

ADDISS ABABA UNIVERSITY



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**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION
MANAGEMENT OF VOCATIONAL EDUCATION**

**THESIS TITLE: PRACTICES AND PROBLEMS OF PUBLIC
TECHNICAL VOCATIONAL EDUCATION AND TRAINING
INSTITUTION; THE CASE OF METTU POLYTECHNIC COLLEGE**

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This thesis is my original work and has not been presented for a degree in any other university and all sources of materials used for the proposal of the actual work have been acknowledged.

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The proposal and actual thesis have been submitted for examination with my approval as a university advisor

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ACRONYMS AND ABBREVIATIONS

ALMPs	Active Labor Market Policies
CT	Cooperative Training
CSTC	Community Skill Training Centers
CBP	Capacity Building Program
CSTC	Community Skill Training Center
IFC	International Finance Corporation
COC	Center of Competency
CTE	Career and Technical Education
EPLD	Effectiveness of Professional Learning Development
ESDP	Ethiopia School Development Program
ETP	Education and Training Policy
EGSEC	Ethiopia General Secondary Education Certificate Examination
FDRE	Federal Democratic Republic of Ethiopia
HR	Human Resource
HRM	Human Resource Management
ILO	International Labor Organization
MDGs	Millennium Development Goals
MOE	Ministry of Education
LMI	Labour Market Intelligence
NOS	National Occupational Standards

NGO	None Governmental Organization
NBTE	National Board for Technical Education
NEAEA	National Education Assessment and Examination Agency
NQF	National Qualification Framework
TVETI	Technical and Vocational Education and Training Institution
PTVET	Public Technical and Vocational Education and Training
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
NEC	National Examinations Council
NCDC	National Curriculum Development Centre

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ABSTRACT

The objective of this study was to examine the Practices and Problems facing public TVET institution, taking the case of Mettu Polytechnic College, Illu Ababora Zone Oromiya Region. The research approach followed was mixed research with a descriptive survey design. The respondents of the study were TVET Administrative officers, Department heads, Teachers and Students. The sampling technique used to select teachers and students was simple random sampling. For administrative officers and department heads, purposive sampling was used. Data collection instruments, used were questionnaire, interview and group discussion. Questionnaire was distributed to 30 teachers and 30 students. Interview was conducted with dean, vice dean and 7 department heads Data analysis technique used was frequency and percentages. The finding revealed that the college did not have sufficient resources to conduct the training. The teachers were disappointed by the salary they are paid and additional benefits when they performed COC examination. Teachers also said that they did not get professional development opportunities to upgrade their knowledge and skills. Absence of references to refer on difficult topics in the curriculum was also reported by teachers.

CHAPTER ONE

INTRODUCTION

1. Background of the Study

This paper considers the relevance of TVET governance and managing the problems always arising in general situation of government TVET institution and the paper also is to understand the role of technical and vocational education and training (TVET) in relation to the implementation and development practices.

TVET has historically played a key part in UNESCO's mandate for education. Other organizations including the World Bank have begun to place a greater priority than has previously been the case on the skills agenda (World Bank, 2011).

Technical and vocational education and training (TVET) as defined by UNESCO, is "those aspects of the educational process involving, in addition to general education, the study of technologies, related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life" (UNESCO).

The shortage of a sufficient corps of TVET teachers/instructors represents one of the obstacles to TVET development in Ethiopia. The quality of TVET teachers/instructors has suffered as a result of the low reputation of their profession. Most TVET teachers/instructors have relatively low formal qualifications, severely affecting TVET delivery at higher qualification levels. Furthermore, Technical Teachers are more often unmotivated. They did not choose to become technical teachers, but were placed in technical teacher colleges because there were no other options available to them. Finally, existing TVET teachers/instructors are (mostly) inappropriately practically skilled, i.e. not competent to provide TVET in accordance with the occupational standards. This is a result of a training system that long emphasized theoretical knowledge (though often not aligned with modern technology requirements), disregarding the importance of practical skills and appreciation of the world of work (MOE, 2010).

With the introduction of the new middle level TVET programmes, an industrial attachment period has been introduced to formal TVET. However, its implementation has faced a number of problems, mainly due to the lack of cooperation of the employers as they were not consulted during the planning process. An internship and cooperative training system based on profound

cooperation between TVET institutions and employers and a joint training delivery still needs to be developed in order to increase the quality of TVET and hence the employability of graduates. (MOE, 2010). There are also indications that TVET lacks effectiveness and efficiency. Studies have shown that many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower. Furthermore, substantial resource wastages occurred as a result of underutilization of equipment in public TVET institutions (MOE, 2010).

This thesis addressed how TVET training was practiced and challenges faced by Public Polytechnic colleges taking the case of Mettu Polytechnic College in Illu Ababora Zone, Oromiya Region.

1.2 Statement of the Problem

TVET in Ethiopia is a supply-driven and the oversupply of graduates has obliged the government to consolidate TVET operation time and again to offset unforeseen problems. With reference to the fact that the training is a supply-driven, (World Bank 2007, p. 57) has confirmed that in 1994, a new education policy dramatically changed the education system and this includes major supply-side pushed on TVET to facilitate the school-to-work transition (MoE, 2005).

Technical and Vocational Education and Training (TVET) in Ethiopia seeks 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 bring sustainable development can reducing poverty (MOE, 2008). According to Demessew (2012) Technical and Vocational Education (TVET) in Ethiopia, is institutionally separated from the rest of the education system, and forms a parallel track to general education.

In line with the introduction of the new TVET Policy of 2008, the TVET system of restructured in a manner that it produced competent labour force through a new curriculum. However, TVET institutions faced serious problems in implementing TVET training. The shortage of a sufficient corps of TVET teachers/instructors represents one of the obstacles to TVET development in Ethiopia. Lack of physical and none physical resources as well as the sectarian involvement in the implement of the TVET strategy were also cited as major problems of TVET colleges. This study, therefore, examines how the TVET training has been practiced in Metu Polytechnic

colleges and the challenges that the college faced in implementing the training. The study was guided by the following research questions.

1. How was the TVET training conducted in Mettu TVET College?
2. What are the challenges facing Mettu TVET College?
3. What measures are to be taken to mitigate the challenges of the poly technic college?

1.3 Objectives of the Study

1.3.1 General Objective

The major objective of the study is to examine the practice and challenges facing Mettu Poly Technical College and come up with possible suggestions to mitigate the problems.

1.3.2 Specific Objectives

The following were the specific objectives of this study:

1. Explore how the TVET training conducted in Mettu TVET College?
2. Asses the challenges facing Mettu TVET College
3. What measures are to be taken to mitigate the challenges of the poly technic college?

1.4 Significance of the Study

The results of the study can be used to identify all the shortcomings issues such as problems, resources priority and manage the implementation process sufficiently. Furthermore, the findings of the study would help community development practitioners such as rural and urban developmental analysts; government policy makers and Non-governmental bodies; Social developers for action to overcome the impacts and challenges of the public TVET institutions. The study could also serve as a stepping stone for further comprehensive study incorporating all TVET colleges in the zone.

1.5 Delimitation of the Study

The delimitation to study those challenges facing public TVET institution is to; how public TVET be effectively incorporate community as an integral part of the labor market; how to gain the support of administrators, educating teachers/instructors about the importance of sustainable development and potentiality for transforming the academic curriculum; and how to track what happens to TVETs' graduates out look in their own job sites.

This area of the studies site was selected because the researcher was intered to study with this college and also it was near to the researcher resided town of which there were some facilities to reach there on time for data collection. We believe that Mettu Polytechnic College would have sufficient information on the problems facing government technical and vocational education and training provision.

The scope of the study was limited to assess the practices and problems facing government TVET institution of Mettu polytechnic college. The study was focuses on Mettu Polytechnic College because it is the only TVET College that was organized at polytechnic level providing training in all levels.

1.6 Limitation of the study

The followings major problems were the limitations factors:

1. The limitation was most students who study at Mettu Polytechnic College are grade 10TH completers. They have many difficulties to understand the medium of instruction (English).
1. 2. There was a problem of communication in English language even writing appropriate sentence was difficult because most of the trainees came from grade 10 of the previous high schooling and the shortage also was because during their previous study; the medium of communication is Affanoromo. Therefore the limitation was unavoidable.
2. The additional constraints were lack of enough resources to cover the entire and all requirements to accomplish questionnaires design activity was part of the limitation for researcher.
3. Some of the questions were difficult to understand of which the limitation for respondents was from the researcher side during designing questionnaires.
4. The time consuming for college's Dean/Vice dean, Department heads, teachers and trainees to fill out and return back the questionnaires on time.
5. College's instructors were ok in the instruction language (English) but there was a Problem, the lack of time for individual respondent willingness for filling in the questionnaires and gave the feedback to the researcher. Another problems being said by some respondents, the questionnaires were too difficult to understand, this was from researcher side.

1.7. Organization of the Study

Chapter one: introduces the historical challenges, inspired and facing public TVET institution by giving a background on what it is and how these problems would be resolved in Mettu public polytechnic college as well as the world of sustainable development. The chapter also gives the details of the problems and practices and challenges addressed in the study. The chapter is consisted of statement of problems, purpose and general objective and specific objectives, research basic question, significance of the study, operational definition of significance terms and delimitation of studies that guided the study.

Chapter two: is consisted of the reviewed relevance related literature to the study under sub themes that influences the factors bringing problems, good or wrong practices and challenges facing TVET institutional programmes implementation and delivery on the demand for the institution success in Illubabor Zone. Chapter three again will be consisted of the research design, target population, sampling procedures and sample size, data collection procedures, research instruments, validity and reliability of the instruments, data analysis, ethical issues and Operational study of the variables in this study design. Chapter four; after data collection and then research actual report writing, data presentation, data analysis and interpretation will be covered in this chapter. Finally; chapter five: will be emphasize on the summary of the study, discussions and findings of the research study, conclusions or generalization of the problems, recommendations of the study and suggestions for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

Larsen (2013) describes the most typical combinations of modes in the implementation of Regional TVET Governance with Central government usually acting as either a Hierarchy or a Network (normally in more Federal systems). Their work with the partnership countries helps them mapping the following policy criteria for Networking and Market models. However, in their work, they have suggested that a successful model for TVET programmes implementation needs a number of policy criteria:

i) Transparency (awareness of all parties involved, and for Networked models awareness of the objectives of the network and expectations towards themselves) *ii) Accountability* (common understanding of roles, functions, decision modes and rules of cooperation) *iii) Participation* (do the members have sufficient knowledge on the issue, are they aware of the evidence, involvement of all relevant experts) *iv) Integrity* (no corruption, equal participation for all members) *v) Capacity* (competence to understand the processes and structures, ability of articulation and communication related to the setting)

2. Concept Technical and Vocational Education and Training

The Technical and Vocational Education and Training historically been known as “*education for work.*” Mainly it has been aimed to focus on providing the necessary skills and knowledge needed for trainees to bring positive changes to the workplace in the world of work. The main purpose of Technical and Vocational Education and Training is focus on acquisition of the skills and knowledge base economy. It is helpful for the world of work since job-related skills are playing a decisive role to make youth and adults benefit from employment opportunities that offer a decent income (Garcia and Fares, 2008).

