

CURRENT PRACTICES AND PROSPECTS OF TECHNICAL AND
VOCATIONAL EDUCATION AND TRAINING (TVET): THE CASE OF
EAST WOLLEGA ZONE

BY

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Declaration

The researcher hereby declares that the thesis in the title, “The current practices and prospects of Technical Vocational Education and Training (TVET)”, is his original work and that all sources that have been referred to and quoted have been duly indicated and acknowledged with complete references.

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List of Acronyms and Abbreviations

AU- African Union

CoC- Certification of Competence

ESDP- Education Sector Development Program

ETP- Education and Training Policy

FGE- Federal Government of Ethiopia

GTZ- German Agency for Technical Cooperation

ILO- International Labour Organization

LMIS- Labour Market Information Systems

MDGs- Millennium Development Goals

MoE- Ministry of Education

NGOs- Non Governmental Organizations

NOS – National Occupational Standard

NTQF- National TVET Qualifications Framework

PASDEP- Plan for Accelerated and Sustained Development to End Poverty

SMEs- Small and Micro Enterprises

SPSS- Statistical Package for Social Science

TMIS - TVET Management Information System

TTLM- Teaching, Training Learning Material

TVET- Technical and Vocational Education and Training

UNESCO- United Nations Education, Science and Cultural Organization

WB- World Bank

Abstract

It is believed that the secret behind any national development is citizens' competence and innovativeness. Cognizant of this, the current Ethiopian government puts TVET as the best instrument for transforming the country and lay down a new strategy since 2008 for well effecting its goal. To this end, the researcher was initiated to conduct the study on the current practices and prospects of TVET in East Wollega zone. Thus, the study was mainly focused on assessing overall practices in pre- training, while training and post training carried out at the moment. To detect the issue the study raise the question of how relevant and need based training was provided, the state in which training was provided and how the condition trainees in after their graduation. Specifically, the following thematic areas are included: the way of conducting a needs assessment at institutional level, the approaches to trainees admission, the trainers competence and training facilities, the provision of practical training, the achievement in CoC exam, the graduate trainee's employment, the links of the institutions with surrounding SMEs and the prospects of TVET. To realize the study successfully, a descriptive survey design was employed in the study. Three sample institutions Nekemte, Limmu and Gidda TVET instutions were selected using simple random sampling. From those sample institutions 45 trainers, 128 current trainees, 265 recent graduate trainees, 3 institutional deans, 3 the SMEs head office and 1 Zonal TVET head office were selected as the respondent of the study. Simple random, snow ball and purposive sampling techniques were employed to select those respondents. Questionnaire, interview, observation and document analysis were used to gather the data. Percentage and Frequency rate with qualitative description were used in the analysis of the data. To this end, the result of the study indicate as the institutions were in a very weak condition in conducting needs assessment at institutional level which is the base for the provision of demand driven training, awareness creation and assigning trainees to their choice, trainers' competence and training facilities, provision of practical training, follow up and support of graduate trainees and in link with the surrounding SMEs. Therefore, it is recommended to open the program from the very beginning at the base of accreditation direction which consider quality indicators in defining physical and human resource assets and run with the TVET principle laid down on 2008 TVET strategy.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Education is the aggregate of all processes by which a person develops abilities, attitudes and other forms of behaviour of the positive value in the society in which he lives (Good, 1973). According to UNESCO (1999), education is a single most powerful means to improve the quality of life, the most powerful weapons against poverty. World Bank (2008) also describes as education plays a central role in preparing individuals to enter the labour force as well as equipping them with the skills needed to engage in lifelong. Similarly, UNESCO (2009), as cited in Hirche (2012) states that education should be of a quality that provides the values, knowledge, skills and competencies for sustainable living and participation in society and decent work.

Thus, the entire concept of the above arguments implies the fact that education is worthwhile and closely linked with the productive life of society. Therefore, countries should give due attention to their education system to be sound in the process of human resource development when they are seeking to improve the welfare of their citizens in a highly competitive and rapidly changing world.

In this system of education, schools and training centres play a crucial role. Regarding this, the World Bank (2001) states that schools everywhere are being asked to prepare young people for the jobs of tomorrow and technical and vocational education and training (TVET) has an important role to play in this process. The multidisciplinary nature of TVET and its supposedly close links to the world of work make it one of the educational sector that contributes most to the training of skilled labour and gives both young people and adults the knowledge required to carry out a trade. For many, it is a passport to employment and the possibility of social advancement.

