which replaces an older version adopted in 2002. After assessing the implementation of the national strategy in the region the following conclusions are drawn up.

5.2.1. Conclusions on congruence of TVET Objectives and in TVET awareness creation

- The general objectives of the regional TVET is to create a competent, motivated, adaptable and innovative workforce in the region contributing to poverty reduction and social and economic development, which is congruent with the national TVET strategy.
- It is doubtful that the TVET system of the region in general, particularly the TVET institutes/colleges are employing a special effort to create awareness and ownership among trainees, employers and TVET stakeholders.

5.2.2. Conclusions on the application of Conceptual Principles of the national TVET strategy

- Government TVET sectors are not accumulating, replicating and transferring technologies to the relevant industry which make them not centers of Technology capabilities accumulation and transfer (Table 4.6.1).
- There is a strong relationship between private and public TVET sectors; also in the TVET system of the region there is a comprehensive and integrated TVET system which combines the formal and non-formal trainings. However the TVET system of the region doesn't integrate informal trainings which cause training duplication.
- It is doubtful that institutes/colleges particularly governmental ones delegate responsibilities of function to lower levels accordingly (Table 4.10).

5.2.3. Conclusions on the application of Guiding principles of the national TVET strategy

- In the TVET system of the region most of the trainings are not demand oriented, i.e. most programs running doesn't respond to the requirements of the labor market.
- To respond to the changing occupational requirements and to accommodate the different demand of the various target groups, training delivery in the

region is somehow flexible because of availability of vocational counselor in some TVET sectors, the availability of cooperative or similar trainings in most training institutes, by provision of basic business management and entrepreneurial trainings in to all programs, by organizing training programs in a modular fashion and by promoting a systematic introduction and use of ICT.

- The TVET system of the region is gender-sensitive by giving equal access to females and it is also instrumental in contributing to fight against HIV/AIDS.

5.2.4. Conclusion on Management

- Because of the absence of TVET council in the region TVET system, The TVET agency could lack reliable assistance from members supposed to be included in the council.
- It is doubtful that the TVET institutes management is functioning through problem and need analyses.
- Governmental TVET institutes of the region, doesn't include relevant stakeholder in the TVET's institution/college management board. According to MoE(2008), excluding stakeholders in the TVET management board will cause not to have strong and powerful leadership and supervisor in order to avoid misuse of funds and institutional planning in line with local social and labour market condition.

5.2.5. Conclusion on Financing

- It is doubtful that the regional government and TVET authorities are financing the TVET system satisfactorily.
- Governmental institutes are not considering internal revenue through productions done with their institute as a means of financing.

5.3. Recommendation

After assessing the implementation of the current national TVET strategy in the region, based on the study findings and the conclusions drawn up the following recommendations are forwarded.

5.3.1. Recommendation to TVET Authorities of the region

- It is advisable for the region to have its own Center of Competency (COC), which enable the region to create outcome based TVET system in the region.
- To create integrated TVET system and to exclude training duplications in the region, informal TVET trainings or previously leaning outcomes should be assessed and accredited by established occupational competency assessment center.
- Before any TVET programs are launched in any TVET sectors of the region, it is advisable to assess the requirements of the labour market of the region, so that training outputs become demand oriented. Also it is advisable to have a mechanism for continuously measuring the relevance of each program in the institutes, so that the programs are not phased out of the labor market.
- The TVET authorities of the region should convince the Regional governments to finance the TVET system satisfactory. Also expected to diversify financing sources and mechanisms by developing efficiency in the delivery of training.
- A functional TVET council should be established in the region.

5.3.2. Recommendations to TVET institutes

- Management board of the institute should comprise all the relevant stake holders (including, private business sectors, public sectors, MSE, trainers, etc...). In addition it is better if management is through problem and need analysis.
- Emphasis should be taken in giving cooperative or related trainings to trainees since it is not only increase the skillfulness of the trainees, but it also helps to decrease unit costs in TVET delivery.
- Every institute expected to have a functional vocational counselor staff who are instrumental for the trainees in choosing the right career, facilitating trainees cooperative trainings and who are focal point in organizing self-employment support.
- Every institute expected to have a functional technology capabilities accumulation and transferring department, so as to contribute to the enhancement of productivity and competitiveness of industries.
- Governmental TVET institution/Colleges found in the region expected to delegate all responsibilities of function to lower levels accordingly.
- Institutions expected to consider internal revenue through productions within the institute as a means of financing, for this reason it is advisable for each institutions to have a production committee or department.

Finally the researcher says the region TVET system is expected to prepare its own TVET strategy adopting the national TVET strategy and taking regional practical situations under consideration. In addition the system expected to employ a special effort in creating awareness and ownership among trainees, employers and to all the relevant TVET stakeholders. The researcher also encourages other researchers in the region to do more researches in this area.