MoE (2010) states that, the main objective of TVET sub-sector in Ethiopia is to train middle level human power and transfer demanded technologies, and by doing so, to contribute to poverty reduction and sustainable development. However, Technical and Vocational Education in America continues to play great role in its specializing education system. It also plays a significant role in educational systems across the globe. In developed countries such as Australia,

Germany, Great Britain, and South Korea, TVET is a key to economic prosperity, while in developing countries TVET seen as a key to economic self-sufficiency (Chris, 2016).

Probably the most potential problems facing TVET policy makers, the problems area is the re-focusing of the objectives and purpose of TVET mission. As the present overview explains that, there are two traditional roles that TVET systems have to play in the region. 1) first Role of TVET as an instrument to overcome social exclusion resulting from high repetition and dropout rates among basic and secondary school students. This role TVET is an educational alternative for those who “fail” academically and for those who cannot be accommodated into higher education (which is mostly publicly provided). 2) Second role TVET as part of active labor market policies (ALMPs) designed to combat youth unemployment Assad, (2002).

Therefore; the objective and purpose of the study through the problems and practices of public TVET institution, the following criterion introduced into the public TVET system; **i)** TVET systems in the region have to be funded mainly with public resources, which raise the issue of how to procure additional resources to enhance the quality of TVET services. **ii)** Diversification of sources of funding is necessary to mobilize additional resources. **iii)** Direct budget allocations to training authorities and training institutions should be complemented with new funding mechanisms designed to increase accountability, efficiency, relevancies and other additional new mechanisms include performance-based budget allocations, cost-recovery mechanisms with provisions to guarantee access to those who cannot pay, and funding of end-users of training services through competitive training funds. **iv)** Funding which recognizes the extra costs of provision in urban and rural areas. **v)** Clear guidance on how funds can be spent. **iiiv)** Action to tackle negative public attitudes towards TVET provision and Staff ability to adapt to new ways of working, Barr, J. and Attrey, A (2017).

The problem that affects public TVET institution not just alternative, but vocational programmes in general. Many schools have come up with innovative ways to address issue of public TVET institution but always remain fragment. The roof of one of the school buildings is to reinforce the support of public TVET institution as to fulfill the requirements suggest in the institutional implementation strategies. UNESCO-UNEVOC Bulletin | April 2005 / No. 10

2.1 Mission and Vision of TVET in Ethiopia

2.1.1 Mission

To implement this vision of the TVET system in Ethiopia have to be tripartite-led (fit for purpose and inclusive). It will provide competencies and life skills to meet the skills demand in the labour market and forming part of a larger education system with multiple pathways to encourage lifelong learning. National strategic framework for TVET in Lebanon, (2018).

i) Tripartite-led: means to operationalize the tripartite governance of the TVET system through the revitalization of the Higher Council for TVET and the establishment of advisory councils in TVET schools and institutes will; 1) systematically include the private sector in training provision, counseling, testing, certification and evaluation of programmes. 2) Expand training opportunities inside enterprises as part of a National Apprenticeship Framework that combines on-the-job training with academic training. 3) Develop partnerships with the business sectors to better support the development of curricula tailored to competency requirements in the private sectors.

ii) Fit for purpose: resolving the problems and practices of public TVET institution: 1) the TVET system needs to provide high quality system that meets the needs of the labour market in the country and the region. 2) Introduce competency-based recruitment mechanisms for public administrators, teachers, supervisors and inspectors based on competencies. Provide all newly-recruited officials with induction training and design an effective pay for performance compensation system. 3) Enhance and promote common quality assurance mechanisms for public and private training providers. 4) Provide funding to training providers who demonstrate positive labour market outcomes among their graduates.

iii) Inclusive: public TVET system needs to; 1) making the adaptations necessary to schools, curricula and staff/peer attitudes to encourage the participation of women, youth and other marginalized populations and minority groups. 2) Promote champions who choose non-traditional occupations and training courses (e.g. women becoming electricians).

iv) Builds skills for work and life: i) the system needs to Provide high quality technical and vocational education and training for young men and women, taking them into account of equality for opportunity, sustainable human development, principles of active citizenship,

democracy and human rights, ii) Integrate and provide training on life skills and citizenship education. This kind of training should focus on self-management, communication, critical thinking, creativity, decision-making, empathy, negotiation, participation, problem solving, flexibility and respect for diversity. (*Lebanese-Palestinian Dialogue Committee census, December 2017*).

2.1.2 Vision

The vision and mission are operationalized through eight building blocks, which are equally important for the achievement of the three main strategic axes: (i) expanded access to TVET; (ii) enhanced quality and relevance of TVET provision; and (iii) improved TVET governance.

The vision is to recognize that TVET produces individual and social benefits and also encompassing the individual, the economy and society at large. If the high-quality TVET system in Ethiopia exists. Key reports and forums on TVET provision in national TVET policies and frameworks (UNICEF–ILO, 2018).

2.2 Theoretical Framework

Alberto (2005) with productive learning programmes at various secondary public schools in Latin America was in a conversation with specialists and an analysis of the literature suggested that educators have encountered a number of challenges in TVET sustainable development as such the **curricular, instructional, financial, utilization of different resources and policies** of delivering the programmes are the challenges which have been greatly hindered the successful implementation of public TVETs institutional programmes arrangement.

2.3 Key Challenges and Practices Facing TVET Institution

The working groups on public TVET institution identified three main deficits, facing every public TVET institution, namely: (i) access and service delivery; (ii) quality and relevance; and (iii) governance and systems.

i) Access and service delivery

The main challenges are: **a)** Reluctance of students and families to enroll in technical and vocational education and training. The root causes is; 1. Mismatch between youth expectations and the salaries and working conditions of TVET level jobs. 2. Lack of clarity in the competencies acquired by graduates through TVET programmes, accentuating (make something more prominent or noticeable) the need for improved testing and certification mechanisms. 3. Failure to adopt horizontal and vertical pathways and modular courses to allow students and

workers to progress in their education and careers as part of a lifelong learning process. 4. Absence of career guidance in most TVET Schools. **b) Weak infrastructure:** 1. Weak infrastructure of TVET institutions in need of refurbishment (work such as painting, repairing or cleaning) and equipment to keep up with the requirements of employers and the changing needs of the labour market. 2. Insufficient allocation of materials to allow trainees to learn through trial and error.

ii) Quality and relevance

Main challenges: a) Weak relevance of TVET training to labour market demand and The root causes, 1. Outdated curricula not based on competencies. 2. Lack of unified qualification standards for the competencies, curricula and impact assessment tools. 3. Lack of systematic participation of the social partners in the design, implementation and evaluation of TVET programmes. 4. Lack of accurate and reliable information on current and future needs of the market. 5. Absence of implementation of a national qualification system or sector qualifications systems to allow for multiple pathways. 6. Inadequate accreditation system and quality assurance mechanisms. 7. Life skills not equitably addressed by existing TVET programmes.

b) Shortage of qualified trainers, staff and supervisors. The root cause is Lack of trainers who have: a) the knowledge and pedagogical competencies to adopt modern training methods; b) current and relevant industry/technical experience for training on competencies in demand in the labour market. c) Lack of meaningful supervision of TVET and an insufficient number of education supervisors and inspectors for sufficient guidance.

iii) Governance and systems

Main challenges: a) No common priorities for TVET. The root causes: 1. Lack of inter-institutional coordination mechanisms to harmonize practices, define priorities and learn from progress. b) Centralized financing system not based on evidence of cost effective approaches.

The root causes: 1. Centralization in the management of TVET constraining the capacities of TVET providers to introduce innovative practices and multiple financing mechanisms. 2. Lack of cost efficiency due to a large network of underutilized centers that have been established without any study examining the number of providers per geographic area relative to the number of students and labour market demand.

c) Insufficient partnerships with the private sector. The Root causes: 1. Low trust in the efficiency and relevance of public sector training providers and limited interest among the private sector to

partner with public institutions on TVET programmes. Such partnerships would ensure stronger and more adequate provision of employability skills for TVET graduates, along with the acquisition of practical experience. 2. Lack of mechanisms for the systematic inclusion of private sector representatives in the shaping of policies and priorities, as well as in the design, implementation and evaluation of training programmes. (UNICEF/ILO PARTNERSHIP, 2016)

2.4 The Challenges of TVET on sustainable Development

According to Alberto Arenas (2003) is an assistant professor in the College of Education at the University of Arizona. Despite an increasing interest by academic institutions to redirecting their technical and vocational education and training (TVET) programmes to embrace the concept of sustainable development, educators have encountered a number of challenges as such; curricular, instructional, and financial challenges that have greatly hindered the successful implementation of any public TVET institution.

i) Curricular Challenges: All the publicly-funded technical vocational schools offer training, there is thematic interdisciplinary curriculum that includes the productive activities. The Two challenges are evident:

First, the lack of teachers training and time to prepare new curriculum, and second, possible parent resistance to restructuring the TVET programmes. If teachers truly want to integrate academic and vocational education, the burden is on teachers of academic disciplines to come up with new lessons that fit smoothly into the productive activity. Most teachers are so overwhelmed by their current responsibilities that they simply do not have time or energy to add new ones. Second challenge is the potential for parental resistance to joining the academic and vocational curricula. Many poor parents, in particular, believe strict academic training for their children is a ticket out of poverty. They oppose curricular changes that they perceive detrimental to their children's future economic prospects.

ii) Instructional Challenges: Competent and knowledgeable teachers are essential to the successful reorganization of productive learning activities along with the principles of sustainable development. Unfortunately, the vast majority of teachers receive traditional training that rarely includes instruction on how TVET can be used to address social justice and environmental protection. To assist new teachers in adapting to the new pedagogy, some schools have successfully instituted a mentoring system for new teachers (pairing them up with veteran

teachers) as well as biannual meetings where teachers can share both their positive and negative experiences and get feedback.

iii) Financial Challenges: TVET programmes tend to be expensive to implement, and poor schools suffer disproportionately from a lack of financial resources. This problem affects not just alternative but vocational programmes in general. A final challenge for TVET programmes is to focus on products and services that have as their leitmotif social and environmental sustainability. From an environmental standpoint, TVET programmes might focus on the production of environmentally sound products such as photovoltaic cells, energy-efficient building materials, and water-efficient plumbing appliances. Supplement to UNESCO-UNEVOC Bulletin (April 2005).