In supporting this, UNESCO (2004) cited in AU (2007:17) clearly states the high importance of TVET in education as follows:

Since education is considered as the key to effective development strategies, technical and vocational education and training must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development.

UNESCO (2009) further explains TVET as an important element in any national education system since production and economic competitiveness in most areas are increasingly dependent on specialized labour which needs qualified labour in sufficient.

In Africa, after years of being neglected, due to a complex set of reasons that included budgetary constraints and criticisms of the World Bank in the early 1990's on its direction and focus, TVET is back on the human resource development agenda of many African governments. Nowadays more of African governments attach their various poverty reduction strategies to TVET in collaboration with the World Bank. In this way, Cameroon intends to develop vocational and professional training to facilitate integration into the labour market; Cote D'Ivoire stresses about strengthening vocational training; Ghana links vocational education and training with education of the youth and the development of technical and entrepreneurial skills; Lesotho and Rwanda focus on linking TVET to businesses whereas Malawi emphasizes the need to promote self-employment through skills development. Other countries that have prioritized TVET initiatives in their national development policy documents include Chad, Ethiopia, Guinea, Senegal, Sierra Leone, Uganda and Zambia (AU, 2007).

In Ethiopian, the Ministry of Education (MoE, 2005) states, TVET was the most neglected area in the history of the Ethiopian education System. But, in line with the adoption of a new Education and Training Policy (ETP) in 1994 which outlined the mission and goals of the Ethiopia education system, achieving the present and future national economic and social development goals focuses on increasing access to educational opportunities with enhanced equity, quality and relevance and consequently massive expansion of this sub-sector has taken place since 2002. The strategic thinking behind the expansion of the TVET sub-sector

is to meet the middle-level human power demand of the industry, service sector and commercial agriculture which have become very essential to the overall development of the country. It is an instrument for producing technicians equipped with practical knowledge who could be job creators rather than seeking jobs from others.

Moreover, in thinking of its congruence with the Plan for Accelerated and Sustained Development to End Poverty (PASDEP), the Industrial Development Strategy and other sector development strategies, the Ethiopian government has initiated a new push towards creating frameworks conducive to economic and social development. Such endeavours called for a new TVET strategy which was adopted in 2008 and replaced an older version adopted in 2002. The new strategy reflects an important paradigm shift that TVET has to respond to the competence needs of the labour market and create a competent, motivated and adaptable workforce capable of driving economic growth and development (MoE, 2008).

For the realization of this new TVET strategy, ESDP IV clearly stated the objectives and the outcome of TVET. The overall objective of TVET is to create a competent, motivated, adaptable and innovative workforce and to transfer accumulated and demanded technologies in Ethiopia which highly contributes to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training relevant to all sectors of the economy at all levels and to all people. And some of the key outcome targets are also indicated (ESDP IV/2010).

The Oromia TVET agency plays its role within this national framework. It plans, coordinates, supports and supervises the TVET provision in the region. It also capacitates zonal and woreda TVET offices and the TVET councils at lower levels and delegate functions proportionate to their respective capacities. In supporting this, MoE (2008) states that, to ensure the demand-orientation of the actual TVET delivery and its linkage with the local labour market, the TVET system intends to delegate major responsibilities directly to the TVET institutions. Experience in other countries also clearly shows the existence of a direct relationship between operational autonomy of TVET institutions in terms of use of resources, overall management and planning of TVET programs on the one hand and improvement of quality and learning outcomes on the other hand. Therefore, in the future, TVET institutions will be held accountable for the success of their training delivery (MoE, 2008).

1.2. Statement of the problem

Vocational and Technical education is an education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or groups of occupations or trades UNESCO, (1997). Similarly, UNESCO (1999) states that Technical and Vocational Education and Training is most directly concerned with the acquisition of knowledge and skills required for the world of work and every country must adapt its TVET program to cater to the skill requirements of its workplace. As a complement to these, AU (2007) states that one of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. Furthermore, Hirche (2012: 118) explains TVET in relation to quality education where he stated “*Quality education is relevant education*”.