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APPENDIX 1

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF BUSINESS EDUCATION

MANAGEMENT OF VOCATIONAL EDUCATION

Interview Guide for Technical and Vocational Education and Training (TVET) authorities at Regional level

1. Is there a strong and well defined partnership and collaboration between government and the private sectors, which are stakeholders of TVET system?
2. Does the region have a center of competency (COC)?
3. What is your mechanism to hold TVET institutions accountable for the success and quality of their training delivery?
4. As TVET authorities of the region what have you done to implement decentralization capacities to different Woredas and Zones of the region?
5. Did TVET authorities at federal level allocate sufficient resources for training and capacity building of the region?
6. How programs are launched in TVET's of the region, is there any means of analyzing demands of the labor market in the region before programs are initiated?
7. Is there TVET council for the region TVET system? If there is who are the member of the council, and what is their role?
8. Is there a sustainable mechanism of measuring the relevance of TVET programs of the region.
9. Is there TVET agency in the region? If there is what is their role?
10. How you are financing TVET system currently and what is your plan in the future?
11. Is there a means of recognizing informal (previously learning outcomes) TVET trainings, in the region TVET system?

APPENDIX 2

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEAVIORIAL STUDIES
DEPARTMENT OF BUSINESS EDUCATION
MANAGEMENT OF VOCAIONAL EDUCATION

Questionnaire to be filled by: Trainers

Dear Respondents

The intention of this study is to assess the practice of Technical and Vocational Education and Training (TVET) in GAMBELLA region. The success of the study depends on your genuine responses. Therefore, you are kindly requested to answer all items provided in the questionnaire with due care and attention.

In responding to the questions, please note that

1. All your responses will be kept confidential and used only for academic purposes
2. You are required to put (✓) mark for questions with options, and to write briefly whenever necessary.
3. You are not required to write your name.

Thank you in advance
For your cooperation

Part I:

Back Ground Information

1. Name of the TVET institute/College _____.
2. Sex: Male Female
3. Age(in years)
 20 and below 21-30
 31-40 41 and above
4. Service(in years):
A. In this Institute/college
 0-5 6-10 21 - 25
 11-15 16-20 26 and above

S. No	Items	Responses				
7	Stakeholders of TVET institute/college are investing time, thoughts, ideas and finances towards the improvement of TVET in the region.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
8.	The TVET institute/college is teaching, training and learning taking identified competences need in the labor market as benchmark.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
9	Overall rules and regulation of the TVET institute/college is defined in supporting citizens of the region to becoming competent.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
10	The TVET institute/college authorities allocate sufficient resources for training and capacity building.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
11	The TVET authorities of the region allocate sufficient resources for the training and capacity building.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
12	The TVET institute/college is functioning towards improving efficiency through improved human resource and financial management.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
13	The TVET institute/college is functioning towards improving efficiency through better management of equipment, tools and training materials.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
14.	The TVET institute/college delegate responsibilities of all functions to lower levels accordingly.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
15.	The TVET institute/college management is functioning through problem and need analyses.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
16.	The TVET institute/college training is accessible to all target groups, irrespective of gender, ethnic and religious affiliation.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
17.	The TVET institute/college is promoting a systematic introduction and use of ICT solutions in the TVET delivery.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
18.	The TVET institute/college is making special efforts to create awareness among trainees.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
19.	The TVET system of the region is employing a special effort to create awareness and ownership among employers and the private business sector.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>
20.	The TVE T institute/college is functioning by considering creating different mechanisms for internal revenue as a means of financing.	SA <input type="checkbox"/>	A <input type="checkbox"/>	U <input type="checkbox"/>	D <input type="checkbox"/>	SD <input type="checkbox"/>

Part III.

Direction: please read each of the items carefully and indicate your agreement by putting (✓) mark under "Yes" or "No".

S. No	Items	Responses	
		Yes	No
1	Do you have a technology transferring department in your institute/college?	<input type="checkbox"/>	<input type="checkbox"/>
2.	Did the institute/college replicating new and selected technologies?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Did the institute/college have accumulated technology capabilities?	<input type="checkbox"/>	<input type="checkbox"/>
4.	From all the training I had given to train, I know how many of them took occupational competency assessment (COC), how many of them passed and how many of them failed.	<input type="checkbox"/>	<input type="checkbox"/>
5	The management board of your institute comprises all relevant local stakeholders, including representatives of the local business community.	<input type="checkbox"/>	<input type="checkbox"/>
6.	Cooperative /apprenticeship training is being given to trainees o f all the programs in the institute/college.	<input type="checkbox"/>	<input type="checkbox"/>
7.	Training programs of the institute are organized in a modular fashion.	<input type="checkbox"/>	<input type="checkbox"/>
8.	There is internal revenue generation from production done by students of the institute.	<input type="checkbox"/>	<input type="checkbox"/>
9.	Basic entrepreneurial training is incorporated into your relevant programs of the institute/college.	<input type="checkbox"/>	<input type="checkbox"/>
10.	Basic business management training is incorporated into all relevant programs of the institute/college.	<input type="checkbox"/>	<input type="checkbox"/>
11	Do you have a vocational guidance and counselor staff in your institute/college?	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX 3

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEAVIORIAL STUDIES
DEPARTMENT OF BUSINESS EDUCATION
MANAGEMENT OF VOCAIONAL EDUCATION

Questionnaire to be filled by: Trainees

Dear Respondents

The intention of this study is to assess the practice of Technical and Vocational Education and Training (TVET) in GAMBELLA region. The success of the study depends on your genuine responses. Therefore, you are kindly requested to answer all items provided in the questionnaire with due care and attention.