2.5 Remarkable Challenges Facing TVET Developing Countries

The most remarkable Major International Challenges facing any TVET System has been highlighted. The main problems are categorized and have been analyzed under four major headings: i) Inadequate capacity, ii) poor quality, iii) low market relevance, iv) weak policy and institutional capacity.

i) Inadequate capacity: a) not positioned for growth/system is not ready for future growth demands/insufficient plans for projected demands. b) Limited physical capacity in the existing institutes to accept more trainers. c) Limited TVET programmes/places offered by institutes. d) Skills development priorities do not meet youth's aspirations. e) Inadequate basic skills and livelihoods.

ii) Poor quality: a) outdated learning environment such as workshop, laboratory, ICTs and equipment. b) TVET curriculum and programmes outdated; supply driven and not linked to clear competencies and standard. c) Inadequate supply of qualified teachers/instructors. d) Very few high level qualifications occupational and pedagogical skills for TVET trainers) TVET. e) Trainers lack practical skills. f) Low market relevance TVET programmes not linked to national economic priorities. g) Mismatch between skills trained and jobs opportunities. h) Direct linkage between TVET providers and employers is uncommon. i) Few incentives for production company programmes for skills development. j) Small domestic market and poor jobs placement services.

iii) Weak policy and institutional capacity: 1) lack of coherent policy framework linked to national development planning. 2) Limited industry involvement in setting TVET priorities,

planning and implementation.3) inadequate quality assurance system.4) Lack of linkages/pathways between TVET institutions and higher education universities.5) Qualification framework in plan but regulation and accountability system weakness.6)Limited ICTs in TVET system.7) TVET institutes management, administrative lack capacities. However, to result these challenges, the stakeholders (government) have to put a better attention to the public TVET system, Follow up planned TVET programs and watching the cause of challenges and keep the TVET programmes effectively and efficiently in a broader way. Intervention into the cause before the implementation process still in the infancy stage will bring good effect in the process of developing and implementing it. TVET blueprint, (Philippine, 2016).More over; the Major Direct/Indirect Internationally Challenges of the public TVET institutions include:1) Institution related factors: unstable academic calendar, inadequate collaboration between tertiary institutions and organized private sector, inadequate). 2)Obsolete infrastructure and equipment, for example poor equipped TVET workshop and libraries, dilapidated classroom blocks, and weak support structure for students.3) Human resource related problems: such as brain drain, human capital flight, unattractive conditions of service for teachers, and staff shortages across board;4) Government related challenges: such as inadequate funding of tertiary institutions; 5) Student related challenges: such as cultism, examination malpractice, social and academic vices Egwu, (2009).

However, the most conceptual question in this study posited, is what are the problems impacting the implementation practices of public Technical and Vocational Education and Training? the study found that Some of the none prioritized; but major cores challenges in many developing countries include; *“inadequate funding, human and material resources management”*. This predominant situation can be traced internally and externally all over through Governmental and Non-governmental sponsorship. To this end, every internal education affairs in the world of work should collectively had to address the anticipated unavoidable problems and challenges in the implementation process of TVET’s development programmes in the day light of the working world, also the implementations practices of every public TVET institution is predominantly needs attention .National Board for Technical Education, (2011),

2.6 TVET in Ethiopia Context

Public provision of training services requires developing accountability mechanisms and decentralization. Technical and Vocational Education and Training is the instrument for the knowledge economy. Accountability for public provision needs to link outcomes and performance, and needs to move away from exclusively automatic funding based on enrollment numbers. Benchmarking and performance indicators need to be developed for comparing purposes among individual training institutions. Decentralization of training centers implies devolving management responsibilities and authority to the training institutions themselves, this is in order to allow them to react and adapt to a changing environment. However; improving the relevance of training depends on future decentralization of responsibilities. Nevertheless; centralizing the public TVET provision is good for managing TVET institution which is under developing regions, for example Gambella and other regions under development. Collaboration on Knowledge and Skills development on economy, (January, 2005)

The concept of Ethiopia National TVET Strategy mainly developed in Ethiopia is “to *create competent and self-reliant citizens* as well as the *transfer of demanded technologies* to contribute to the economic and social development of the country (Margarita, 2014). However, in this 21st century, the Technology is changing very fast and this situation affects the way every society works and lives. TVET is a key to anticipate responsiveness according to offered relevant programmes, suitable curriculum and new ways of teaching-learning and assessing the students Paryono, (2017).

The Ethiopian Education and Training Policy MoE (1994) are clearly stated that trainers should be adequately trained and certified before they are assigned to train students. Hence, before trainees are accepted in the institution, the Teachers must be trained as technical and Vocational teachers, so that they can have the fundamental components of skills that include general education, theoretical and practical studies, employment experience, and pedagogical studies in special field. These components would enable the trainers to provide quality training that can prepare trainees with the required quality of middle level skills UNESCO, (1973). Good Vocational Training requires instructors who have technical skills, industrial experiences, and pedagogical skills Middleton, (1996).

2.7 Ethiopia Policy Framework on TVET Institution

Technical and Vocational Education and Training (TVET) provides trainees with the technical skills applicable for the particular trade. In practice, different types of programs are included under the umbrella of TVET programs. Grubb and Ryan (1999) cited in Krishnan, (2013) distinguish the following four types of programs. 1) Pre-employment TVET: prepares individuals for the initial entry into the employment and the regular track of the TVET in Ethiopia falls under this category; 2) Upgrade training: provides additional training for the employed individuals; 3) Re-training: provides the training for individuals that have lost jobs or for those wishing to switch careers; 4) Remedial TVET: provides training to individuals out of the mainstream labour force Krishnan, (2013).

In Ethiopia, students in grades 10 and 12 take a centrally organized examination prepared by the National Education Assessment and Examination Agency (NEAEA). The tests consist of the multiple choice questions and are marked electronically. Failure rates in these tests are very high. One third of all students and half of all the girls fail the exam (Joshi & Verspoor, 2013) cited in Krishnan). The students that pass the exam in grade 10 can continue to preparatory school (grades 11 and 12) while the remainder are expected to pursue TVET training skills or join the labour force. TVET training is delivered at five levels (levels one to five) and increasing in duration of training from one to three years and level of skill on completion, with level five being the highest) by competent trainers at all levels (Level 1, level 2, and Level, 3) increasing in level of skill) (MOE, 2015).

2.8 TVET Curriculum Development in Ethiopia

Wojtczak (2002) in Arowolo (2010) posited that curriculum is an educational plan that spells out which goals and objectives have to be achieved and which topics should be covered and which methods are to be used for learning; teaching and evaluation. The concept of competence curriculum has a wide variety of meanings and such perception has been changing overtime depending on the developments in the society and changes in contents of schooling.

The Ethiopian TVET curriculum development process follows similar procedures with different competency based TVET curriculum development processes of some other countries. Ethiopia has mainly adopted its current TVET curriculum experiences from countries such as Australia and Philippines. However; the problem that may limit the current competence based curriculum development in Ethiopia is the lack of knowledge and experience to develop

the curriculum at the local level of the decentralized responsibility. According to Biemans describes competence as it is one of many side issues. In broad outlined and in accord to the writers have viewed the competencies as the sum of interrelated abilities, application of knowledge, behavioral patterns and skills. At the very least, they presented the six common characteristics of the conceptual word competence that help to understand it more. thus, competence is: 1) context- bound; 2) indivisible (knowledge, skills and attitudes are integrated); 3) subjected to change; 4) connected to activities and tasks; 5) required learning and development process, and 6) interrelated.

However, the question of competence curriculum is an important issue in the study through the problems and practices of public technical and vocational education and training institution. The concept of TVET competence is broader; it comprises the possession and application of a *set of skills, knowledge and attitudes* which are necessary to enable graduates to be successfully competent for jobs in the labour market. According to Ethiopia National Occupational Standards define competence as the *outcome of all training, learning* and forms the benchmark of all quality management within general education and TVET system delivery. According to Ethiopian TVET Strategy Document; the competence based training of TVET falls under the following four (4) basic components:

1) *Occupational Standards (OS)*: indicate the level of performance required for the successful achievement of work expectations. Occupational standards are defined in terms of the activities (duties and tasks) performed by a person in a selected occupation and are intended to specify best practice in a particular employment sector. 2) *Competence Based Curriculum (CBC)*: is a framework or guide for the subsequent detailed development of curriculum and associated methodologies, training, assessment and resources. 3) *Modularization in competence based training*: should 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. 4) *Cooperative training as competence based learning approach*: is a mode of training provided in partnership between enterprises and TVET institutions. It is directed toward the attainment of a skilled and versatile workforce adaptable to

a changing technology to meet industry's current and future manpower needs, Guideline on curriculum development (Addis Ababa, 2006b).

However, On the basis of TVET system reform in the beginning of the TVET programmes in 2002, all training materials were prepared centrally and used by all institutions. Those materials were prepared for 10+1, 10+2 and 10+3, but Occupational Standards (OS) changed the programmes shortly in 2004 (MoE, 2008). This curriculum reform aimed to ensure quality and relevance of TVET by facilitating the setting of National Occupational Standards, which is equivalent to international standards, organized occupational assessment and certification system, offers the National Occupational Qualification Certificates to those who have proven in an assessment that they are competent in accordance with the defined occupational standards.

The development of the occupational standards has been categorized into five levels i.e. Level 1, Level 2, Level 3, *Level 4 and Level 5* packages. *The Level 1 and Level 2* packages are short term training packages and are developed for those not entitled to enroll in the *10+1, 10+2 and 10+3 program* (i.e. students who drop out before completing grade 10 (MoE, 2008).

Ethiopian curriculum based development has had identifies the following key competencies for training institution, though the public TVET institutional implementation practices and delivery were to *maintains quality standard* as to achieve the occupational standard designed as of the following;

1) *Life skills Students*: should learn to communicate and interact effectively with a diverse range of people. 2) *Base-line skills*: all students should at least attain a level of education, which allows them to participate actively within the society in which they live. 3) *Higher-order skills*: the curriculum should be taught in a way that engenders and promotes the development of application of knowledge, analysis, synthesis, evaluation and innovation. 4) *Participation and contribution*: Students should display a positive attitude towards their own education by showing a willingness to play an active role and contribute in lessons and practical activities. 5) *Independence Students*: should be taught to be self-motivated, setting their own high standards and goals initially within their education, and later in their working life. 6) *Adapting to change*: Education should make students perpetual learners. They should be receptive to changes of situation which affect their lives positively. 7) *Time management*: Students should be taught time

management, which includes tools or techniques for planning and scheduling time, usually with the aim to increase effectiveness and/or efficiency.

2.8.1 Challenge of TVET Curriculum

According to Smith, Stanley and Shores (1957) cited in Ughamadu (2006) that curriculum is a set of educational goals and objectives, a body of subject matter, a list of exercises or activities to be performed, the learning experiences and a way of determining whether or not the objectives have been achieved by the learners. Therefore, the term curriculum is defined as all experiences the students go through in school during the course of their educational programmes (Caswell & Campbell 1935 cited in Ughamadu, 2006).

However, to this end point, implementing TVET curriculum is not free from challenges. Therefore; the Implementation of the TVET curriculum in technical colleges has not been yielding the expected outcomes. This is due to the fact that the aims and objectives of TVET as enshrined in the National Policy on Education (NPE) and because of this, it does not meet the expected outcome in the TVET curriculum design.

2.8.2 Status of TVET in Ethiopia

The 21st century current status of Technical and Vocational Education and Training in Ethiopia serve multiple purposes. A key purpose is the preparation of youth for work. This takes the form of learning and developing work related skills and mastery of underlying knowledge and scientific principles.

According to Demessew, (2012) Technical and Vocational Education (TVET) in Ethiopia is institutionally separated from the rest of the education system and forms a parallel track to general education. however, as indicated in 1994 Education and Training Policy (ETP), the formal TVET system of the country requires completion of a *tenth-grade education to obtain certificate, diploma and advanced diploma* upon completion of the levels 10+1, 10+2 or 10+3 of the TVET program. The current vocational education system called TVET system defined as a combination of “*theory and practice*”.

2.8.3 Particular Challenges of TVET in Ethiopia

Generally; the Particular Challenges of the TVET in Ethiopia; its implementation is however faced a number of problems, mainly due to 1) the lack of cooperation between the employers and TVET training institutions. 2) An internship and cooperative training system between TVET

institutions and employers. 3) The shortage of a sufficient corps of TVET teachers/instructors represents one of the obstacles to TVET development in Ethiopia.

4) The quality of TVET teachers/instructors has suffered as a result of the low reputation of their profession. 5) Most TVET teachers/instructors have relatively low formal qualifications which are severely affecting TVET delivery to the expectancy of the National TVET strategy. 6) Public TVET institution's teachers/instructors are more often unmotivated. The reason behind may be low salary or low experiences in the use of some sophisticated equipment provided for periodic practices and Other hand reason with the employed TVET teachers 'knowledge basis might be more theory rather than more practical ones. 7) The TVET training system that has been for so long still emphasized on theoretical knowledge and does often not aligned with modern *technology* requirements and it disregard the importance of public TVET institution and would not be appreciated in the world of work MOE, (2010). 8) under-funding is a structural problem in public TEVT system. 9) The Costs of TVET remains high when the TVET institution is provided as center-based training and Therefore the TVET in Ethiopia still predominantly lacking the mode of delivery.

It is however, an indication that TVET lacks effectiveness and efficiency and also that many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower. 10) The substantial resources wastages occurred as a result of under-utilization of equipment in public TVET institutions MOE, (2010).11) Public TVET programmes in Ethiopia are usually more expensive than general education and as a consequence of budgetary constraints; most urban public TVET programmes are under-funded while rural public TVET programmes suffered from poor facilities and shortages of training materials (MOE, 2010). Therefore, this joint training delivery still needs to be developed in order to increase the quality of TVET and employability of the graduates (MOE, 2010).

2.9 Management of TVET Institutions

The Human Resource Management has emerged and evolved as one of the most important areas of organizational management and practice. However, In this case of the study through problems and practice of public TVET institution of which the study is concern, quality management is needed throughout its leadership and management practicing role. The uniqueness of the Human Resources (HR) approach requires a total different type of attention from managers as Wright, Smart, and McMahan, (1995) mention that the crucial inputs, among others to an organization is

its human resources management. People bring to their jobs the diversity of skills, needs, goals, and expectations. Therefore, we need to ensure that the human resource requirements of an organization are identified and plans are made for satisfying those requirements and challenges (Bulla and Scott 1994).

Guest, Conway, Briner and Dickman (1996) are of the opinion that the interface between the individuals and the organization is critical to full utilization of human resources. The individual and the organization establish a “*psychological contract*”. The management system is always expecting individual members of the organization to make contributions to the organization and receive certain rewards in return. The organization provides certain rewards and expects in return certain contributions from the individual.

In general, the challenges of public TVET institutions, its Human Resource Management has been described as a broad strategic which involves all managerial of personnel regarding employers and employees as a single and the most important organizational assets in its responsibilities and objective of enhancing organizational performance and meeting employees, institution mission needs. The effectiveness and acceptance of Human Resources Management policies are related to organizational values and culture .Stone-Romero, &Lukaszewski, (2007).

2.10 Strategies in TVET Governance

Internationally; British Council, (March, 2016) has identified some common themes within TVET Governance, such as:

1. The role of strong central leadership in driving change and drawing in other policy support
2. Identifying when it is most helpful to have centralized or more devolved skills policy
3. Consideration of what difference a country’s stage of development makes
4. Consideration of what functions and responsibilities should be held centrally by the ministry responsible for skills policy, and what should be delegated to others
5. The role of the central government ministry to ensure effective delivery when power and responsibility is delegated.
6. Consideration of whether it matters that citizens and employers are involved/aware of the processes.

2.10.1 Critical Factors in TVET Institutions

Subsequently, the British Council further explored the different ways in which TVET governance and planning are devolved to sub-national levels. Moreover; a Research identified that a complex mix of factors are at play in each country studied and that each of these factors

can both support and stimulate successful devolution of TVET governance or hinder its progress. These Critical factors include:

1. Political factors (impetus, structure, coherence, party affiliations, power and its location). 2. Financial factors (funding availability and stability, systems).3. Institutional factors (centralized vs devolved, independence vs state controlled, geography etc.). 4. Cultural factors (leadership, barriers, people strategies).TVET governance (March, 2018).

2.10.2 The Roles and Responsibilities of the TVET Leaders

i) The Role of leader: the main objective of governing TVET institutions is to unifying objectives and strategies for TVET development both among public and private providers. Kis and Park, (2012) found that many vocational systems globally suffer from fragmentation, reflecting a multiplicity of stakeholders, including different government departments, employers and unions, competing programmes, qualifications and training providers. The end result of such fragmentation tends to cause disengagement by students and employers in the face of confusion. To reflect this, there is often a need to simplify TVET systems and coordinate them better; it is therefore an ideal time to be exploring TVET governance.

However; when describing autonomy within TVET institutions; we are referring to the freedom to exercise greater control over factors such as delivery, borrowing powers, freedom to work in new sectors and build new partnerships and independent governance. this theory should enable TVET institutions to make decisions as close as possible to where implementation practices happens and allowing, perhaps lead to more cohesive local planning. TVET governance (March, 2018).

To identifying good Governance of TVET institution, the leadership needs to make understanding more clearly, which mean how institutional leaders interact with different levels of governance in abroad range of different systems and to this point, the institutional leadership should aim the following criteria as such: a) Identify the benefits and challenges associated with the different models of governance and adopt relevance of any country context. b) Examine to what extent the experience might be useful in supporting the reform agendas of TVET institution. c) Deliver a clear set of recommendations on how governing agencies can and should interact with institutional leaders in different contexts. TVET governance (March 2018)

ii) Responsibilities of the TVET leaders: The importance of funding TVET institution becomes far more compelling and it is vital at all levels of government TVET institutions. One of the

barriers to making provision more demand-led is the capacity of staff. In so doing, the following are greater responsibility of leaders: 1)Curriculum design; 2)Investment in facilities and equipment; 3)Tackling public perceptions of TVET; 4)Monitoring and evaluation; 5)Freedom to choose curriculum delivery to meet labour market needs;6)Flexible funding to deliver courses that are in demand without considering the funding implications. 7) A competitive fee structure and access to employers to provision more attractive to them; 8) Use of industrial trainers not on academic contracts. However; as Governance over curriculum design is the top priority, it is therefore institutional leaders are to make their offer more responsive to demands and then the freedom to use their local knowledge and expertise to do so. TVET governance (March, 2018).

2.11 Support Networks of TVET Institution

The public TVET institution needs a Networking and Market models to be successful; they need a number of policy criteria from both Government and institutional leaders. The networking system should be as such:1) Transparency: awareness of all parties involved, and for Networked models awareness of the objectives and expectations towards themselves.2) Accountability: common understanding of roles, functions, decision modes and rules of cooperation;3) Participation: do the members have sufficient knowledge on the issue;4)Integrity: no corruption, equal participation for all members;5)Capacity: competence to understand the processes and structures, ability of articulation and communication related to the setting. However, For such networks to function properly they need to include representatives from government and funding bodies or they tend not to be perceived as having influence and stakeholders will not see a value in engaging. Christa Larsen of Institute (Frankfurt, 2013)

2.11.1 Cooperating the Public TVET Institution

One area of interest is the extent to which there is a shared political view about what an institution should deliver and the areas to meeting local needs of public institution and these are: i) The role of Different central government ministries; ii) role of Central and local government; iii) role of institution and central government; iv) role of institution and local government; v)an impact on the institutions when there exist a lack of a shared view as to what TVET should deliver and these impact may be as such: a) Funding does not follow strategic priorities; b) Overlap of responsibilities for different partners; c) Mismatch between skills supply and demand; d) Lack of clarity over the strategic direction of TVET policy; f) Unable to innovate; g) Lack of trust between partners and Others. If these strategies are not appropriately prioritized, then the

challenges in TVET institution development programmes would be un-avoidable. TVET governance (March, 2018).

2.11.2 Collaboration on TVET Institution

Internal collaboration: The Foremost areas of public TVET that needs Internal Collaborative Function would be: a) accessing other sources of finances; b) support to develop employer relationships' c) Staff development; d) Creating relevant curricula; e) Meeting the needs of a fast changing labour market; f) Matching demand and supply of skills; g) The development of qualification standards; h) Delivery of high quality teaching and learning; i) Quality assurance. j) Accessing other sources of finance TVET for additional functions; p) Establish criteria for internal of vocational and technical education colleges and training centers. q) Train school administrations and teachers on self-evaluation, engaging students in the evaluation process. r) Conduct a standard internal evaluation of TVET institutions and consolidate results through an objective study undertaken for this purpose. t) Conduct through the Central Administration and the Education Inspectorate .British council (March, 2018). Hence, Leadership of TVET programmes managers is the key issue and Productive relationships. TVET managers have to know how to network and develop relevant, knowledge of high quality TVET programmes by involving a range of stakeholders. *British council (March 2018)*.

External Collaboration: It is important to recognize that there are different types of TVET delivery being developed and differing models from the developed world. For example “the German Dual system is well known. The English model of TVET delivery and its institutional governance would be more successful for TVET providers in working world”. Subsequently; The collaboration needed would be:1) Develop lasting relationships with employers;2)Use freedoms to test innovations and new ways of working world; 3)Utilize relative curricular freedoms to build new qualifications; 4)Respond to challenges and opportunities swiftly and effectively.

2.12 Strategic Planning needed for country experience on TVET Development

The at most considered factors of which the TVET leader should do for the programmes implementation are as follow: *Finance:* Adequate financial and human resources; *Strategic:* Long term strategic planning and Expansion/modernization of our teaching capacity; *Strategic:* Strong partnerships and collaboration across different levels of government; *Strategic:* Good quality that is up to date labour market information to know what skills employers need, Staff

motivation and acceptance of modernization and reform; *Finance*: A need for new facilities/equipment and Sustainable funding; *Action*: to tackle negative public attitudes towards TVET provision, Staff ability: to adapt to new ways of working; *Strategic Incentives*: for employers to engage with local institutions; *funding*: matches the policy intentions, *Strategic*: Coherence at national level so there is no duplication of TVET delivery and Other Freedom to control admissions; *Strategic*: A central drive to create the conditions for success, TVET governance (March, 2018).

2.13 Financing TVET Skills Development

Atchoarena, (2009) financing skills development is very much linked to the issues of responsiveness to market's needs, and to the adaptation and relevance of training.

Ziderman, (2002), writing for the World Bank, suggests that there are 15 finance-related issues that impact on reaching the main training policy objective of facilitating the development of effectiveness and efficiency, competitiveness, flexibility, and responsive (demand-driven) training systems to meet national economic and social needs, and the needs of individuals.