In responding to the questions, please note that

1. All your responses will be kept confidential and used only for academic purposes
2. You are required to put (✓) mark for questions with options, and to write briefly whenever necessary.
3. You are not required to write your name.

Thank you in advance
For your cooperation

Part I:

Back Ground Information

1. Name of the TVET institute/College _____
2. Sex: Male Female
3. Age(in years)
 15 and below 16-20 30 and above
 21-25 26 - 30
4. Program _____
5. Level _____
6. Training Type
 Formal Non-Formal

Part II.

Direction: please read each of the items carefully and indicate your agreement by putting (✓) mark under “Yes” or “No”.

S.NO	Items	Responses	
		Yes አዎ	No አይደለም
1.	<p>Are you aware that you will have an occupational competency assessment (COC) after finishing this training?</p> <p>ከዚህ ስልጠና በኋላ የሙያ ብቃት ምዘና ፈተና መወሰድ እንዳለብህ/ሽ ታወቃለህ(ሽ)?</p>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<p>Do you know the competencies required from you to pass the occupational assessment examination (COC)?</p> <p>የሚሰጠውን የሙያ ብቃት ፈተናን ለማለፍ የሚያስፈልጉ ክህሎቶች ምን ምን እንደሆኑ ታወቃለህ?</p>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<p>Do you know the occupational standards (OS) for the training you are taking currently?</p> <p>የምትወስደው ስልጠና ምን የሚባል የሙያ ደረጃ እንዳለው ታወቃለህ?</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>3.1 For question number 3 If your answer is Yes please write the name of the occupational standard (os). ለ 3ኛው ጥያቄ መልስህ አዎ ከሆነ የሙያ ደረጃውን ስም ጻፍ/ፊ.</p> <hr/>		
4.	<p>Do you agree that your TVET training creates the possibility of career progression?</p> <p>የምትወስደው/ጂወ. ስልጠና የስራ መስክ ይከፍትልኛል ብለህ ታምናለህ/ሽ?</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>4.1 For question number 4 If your answer is no please write the main reason. ለ 4ኛው ጥያቄ መልስህ አይደለም ከሆነ ምክንያትህን/ሽን ጻፍ/ፊ.</p> <hr/>		

5	<p>Do you agree that your training in the institute/ college creates the possibility of continuation of learning? የምትወስደው/ጂ.ወ. ስልጠና ሌላ ትምህርት ለመቀጠል እድል የሚሰጥህ ይመስልሃል/ይመስልሻል?</p> <p>5.1 For question number 5 If your answer is no please write the main reason. ለ 5 ኛው ጥያቄ መልስህ አይደለም ከሆነ ምክንያትህን/ሽንገህን ጻፍ/ፈ</p> <hr/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<p>Are trainings in your Institute/college supported by cooperative trainings? የምትወስደው የሙያ ስልጠና በትብብር ስልጠና የተደገፈ ነው?</p>	<input type="checkbox"/>	<input type="checkbox"/>
7	<p>Do you have vocational counselor in the institute/college. በትምህርት ቤት ውስጥ ቮኬሽናል ካውንስለር መኖሩን ታወቃለህ?</p>		
8	<p>Did your vocational guidance and counselor of the institute is instrumental to enable you to choose the right career. የምትወስደውን የስልጠና መስክ እንድትመርጥ ቮኬሽናል ካውንስለሩ አግጥሟል?</p>	<input type="checkbox"/>	<input type="checkbox"/>
9	<p>Did your vocational guidance and counselor of the institute is instrumental to facilitate your cooperative training የትምህርት ቤቱ ቮኬሽናል ካውንስለር የምትወስደውን የትብብር ስልጠና ያቀናጃል?</p>	<input type="checkbox"/>	<input type="checkbox"/>
10	<p>Your TVET institute/college is incorporating awareness creation and training about preventive measures of HIV/AIDS in all its programs. ባለህበት የቴክኒክና ሙያ ትምህርት ቤት ውስጥ HIV/AIDSን እንዴት መከላከል እንደሚቻል ግንዛቤና ስልጠና ይሰጣል?</p>	<input type="checkbox"/>	<input type="checkbox"/>
11	<p>Your TVET institute/college gives particular emphasis to encourage girls and women's. ያለህበት የቴክኒክና ሙያ ትምህርት ቤት ሴት ተማሪዎችን ለማበራታታት ልዩ ጥረት ያደርጋል?</p>	<input type="checkbox"/>	<input type="checkbox"/>

Declaration

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

Name: Tinsae Desalegne Gizaw

Signature  _____

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

Name: Dr. Solomon Areaya

Signature _____

Date: _____