Table 2.1 Training Finance of the Public TVET Institution Policy

s/n	Role of training finance in meeting policy objective the TVET	Explanation
1	Redefined government role	Redefinition of government role (diminished, but still, critical), entailing reduced public budgetary support for formal sector institutional training.
2	Funding diversification	Diminished government financing role is to be accompanied by a diversification of sources of financing, greater cost recovery and cost sharing.
3	Cost sharing	Moves towards increased cost sharing, with higher, more realistic training fees (with scholarships for the needy) and perhaps state-backed student/trainee loans.
4	Training Levies	Funding diversification measures to include training levies on enterprises.
5	Income generation	Funding diversification measures also include income generation by public training institutions.
6	Decentralization	Income generation objectives would be furthered through decentralization of control over public sector providers and greater institutional autonomy.
7	Private Sector	Government to encourage private sector provision of

		training.
8	Funding public training institutions	Replace arbitrary, <i>ad hoc funding</i> arrangements by objective formula funding related to inputs, outputs and outcomes. Consider case for subsidy of selected private training institutions.
9	Trainee/consumer choice	More voice is to be accorded to trainee/consumer choice; vouchers may help develop the demand side of the market where subsidy needs to be retained.
10	Levy-grant	But Skills training levies are not normally used to fund vocational education at the secondary level. There is a basic assumption that government should pay for those educational benefits that confer social benefit (like vocational education) and firms are expected to cover the cost of training that improves productivity directly. (Hawley, undated).
11	Training funds	National training funds to be developed, to take a broader and longer term view of training expenditures in a national context.
12	Training authorities	Where institutionally possible, fully-fledged, autonomous national training authorities to be established.
13	Stakeholders	Increased participation of stakeholders (especially employers) in national training policy formation and execution).
13	Disadvantaged groups	Continuing and enhanced government role in skills developments an integral part of a package of measures to assist disadvantaged marginalized groups.
15	Informal sector	Central attention to be paid to largely neglected training needs of small micro enterprises and informal sector producers.

Ziderman, (2002), recommendations that governments should encourage more national training funds which should be developed as already being implemented in some countries. A number of mechanisms exist for raising funds from the private sector towards the cost of skills development of which the TVET programmes implementation and this will generally form a national training fund which would be a source of financing outside normal government budgetary channels though public TVET institution is always under incomplete requirements.

2.14 Overcoming the Problems and Challenges in Public TVET Institution

According to Padaki (2007) Manpower planning is the major in TVET human resource management. The implication is that project staffs have to know starting date and known the end date, which makes it tight for organizations to invest in staff development. In most cases, public

institute ignores critical human resource Management issues such as “induction for new recruited staff, meanwhile staffs are assigned to a mission without any training on organizational culture”. This could dent the image of the organizations behavior of new staff who might contradict the professed values of the organization. Standards for Professional Learning, (2011).

In additional to this overcoming in meeting the challenges to improve relevancies for TVET institution, a better quality and increased opportunities for lifelong learning requires diversifying sources of funding and new funding mechanisms for TVET institutions is needed. Therefore, financial resources for the modernization of TVET cannot come solely from the State but cost recovery and greater participation from firms and improving institutional governance is required. However, following the actual manner would be that, the Government’s strategic objectives for TVET institutions has to be in a defined manner as such: 1) Qualifications framework that would foster lifelong learning; 2) a system that would be responsive to the demands of the economy; 3) new legal and institutional basis for governing TVET institutions and enhancing labour mobility. Collaboration on Knowledge and Skills in the New Economy (January, 2005).

2.14.1 Training TVET Institution Administrative Staff

Training administrative staff in technical institutes, especially directors, heads of theoretical and applied courses and their peers on fulfilling their duties is paramount. Develop their capacities in order to allow them to deal with students. Training officials in education institutions on monitoring and evaluating processes on the basis of educational and objective indicators is potential one. Train officials and teachers in TVET schools on conducting an internal evaluation of their education and draft relevant professional reports is the institute officialdom. Increasing the capacity of human resources and training officials administratively would allow them to adequately perform their duties.

Effective professional planning is typically includes variety of opportunities for participants to learn and master new knowledge and skills. Learning activity that engages teachers as active learners and problem-solvers is the most effective professional learning for TVET programmes implementation. The leaders have the key role in teachers’ professional learning and facilitate teachers’ participation ensuring that substantial time for learning has followed up and will ensure that there are adequate resources to support teachers’ professional growth and giving constructive feedback on implementation of new learning (Birman et al., (2009).

2.14.2 Training of Teachers

Training TVET Teachers/instructors enables them to improve their abilities in providing effective services to TVET's students in addition to the available training materials, the knowledge, skills, experience and attitude of a trainers should be at high level, especially on the course he/she is instructing. Likewise, the trainers should know the level of understanding of their trainees whether the local or the overall country wide situations in which they are living.

There is a set of an integrated programmes and a mechanism to be used in training teachers;

1. New techniques that have emerged in specializations and courses they teach;
2. New teaching methods, including the preparation of courses and adoption of competency-based teaching methods and life skills, using modern techniques and information technology in teaching;
3. Linking teaching to standards, costs, clean production, ability to compete, protection of environment, safety and use of national products;
4. Conducting cumulative and summative evaluations establishing clear criteria to identify students and apprentices who acquired the required skills;
5. Techniques to teach students life skills; 6) set a permanent mechanism to train teachers and trainers on a continuous basis on emerging techniques and on modern education and evaluation methods. Therefore, to effect the implementation of TVET curriculum in government technical colleges, the Governmental and Non-governmental stakeholders should work collectively to address the various challenges impacting public TVET institutions objectives and these objectives of TVET institution could be achieved through proper funding, management, administration, qualified instructors, positive attitudes of students toward TVET qualification and public partnership. *Journal of Education and Vocational Research* (September, 2017). The Key to this step in planning TVET implementation process is to ensure that there is a "match" between the planned institutional programmes implementation and the intended outcomes. If mismatching exist in this circumstance, Researchers are calling this result "knowledge without change in practice" and describe it as "inconsequential" if it does not change what a teacher does in the classroom and this could directly impacts the student teaching (McCutchen et al., 2009).

CHAPTER THREE

THE RESEARCH METHODOLOGY

In this chapter presents the methodology that was carrying out and consists of the research approach and design, data sources, sampling data collection and analysis.

3. Research Approach and Design

The researcher has used mixed research approach using both quantitative and qualitative data. Quantitative approach has been also applied in data collected through the questionnaires which has been distributed among respondents. Moreover; the quantitative approach was also more concerned to produces data which uses measurements like amount, volume, quantity and so on.

This design used in this research was a descriptive survey design because the purpose of the study was to assess the current practice in the selected TVET College. It allows the researcher to gather data, summarize, analyses, present and interprets for the purpose of clarification and finally generalizes the issues for solution to the problems.

3.1 Source of data

The study used both primary and secondary data sources. Primary data sources were TVET teachers, TVET trainees, deans and department heads working in Mettu Polytechnic College. Secondary data sources include policy documents, articles, books, and various reports.

3.2 Sampling Design

Sample is a small portion of a target population. Purposive sampling technique was used to for dean/director and head of department because it was deans and department heads who are directly involved in the practice and administration of the TVET programs. For selecting trainers/teacher and students, availability sampling was used because the questionnaire was distributed to those who were available in the college at the time of distributing the questionnaire. TVET teachers involved were 30 and the students were also 30.

Table: 3.1 Summary of the Sampling Technique

S/n	Type of Respondents	Total Population			Sample	Sampling Techniques
		M	F	T	No	
1	Dean/principal	1	-	1	1	Purposive
2	Vice dean	1	-	1	1	Purposive
3	Department heads	14	-	14	7	Purposive
4	Teachers/trainers	84	8	92	30	Availability sampling
5	Trainees	2000	300	2300	29	Availability sampling
	Total	2,101	308	2408	68	

3.3 Research Instruments

In the selection of the instruments to be used for the study, the researcher ensured that the instruments chosen were suitable and appropriate by considering the literacy level of the targeted respondents and their availability.

3.3.1 Questionnaires

According to Moor (1988) questionnaire gives a relatively objective data and enriches them to the survey research design of the kind of research. Therefore, the questionnaires were therefore distributed among respondents and wait for feedback from week follow the submission. Questionnaires and interview schedules were therefore used as instruments for data collection. A total of 60 questionnaires were distributed (30 for teachers and 30 for students) and 59 questionnaires were correctly filled and returned and used for the analysis.

3.3.2 Interview Schedules

According to Enon (1998) the interview technique requires the researcher to ask questions orally or vocally. The technique involves face-to-face interaction between individuals leading to self-rapport. It was advantageous because it is quite flexible, adaptable. According Kothari (2004) the interview method for collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. The researcher used interview schedules to collect data from Dean/director and department heads. The interview schedule has been structured based on the research questions of the study.

3.3.3 Piloting for validity of the instrument

Mugenda (1999) defines validity as the accuracy and meaningfulness of inferences, which are based on the research results. Therefore; the Content validity of the instruments has been determined by the researcher's advisor who is the expert in the area of study. Before distributing the questionnaire a sample questionnaire were given for three department heads to review it for clarity and understandability. Based on the comments provided, the questionnaire was revised and later distributed.

3.4 Method of Data Analysis

Data collected through questionnaire were analysed using descriptive statistics, namely, frequency, percentages, mean and standard deviation. According to Mugenda & Mugenda (2003), the purpose of descriptive statistics is to allow for meaningful description of the distribution of scores or measurements using a few indices or statistics. The data from the

questionnaires were first coded and entered in the *Statistical Package for Social Sciences (SPSS)* to process the analysis of data collected. The scores of each item were statistically organized. The mean scores were used to interpret data gathered through qualitative approach. The mean value of each item was interpreted as follows; The problems and practices of public TVET institution, with a mean value of **1- 2.00** as very low, **2.00 - 3.00** as low, **3.00 - 4.00** as moderate and **4.00** as high implementation of the activities. The interpretations were made with the help of frequency and percentage.

3.5 Ethical Consideration

Ethics is a set of moral principles suggested by an individual or group and which is widely accepted, it entails official rules and behavioral expectations about the correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and learners (De Vos et al., 1998). However; the following ethical measures were adhered in the process of data collection, analysis and dissemination.

- 1) A researcher has official a permit obtained from the college of education and behavioral studies through the department of curriculum and instruction (management of vocational education) of the Addis Ababa university main campus to allow him collecting data for research study. A copy of the permit was submitted to the Dean of Mettu Polytechnic College's office.
- 2) Furthermore, the researcher was first pre-visit the college to build rapport before the actual data collection taken place. This was to ensure familiarity with respondents in advance. The questionnaires distribution was personally administered to Dean/vice Dean, department heads, teachers/trainers and trainees as the respondents understudy.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data collected through questionnaires and interviews. This chapter consisted of two parts. The first part is concerned with the description of the background characteristics of the respondents of the sample population. The second part is concerned with the analysis and interpretation of the main data. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter.

4. Profile of the Respondents

Table 4.1The Distribution of the Respondents Sex and Age

S/n	Age	Male	Female	Percent (%)
1	15-20	13.3%	10%	23.3%
2	21-25	9.5%	8%	17.5%
3	25-30	8%	6.7%	14.7%
4	30 and above	7%	-	7%

In the table 4.1 above, number of male is higher in the college by 13.3% and the number of female is 10% lower. However, the researcher has confirmed that in the college the number of female workers is lesser than the number of male workers by plus 13.1%.

Table 4.2: Respondents' Education Background

Educational Background	Dean/principal		Vince Dean		Department heads		Teachers/senior instructors		Total
	No	Ed	No	Ed	No	Ed	No	Ed	No
Diploma	-	-	-	-	-	Dm	10	-	10
B.A/B.Sc/ BED Degree	1	B/sc	1	B/sc	11	B/sc	34	B/sc	47
M.A/B.Sc/ Degree	-	-	-	-	3	M.A B/sc	-	-	3
Levels staff	-	-	-	-	-	-	48	Level Teachers	48
Total	1		1		14		92	-	108

In Table 4.2 above, there was 1 Dean and 1Vice Dean all are degree holders and among the 14 Department heads, 3 of them were master degree holders and 11 were first degree and 10

Teachers were diploma holders, 34 Teachers were Bachelor degree holders and 48 Teachers were levels holders. Therefore, the researcher has concluded that there is a qualifications problem among instructors because most of them are levels holders for instruction.

4.1 Issues related to the challenges of the TVET institution in general situation

In Table 4.3 below, question1, 6(37.5%) of the respondents identified that one of the challenges of the college was related to curriculum challenges and 4 (25%) of the respondents stated instruction challenge; 6 (37.5%) is due to the leadership and management skills.

Table: 4.3 Views on the Challenges of TVET Institution

S/n	GENERAL SITUATIONS TVET		RESPONDENTS				STD
	QUESTION	RESPONSES	FQ	(%)	MAX	MN	
1	What are the challenges facing this TVET institution?	1.the curriculum challenges	6	37.5	4	2.5	1.2
		2.instructional challenges	4	25			
		3.leadership and management challenges	6	37.5			
		Total	16	100			

Therefore, the data analyzed has considered the problem by 100 percent that there are problems in general situations.

4.2 Issues related to challenges of curriculum

Table: 4.4 Views on the Challenges of Curriculum

S/n	CHALLENGES OF CURRICULUM		RESPONDENTS				STD
	QUESTION	RESPONSES	FQ	PT(%)	MAX	MN	
2	What are the challenges seen in the TVET curriculum designed by National TVET strategy authority?	1.why no Ethiopian curriculum and use only Germany TVET internship model	5	31.2	5	2.7	1.3
		2.Australian TVET model	6	37.5			
		3.only learning with models rather	4	20			
		Total	16	100			
3	Is the curriculum used in this college is Modularization one?	1.Yes, modularization	7	43.7	5	2.5	1.5
		2.curriculum is unclear	4	20			
		3.No references for unit subject competency for instructors	3	18.7			
		Total	16	100			

In Table 4.4, question2, 5(31.25%) respondents suggested that the curriculum did not yield its objectives and outcomes, 6(37.5%) Ethiopia borrowed TVET curriculum from Australia. Four (20%) of the respondents have responded that Ethiopia learn from other countries TVET curriculum models. In this stand point, the data analysis made researcher to confirm that 87.5 disagree on the curriculum models of the other countries which used in Ethiopian as the TVET system models. However, the respondents are expecting the national TVET strategy to create Ethiopian own TVET curriculum

Question 3. 7(43.75%) of the respondents said yes, it is categorized, 4(20%) suggested that curriculum is unclear, 3(18.75%) of the respondents said no references for unit subject competency for instructors. however, in this responses it shows that 38.75 percent disagreed with the clarity of the curriculum.

4.3 Issues related to management of public TVET institution

Table: 4.5 Views on Management of public TVET

S/n	MANAGEMENTPUBLIC TVET INSTITUTION		RESPONDENTS ADMINISTRATIVE BODY				
	QUESTIONS	RESPONSES	FQ	PT (%)	MAX	MN	STD
4	What failure do you think exist in this TVET institutional management system?	1.scarcity resources	9	56.2	6	2.6	1.5
		2.wrong utilization	3	18.7			
		3.unstructured management	4	20			
		Total	16	100			
5	As a college Dean/Vice dean/department heads; do you certified with the yearly government budget or else sponsorship?	1.not enough government budget	9	56.2	4	2.1	1.3
		2. Yearly budget and other addition revenue is needed.	3	18.7			
		3. College financial committee is the key to plan the budget.	4	20			
		Total	16	100			

In Table 4.5 above, question4; 9(56.25%) of the respondents said the problem related to institution management is because of the scarcity of the resources.3 (18.75%) wrong utilization of the financial resources. 4(25%) unstructured management activities is a time wasting. in this responses, the data analyzed shown that the problem relate to the institutional management is 100 percent causing dissatisfaction among the management of the TVET institutional staffs.

question5; 8(50.0%) of the respondents suggested that problems related and affecting the management practices for the programmes implementation is because of the none care for

college money.1 (18.75%) none planning for the future challenges.4 (25%) practice of using money for private benefits. in this case as the data analyzed, the researcher was by 43 percent agree that if these two factors mention are threats, these would contribute to the management problem.

4.4 Issues related to college financial management

Table: 4.6 Views on Financial Management

S/n	FINANCIAL MANAGEMENT		RESPONDENTS				
	QUESTION	RESPONSES	FRQ	PT(%)	MAX	MN	STD
6	What are the limitations in the government TVET institution funds?	1.limited budget approval	5	31.3	4	2.5	1.2
		2.problem is where to bring supplies	1	6.3			
		3.no enough budget for TVET	6	37.5			
		4.no complain for budget when government decided	4	25			
		Total	16	100			
7	Beside government budge; is your College in partnership with other privately sponsors?	1.need more additional funds	6	37.5	4	2.5	1.3
		2.additional private sponsor	5	31.3			
		3. yes helpful to overcome challenges	5	31.3			
		Total	16	100			

In Table 4.6 above, Question 6, 5(31.3%) of the respondents suggested that the strength and limitation in the government TVET colleges is planning strategically and limited budget.1(6.3) of the respondents responded to researcher that the limitation in the government TVET college is the lack of supplies.6(37.5%) suggested that no measurement of the budget allocation. in this critical situation, researcher during the conversation with respondents, 75.05 percent of the respondents suggested that the real limitation of the government college is the limited budget (or financial management) and the immeasurable year budget also a limitation and on another hand, the strength that might be needed by the institution would be the planning on the overall institution programmes.

Question7, 6(37.5%) of the respondents said beside the government budget, the college need additional funds.5(31.3) of the respondent responded to the researcher that the government college need additional funds to overcome every arisen challenges. 5(31.3%) responded that the government college needs another private funds to with stand the overall challenges. in this

viewed point, the researcher has by 100 percent suggested that it is an outlook suggestion that, government TVET needs more funds to fulfill all requirements suggested in the public institutional programmes.

In relation to the Current Challenges of the College (See table 4.6 below),

Table: 4.7 Views on the Challenges of Public TVET

S/n	CHALLENGES OF PUBLIC TVET GOVERNANCE INGENERAL SITUATIONS		RESPONDENTS				
			TEACHING STAFFS				
	QUESTION	RESPONSES	FRQ	PT(%)	MAX	MN	STD
1	Specifically, what are the problems of this public institution in term of its governance?	2.Not always paid	25	83.3	4	2.5	1.1
		3.No teachers development	5	16.7			
		Total	30	100			
2	Why there are the drawback issues in the government TVET institutional leadership?	1.drawback is always of scarcity budget	7	23.3	5	2.9	1.2
		2.management problem	13	43.3			
		3.no enough resources problem	8	26.7			
		4.No good payment	2	6.7			
		Total	30	100			

Question1, Scarcity of the budget was mentioned as one of the main drawback in the institution (23.3%), says management (43.3%) and no enough resources (26.7%). indicating that scarcity of budget and absence of resources has jeopardized the smooth functioning of the college.

Question 2. 25(83.3%) of the respondents stated that the problem of the institution in term of governance is that no payment for teachers when conducting COC exam as extra job. About 17% stated that the problem was absence of teachers' development project.

With regard to curriculum related problems (Table 4.7 below), Question3, 10(33.3%) of the respondents suggested that the problematic area in the government TVET institution are financial area. Four (13.3%) said leadership are a and 2(6.75) said employment of unqualified instructors

Table: 4.8 Views on Curriculum

S/n	CHALLENGES OF CURRICULUM		RESPONDENTS				
			TEACHING STAFF				
	QUESTION	RESPONSES	FQ	PT (%)	MAX	MN	STD
1	What are the problematic areas of government TVET institution?	1.Financial area	10	33.3	4	2.5	1.2
		2.Leadership area	4	13.3			
		3. unqualified instructors	2	6.7			
		4.college instructional area	1	3.3			
		5.specific equipment area	3	10			
		Total	30	100			
2	What are the challenges seen in the TVET curriculum designed?	1.Unclear new curriculum	23	77	5	2.7	1.3
		2. teachers unpreparedness	7	23			
		Total	30	100			

Regarding item 2, 23(77%) said the curriculum was unclear for majority of teaching staff whereas 7(23 %) said that teachers were not well prepared for the new curriculum.

With regard to Table 4.9 below, the teachers' were asked whether the authorities provided support to the institution. In this regard, 12(40%) agreed that the national TVET Strategy Authority has given enough training manuals for all the college's trainers and trainees. the remaining, 6(20%) strongly agreed. 11(36.6%) of the respondents disagree of the authority support to the college. 1(3.3%) of the respondents strongly disagreed, therefore there researcher was by 60 percent realized that authority is supporting the college.

Table: 4.9Agreements and Disagreement of Respondents Attitudes toward TVET

S/n	Challenges of public TVET institution		RESPONDENTS	
			TEACHING STAFFS	
	QUESTSION	RESPONSES	FRQ	PT(%)
5	National TVET Strategy Authority has given enough training manuals for all the college's trainers and trainees!	1.Agree	12	40.0
		2.strongly agree	6	20.0
		3.Disagree	11	36.7
		4.Strongly disagree	1	3.3
		Total	30	100
6	Mettu TVET institution is yearly/monthly/weekly benefiting from government for additional funds.	1.Agree	10	33.3
		2.Strongly agree	1	3.3
		3.Disagree	10	32.3
		4.Strongly disagree	9	3.2
		Total	30	100

Regarding issues related the Availability of Studies Items (Table 10 below), 12 (40%) agreed but the rest disagreed, indicating that the college was provided with practical material whereas the rest disagreed.

Table 4.10 Availability of the Studies Items

S/n	AVAILABILITY OF THE STUDY ITEMS		RESPONDENTS	
			TEACHING STAFF	
			FRQ	PT (%)
1	Provision of practical materials in your school.	1.Agree	10	33.3
		2.strongly agree	12	40.0
		3.Disagree	6	20.0
		4.strongly disagree	2	6.7
		Total	30	100
		1.Agree	7	23.3
		2.Strongly agree	14	46.7
		3.disagree	7	23.3
		4.strongly disagree	2	6.7
		Total	30	100

On Issues related to students view with regard to the benefit they obtain form public TVET, 14 mentioned affordability and relationship with employers as the most benefits of attending public TVET colleges. The rest mentioned that tight regulations as a benefit.

With regard to table 4.10 below, it is indicate the college level standard for study. This table shows level 1, level 2, and level 3, level 4 and 5 for the course of study programmes. The table also shows the reason why students like to learn with government TVET institution. Some of the students said their interest to learn is because the price is affordable, some said good networking with employers, some said government institution is regulatory.

Table: 4.11 Students Learning Interest

S/n	STUDENTS LEARNING INTEREST		RESPONDENTS				
			COLLEGE STUDENTS				
			FRQ	PT(%)	MAX	MN	STD
1	Which training program are you attending now with Mettu polytechnic college?	1.level-ii	5	17.2	4	2.5	1.1
		2.level-iii	15	51.7			
		3.level-iv	7	24.1			
		4.level-v	1	3.4			
		Total	29	100			
2	What are the good things to learn in government TVET institution rather than private one?	1.affordability of the payment	7	24.4	5	2.8	1.3
		2.good network for employers	7	24.1			
		3.government institutions are regulatory	6	20			
		Total	29	100			

With regard Table 4.11 below, the issues related to the available of the facilities and services, 13 (44.82%) the students said that electricity was not sufficiently available.10 (34.48%) insist to say library is moderately available, whereas the rest said that it is not available.

Table: 4.12 Availability of the Facilities and Services

S/n	FACILITIES AND SERVICES		RESPONDENTS	
			STUDENTS' RESPONSES	
	ITEM	RESPONSES	FREQ	PT(%)
3	Electricity	1.adequately available	8	27.6
		2.moderately available	13	44.8
		3.not available	7	24.1
		Total	29	100
4	Library	1.adequately available	8	27.5
		2.Moderately available	10	34.4
		3.not available	7	24.1
		Total	29	100

4.5 Group Discussion

The researcher presented a group discussion with administrative body of the college. The responses about the actual problems related to the government TVET institution were:

1. No enough financing to the college, the yearly budget is always one million birr, including salaries. If you see other government institutions like universities, the government provides ten billion birr a year.
2. No capacity at all with government TVET College.
3. No equipment for college students' practices. The available machines are old and no replacement for new ones.
4. Lack of community awareness of the important of the TVET skills for economic development.
5. Level teachers are the students who passed COC exam and are become the college trainers. Some of them don't even know the curriculum language of instruction.
6. Most of the trainers are not qualified because the college is selecting them from those who pass the center of competency (COC). When those students passed the COC exam, they are to be call levels and they allow for training the trainees. Therefore, most of trainers in college are teaching based on the levels considered from passing COC exam. But some of the college instructors are diploma holders, degree holders for better curriculum language of instruction.

Others who are more in number are levels teachers. During the instruction of a lesson, the levels teaching staff do have difficulties in the language of instruction. They are not able to understand the curriculum language of instruction. The language of instruction is Low for lesson instruction as well as lack of teaching experience.

5. Again on other side of the students, students always come to learn government TVET qualification; most of them are grade ten completers. So when they come to join college they are always facing lot of challenges. they get the manual from the college for their addition reading, some of them read and do not understand what the books are tell as the instructional language at Mettu Polytechnic College is English. Some of the students are not even able to do assignments. This is the problem of the students learning with government TVET institution.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the major findings, conclusions and recommendations made from the findings.

5. Summary of the major findings

The main purpose of this study was to examine the practice and problems of the public TVET institution considering Mettu polytechnic college. The study was guided by the following basic research questions.

1. How was the TVET training conducted in Mettu TVET College?
2. What are the challenges facing Mettu TVET College?
3. What measures are to be taken to mitigate the challenges of the poly technic college?

The major findings are presented below.

1. The majority of the respondents in this study were male (13.1%), indicating that female TVET teachers' involvement was less than the male counterparts.
2. It was found that Mettu Polytechnic College has faced financial problem due to inadequate budget and additional financial support from the government.
3. The finding revealed that most of the teachers in the polytechnic college were not qualified for teaching in polytechnic colleges as most of them were selected from TVET completers at diploma/certificate level.
4. It was also revealed that the new curriculum was not clear enough for most of the teachers which has reduced the proper implementation of the curriculum.
5. Most of the TVET teachers reveled that there were no opportunities for professional development to increase their professional knowledge and skill.
6. The sample student respondents revealed that they were benefited from attending public TVET colleges because of affordability and relationship with employers.
7. It was found that the National TVET Strategy Authority has given enough training manuals for all the college's trainers and trainees.
8. The various TVET programs were not equipped with the specific facilities that each training area requires which has reduced the practical aspect of the training.
9. Problems related to management and leadership aspect was also mentioned by the respondents.

5.1 Conclusion

Polytechnic TVET colleges were established to produce highly skilled manpower in various occupations. It is expected that these colleges must be equipped with the necessary facilities and skilled human resources to provide the training at the required level. Seen in this light, Mettu Polytechnic College suffered in lack of financial resources and support which jeopardized the colleges effort to produce skilled manpower. Although there were different types of support provided to the college, from the findings, it is very difficult to say that the college current situation will make it operate to the highest level to realize its goal of producing highly skilled manpower. Much has to be done to strengthen the college with resources and manpower, both leadership position and teaching staff.

5.2 Recommendations

Based on the findings of the study, the following Recommendations were forwarded to minimize and solve the problems that impeding (hindering or slow) the good practice of the public TVET institution.

- The Government needs to help TVET leaders to take advantage of increasing devolution (transfer) of the TVET Governance power in practice.
- The Government needs to help TVET leaders to prepare for greater institutional capacities through providing training and professional development opportunities.
- The Government need to Support TVET leaders with greater freedoms around funding and strategic planning.
- Need information provision by the TVET agency on the labour market for the benefits of TVET graduates' opportunities.
- Human resources capacities need to be given highest priority.
- Government education policymakers need to support greater financial and human resource capacity for public TVET institutional development as the data analyzed in the study confirmed that there are numerous challenges in term of many situations which means the government/public TVET institutions are in most cases suffering from so many shortages “generally and disproportionately”.

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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF CURRICULUM AND INSTRUCTION

MANAGEMENT OF VOCATIONAL EDUCATION AT ADDIS ABABA

UNIVERSITY

APPENDIX 1

ORAL INTERVIEW

ORAL QUESTIONS FOR ADMINISTRATIVE BODY

This section is of the oral interview questions with college administrative staff and the responses have to filling answer space/dash provided.

And thanks

ORAL QUESTIONS

SECTION 1

1.1 General information

i) Profiles and the background of: the Dean, Vice, Dean and department heads

Name of institution you are working for; -----

Your position; -----, academic qualification; -----

Your task in relation to the problems and practices of public TVET institution -----
-----work experience-----

ii) Corresponding personal details.

1. Age of respondent: a) Below 20 b) 21 -25 c) 26-30 d) Above 30

2. Sex of respondent: a) Male b) Female

1.2 Issues related to the challenges of the TVET institution in “general situation”

1) What are challenges facing this TVET institution?

Answer space

2) As administrative body, how do you identify the strengths and limitation of your administration to keep the institutional programmes running?

Answer space

3) What are the problems and challenges affecting public TVET institution overall development program?

Answer space

4) What are the problems and challenges of public TVET institution in term of its governance?

Answer space

5) What are the major challenges hindering the role play by TVET institution's workers to integrate the TVET learning activities?

Answer space

1.3 Issues related to TVET governance

6) What are the major problems facing the human resource management of the Mettu polytechnic college?

Answer space

7) What are the problem and challenges in the governance of this public TVET institution?

Answer space

8) In order to make a progressive instruction; is there a guideline from federal National TVET Strategy?

Answer space

1.4 Issues related to challenges of curriculum

9) What are the challenges seen in the TVET curriculum designed by National TVET strategy authority?

Answer space

10) Is the curriculum used in this college is Modularization one?

Answer space

1.5 Issues related to management of public TVET institution

11) What failure do you think exist in this TVET institutional management system?

Answer space

12) What are the problems related to management practices affecting the college planning for the programmes implementation?

Answer space

13) As a college Dean/Vice dean/department heads; do you certified with the yearly government budget or else sponsorship?

Answer space

1.6 Issues related to management

14) What are the sorts of good management practices in this TVET institution?

Answer space

15) Is there an adequate maintaining of the practical materials available in the workshop for students 'skills practices?

Answer space

1.7 Issues related to management

16) What are the sorts of good management practices in this TVET institution?

Answer space

17) Is there an adequate maintaining of the practical materials available in the workshop for students 'skills practices?

Answer space

1.8 Issues related to college financial management

18) What are the problems and challenges on the institutional resources utilization?

Answer space

19) What are the wastage issues specifically on the financial usage when every the programmes implementation process had been intended?

Answer space

20) What are the factors impacting TVET financial management and needs more care to the overall resources? Please mention few of these!

Answer space

1.9 Issues related to collaboration and networking between college and outsiders responsive body

21) Beside government budge; is your College is in partnership with other privately sponsors?

Answer space

i) External collaborative bodies

22) Would you mention some external collaboration with the college and outsiders?

Answer space

1.10 Issues related to the instruction of the college

23) What are the government/ zonal TVET agency involvement during planning, implementation and evaluation of institution programmes to keep it running?

Answer space

24) If so what is the involvement of the institution itself for the college programmes implementation and evaluation practices to keep programmes running?

Answer space

25) What factors are involving and affecting the implementation of the planned programmes when every administration of the institutes decided to implement the planned programmes?

Answer space

1.1 issues related to the current challenges on the instruction in the college

26) What are the causes for the challenges now seen in Mettu polytechnic college?

Answer space

27) What do you think as a possible solution can you suggest to these Challenges, if they exist?

Answer space

28) Does the Institution have adequate qualified trainers? If no, are there measure taken to solve the selection problems?

Answer space

29) What is the possible solution would you suggest to these Challenges, the lack of qualified trainers facing Mettu polytechnic college?

Answer space

30) What are the major challenges hindering the role played by the government to integrate the TVET learning activities?

Answer space

31) As your trainees completed their programmes of study, are they to become competitive with the learnt occupation as a result of good practices?

Answer space

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APPENDIX 2

QUESTIONNAIRES FOR TRAINERS/INSTRUCTORS

To this ends, “This is an open-ended quantitative question”. The responses to questionnaires are re-arranged from the higher to the lower structure of the institutional administrative body (top management body) until trainees.

General direction

The purpose of these questionnaires is about investigating the Status of public TVET institution’s programmes implementation practices and mode of delivery. However, The Following are the list of Appendixes with Sequence.

Appendixes A for trainers/instructors and Appendix B for trainees/learners. These questionnaires are distributed and are filling by the trainers/instructors of the college and the responses have to be written in the answer space/dash provided.

Thank for your cooperation

Direction: please fill in your personal background in the blank space provided.

i) Education and personal background

1. Name of institution you are study/working with: -----

2. Your position: -----

3. Your task in relation to the institution:

a) Responsibility (duty): -----

b) Work experience (years):-----

c) How many trainees registered this year 2011? -----

i) Age, marital status, current qualification, family incomes, previous education, family income, marital status

These personal backgrounds are based on a “closed-ended question”.

Direction: please encircle one of the following normal alternatives of your choice.

4) Age: a) 18-25 year’s b) 26- 33 years c) 34-41 years

5) Marital status: Please tick the currently marriage:

a) Living in a de facto relationship b) Separated c) Divorced d) Never married e) married and living together.

6) The current qualification to organize and manage the lesson instruction in the college.

a) Certificate with experience b) Diploma c) bachelor degree d) master degree

7) Family income: a) Farming b) Governmental c) Nongovernmental assistance d) Trade

8) Previously Education qualification: a) Certificate. b) Diploma c) never got any

2.1 Issues related to the challenges of public TVET governance in “general situations”

The responses to these questionnaires are re-arranged from the higher to the lower structure of the institution administrative body until trainees.

Direction: please you are kindly requested to write in your answer of the following question in the blank space provided.

1) What are the problems and challenges affecting the overall public TVET institution development programmes?

Answer space

2) Specifically, what are the problems of this public institution in term of its governance?

Answer space

3) as the administrative staff, are the objectives of governing this TVET institution remained fragmented (separated) instead of unifying its objectives and strategies?

Answer space

4) What are the major challenges hindering (hiding) the role play by institute’s administrative staff to integrate the TVET learning activities?

Answer space

5) Why there are the drawback issues in the government TVET institutional leadership?

Answer space

6) What could be the possible solutions if the above suggested challenges in government TVET leadership exist?

Answer space

2.2 Issues related to TVET governance

7) What are the Critical factors impacting the institutional policies and decision making when every programmes implementation process is in start?

Answer space

8) What are the Critical factors associated with the impact from the TVET management? As such; Political factors (impetus, structure, coherence, party affiliations, power, Financial factors

(funding, availability, stability and systems), Cultural factors (leadership, barriers, and people strategies)? indicate some of these factors mentioned above.

Answer space

2.3 Issues related to management of institution

9) Can you describe the system of implementation used in this college?

Answer space

10) What are the policies and strategies used to functioning Mettu polytechnic college?

Answer space

11) What failure do you think exist in this TVET institution management system?

Answer space

12) What are the major problems facing human resource management in the overall college development process?

Answer space

13) What are the sorts of good management practices in this TVET institution?

Answer space

14) What are the external factors involved in this TVET leadership during implementation and evaluation of the programmes?

Answer space

2.4 Issues related to college financial management

15) Beside government budge; is your College is in partnership with other privately sponsors?

Answer space

16) What are the problems and challenges on the institutional resources utilization?

Answer space

17) What are the major problems related to government subsidies for the TVET institution?

Answer space

18) What are the problems faced in the financial management to which more care is needed to the overall resources? Please could you mention few of these problems!

Answer space

2.5 Issues related to challenges of curriculum

19) What are the problematic areas of government TVET institution? As an example Mettupolytechnic college?

Answer space

20) What are the challenges seen in the TVET curriculum designed by National TVET strategy authority?

Answer space

21) Is the curriculum used in this college is Modularization one?

Answer space

i) External collaborative bodies

22) Would you mention some external collaborative organization in term of additional funds?

Answer space

ii) Networking bodies with the institute

Direction: fill in your answer in the blank space below

23) Who are the concerning bodies in networking with your TVET institutions?

Answer space

CATEGORY

2.6 Issues related to Scale Categories (attitudinal scale) and measurement scale (ratio)

This part of multiple choices is based on Likert scales(attitudinal scales)

Use A (agree), SA(strongly agrees), D (disagree), SD(strongly disagree).

i) Attitudinal scale category

Direction: please encircle one of the following normal alternativeschoices.

24) National TVET Strategy Authority has given enough training manuals for all the college's trainers and trainees!

1) Agreed2) strongly agree3) disagree 4) strongly disagree

25) Mettu TVET institution is yearly/monthly/weekly benefiting from government for additional funds.

1) Agree 2) strongly agree3) disagree 4) strongly disagree

26) Most Trainees get appropriate job after they have completed the program of study with Mettu polytechnic college.

1) Agree2) strongly agree3) disagree4) strong disagree

27) Zonal educational bureau is always in collaboration with Mettu polytechnic college administrative body during planning, implementing and evaluating the programmes implementation!

1) Agree 2) strongly agree 3) disagree 4) strongly disagree.

ii)Measurement Scale Category

2.7 Issues related to the willing of stakeholder

Direction: Please encircle one of the normal alternatives choices. Use; H(high), VH(very high), L(low), VL(very low).

28) Willingness of the community parents for their children to attend TVET program at Mettu polytechnic College!

1) High 2) very high 3) low 4) very low

29) The role of Mettu TVET institution for implementing the planned study programmes!

1) High 2) very high 3) low 4) very low planned objectives.

30) Participations of the stake holders (i.e. government, NGO, community, and partners) for the institution development funds!

1) High 2) very higher 3) low 4) very low

31) The role plays by the government for the success of Mettu polytechnic College!

1) Very Highly 2) high 3) low 4) very low

32) Government provision for training practical materials to the Mettu polytechnic TVET institution.

1) High 2) very high 3) low 4) very low

33) How much in birr does each trainee pay to for specific course of study?

a) varying b) proportionate c) Free in charge as the college is of the government d) a and b

2.8 The issue related to the Availability of the Study Items

Availability of items provided to TVET students practices. These statements are based on the Likert scale category (attitudinal scale)

13.3 Direction: please tick all the study items in the table blow. Use SA (strongly agree), A (agrees), AD (strongly disagree), D (disagree).

Table 1: availability, capability and readiness of the responsible body

S/n	Items of statement	A	SA	D	SD
34	Provision of practical materials in your school.				
35	Availability of government's additional studies support.				
36	Availability of appropriate practical materials /machines for workshop practice.				
47	All resources available for learning and practice				
38	Readiness of employers companies to take Mettu TVET graduates.				

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APPENDIX 3

QUESTIONNAIRES FOR STUDENTS/LEARNERS

The responses to these questions are re-arranged from the higher to the lower structure of the institutional administrative body (from top management body until trainees).

The study is concerned with fulfillment of MA of Art Degree in management of vocational education at Addis Ababa University.

The main purpose of this questionnaire is to gather data/information about the problems and practices of public TVET institution at Mettu Polytechnic College. Please note that your input is very important to this study; please try to answer all the questions without skipping any.

These questionnaires are distributed and are filling by the trainees/learners of the Mettu polytechnic college and the responses have to be encircled on the normal alternative choice provided

Thank for your cooperation

3.1 General Direction

Please do not write your name but your college name: -----

Direction: Please encircle one of the following normal alternatives choices.

i) Back ground of the Respondent

Sex, Age, Family Income and Marital Status

Direction: encircle one of the following normal alternative of your choice

- 1) Sex: a) male b) female
- 2) Marital status: a) married b) single c) divorced/separated. d) still together with spouse.
- 3) Age: a) 15-20 b) 21-25 c) 26-30 d) above 30
- 4) Family income: a) Farming b) Governmental c) Nongovernmental assistance d) Trade
- 5) Previously Educational qualification: a) Certificate. b) Diploma c) never got any
- 6) When did you start primary school via high school and known TVET education?
a) 10 years ago b) 15 years ago c) 20 years ago d) 25 years ago
- 7) Location: a) City b) Region c) Zone d) District/Wareda
- 8) Field of training program:
a) Mechanical work b) electricity c) carpentry d) plumbing e) accounting
- 9) Which year of your study you are attending now in 2011E.C/2019 G.C?
a) First year b) Second year c) third year

3.1 Issues Related to Students Learning Interest

- 1) Are you interested to attend TVET College of Mettu?
a) Yes, as I can get a job with its trained skill
b) No, not my will to study here but my parent's obligation
c) Study Because of family pressure to attend this college.
- 2) Which training program are you attending now with Mettu polytechnic college?

- a) level-II b) level-III c) level-IV d) Level-V

Direction. Please choose one of the following normal alternatives of your choice

3) What is your interest to attend Mettu polytechnic college?

- a) Curriculum objectives b) Instructional standard c) Financial payment for study programs is affordable d) All of them

4) As about the college, what made you attend TVET under Mettu polytechnic college?

- a) Full equipped training practice b) Good leadership c) Qualified trainers Recruitment d) All are relevant to our learning decision.

5) What are the good things to learn in government TVET institution rather than private one?

- a) The payment standard b) government network to employers c) payment is affordable
d) Government institutions are regulatory and disciplinary e) all are the aims of the learners

3.2 Issues Related to Challenges in Students Learning

6) What are the conditions you are facing in your learning systems?

- a) Instruction situation b) lack of time for practice c) distance of residence to come to school on time. d) all of these

7) As a learner, what are the conditions preventing your performance?

- a) Lack of manuals for reading b) standard of instruction is difficult c) short time to attend lessons d) environment is not suitable for learning e) a,b and c

8) What are the difficulties in the government institution?

- a) Technical equipment for the practice b) New technology is news to students
c) Government supplies for new technology is difficult d) Instructional experience by teachers needs to be the priority d) no difficulty

9) Are the government institution graduates are considerable by employers than private one?

- a) Employment is permissible
- b) No way than learning with the government institution
- c) Government college qualification is an occupational
- e) All are quality in Government TVET

3.3 Likert Scales Category

To this ends, the responses to these questions are re-arranged from the higher to the lower structure of the institutional administrative body (top management unit) until trainees.

Direction: please choose one of the normal alternative of your choice

These questions are based on Likert scales (attitudinal scales).

Use A (agree), SA (strongly agrees), D (disagree), SD(strongly disagree).

Please choose one of the following normal alternatives choice.

10) National Strategy TVET Authority has given enough training manuals for all the college's trainers and trainees!

1) Agreed 2) strongly agreed 3) disagreed 4) strongly disagreed

3.4 The College is Accredited for Training Trainees!

1) Agree 2) strongly agree 3) disagree 4) strong disagree

11) Mettu TVET institution students are yearly/monthly/weekly/daily benefiting from government for additional services.

1) agreed 2) strongly Agreed 3) disagreed 4) strongly disagreed

12) Most Trainees get appropriate job after they have completed the course of study with Mettu polytechnic college.

1) Agreed 2) strongly agree 3) disagreed 4) strongly disagreed

13) Mettu polytechnic college's learners are always cooperated by outsiders' stakeholder for advance practices!

- 1) Agree 2) strongly agree 3) disagree 4) strongly disagree

3.5 Measurement Scale Category

These questions are based on measurement scale (ratio scale). Use: H (high), VH (very high), L (low), VL (very low).

Direction: please encircle one of the following normal alternative of your choice

14) Views of community parents for their children to attend TVET programs at Mettu polytechnic College!

- a) High b) very high c) low d) very low

15) The role of Mettu TVET institution for implementing the studies programmes!

- a) High b) very high c) low d) very low planned objectives.

16) Participations of the stakeholders (i.e. government, NGO, community, and partners) to help students for additional leaning materials.

- a) High b) very high c) low d) very low

17) The Role plays by the government for Mettu polytechnic College's students!

- a) High b) very high c) low d) very low

18) Government Supplies of practical materials to the Mettu polytechnic college.

- a) High b) very high c) low d) very low

3.6 The Issue Related to the Availability of the Study Items in the College

Readiness of stakeholders to provide TVET students with equipment. These statements are based on the Likert scale category (attitudinal scale)

Direction: please tick all the following study items in the table blow.

Use A (agree), SA (strongly agrees), D (disagree), SD (strongly disagree).

Table 3.1: availability, capability and readiness of the stakeholders

S/n	items of statement	A	SA	D	SD
19	Provision of practical materials in your school.				
20	Availability of students 'services has been negotiated with government.				
21	Availability of government's additional studies support.				
22	Availability of appropriate practical materials machines for workshop practice.				
23	Overall capacities of the TVET required sources for learning competence.				
24	Readiness of employers companies to take Mettu TVET graduates.				

3.7 Facilities and services

Table 3.2: Tick the available Facilities and Services

s/n	Facilities and services	Adequately available	Moderately available	Not available
25	Water supply			
26	Electricity			
27	Library			
28	Internet			
29	Sports fields			
30	Guidance and Counseling			
31	Cafeteria			
32	Teachers' offices			
33	Meeting hall			
34	Administrative offices			
35	Department offices			
36	Land for future Expansion			