Recognizing, its indispensable roles in overall development, these days, the emphasis given and effort exerted to intensify TVET education has been enhanced at different levels than ever before. Accordingly, AU (2007), in its strategy to revitalize TVET in Africa forwarded the objectives of the strategy as it is to revitalize, modernize and harmonize TVET in Africa in order to transform it into a mainstream activity for African youth development, youth employment and human capacity building. As the MoE (2008) outlines, TVET in Ethiopia is organized in outcome-based system which is intended to create a competent, motivated, adaptable and innovative workforce needed in labour market and to make it a centre of the accumulated and transfer of demanded technologies which contributes to poverty reduction and social and economic development.

However, in spite of worldwide attention to TVET, the findings from the existing literature on its practices indicate that it has had considerable challenges in many countries. Regarding this, UNESCO (2009) states that, in most poor countries (and in many rich), the general esteem of TVET is low. Parents and learners consider TVET much less attractive than general, academic education. Many of the governments often give little attention and resources to TVET institutions and consider it as arrangements for those who fail to pursue an academic career. High attendance costs, low quality and mismatch between training content and labour market needs contribute to the poor reputation.

Supporting this, Atchoarena and Caillods (1999) cited in World Bank, (2001) state the general situation in African countries as a low proportion of technical and vocational education in general secondary education due to the public's attitude towards this branch which is usually regarded as leading to low-status occupations and consider the attendants as those who have failed in general education. The result is a contradiction between the generally negative image of technical and vocational education and the strategic role it is supposed to play in the race for international competitiveness particularly in the new age of globalization.

Consistent to this, MoE (2005) points out the situation in Ethiopian in such a way that, the present situation reveals the fact that most TVET graduates do not meet the expectations of the service and production sectors. Some of the issues are lack of adequate qualified academic staff, problems of selection criteria and incompetence of students, lack of adequate instructional materials and limited funding, weak linkage between vocational and general education, limited institutional capacity to make tracer studies and lack of harmonization and relevance of the curriculum.

In the same way, MoE (2009: 20) states:

ቀደም ሲል የነበሩ የቴክኒክና ሙያ ትምህርትና ሥልጠና ፕሮግራሞችን ተከታትለውም ይሁን በተለያዩ መንገዶች ሰልጥነውና በየመስኩ ተሰማርተው የሚገኙትን እንደዚሁም በቀጣይ የቴክኒክና ሙያ ትምህርትና ሥልጠና ሥርዓታችን በሚያበረታታቸው የተለያዩ አካሄዶች ሰልጥነው ወይም ራሳቸውን አብቅተው በዕጩነት የሚቀርቡ ዜጎችን ከሙያ ደረጃዎችና ከኢንዱስትሪው ፍላጎት አኳያ መመዘን እንዲቻል ከሁሉም ዘርፎች ቅድሚያ ለተሰጣቸው 84 ሙያዎች የምዘና መሳሪያዎች ተዘጋጅተው በአገሪቱ በሚገኙ 6 የልህቀት ማዕከላት በሙያዎቹ ላይ የብቃት ምዘና መስጠት ተጀምሯል። የብቃት ምዘና መስጠት ከተጀመረ ወዲህ በ6ቱም የልህቀት ማዕከላት በኩል 139,510 ዕጩዎች የብቃት ምዘና ተሰጥቶ 9,643 (24.41%) ዕጩዎች ብቁ መሆናቸው ተረጋግጧል።

Moreover, in its analysis of ESDP III TVET implementation, MoE (2010) presents the main challenges experienced under ESDP III as low awareness about the benefit of TVET among society in general and implementing bodies in particular, inadequacy of stakeholder

participation in the system, lack of capacity and competence among trainers, low institutional capacity in adopting and transforming technology and low capacity in assessing and certifying candidates.

Likewise, the practical observation of the researcher on the particular study site revealed the complaints of graduates about job opportunities and assessment of competence of certification (CoC).

On the other hand, in the light of considering the situation outlined above, the government of Ethiopia has adopted new outcome based TVET strategy since 2008 which is currently under implementation throughout the country with the assumption that it improves those prior challenges and greatly contributes to the country's development plan by creating competent and creative workforce. Therefore, the researcher was initiated to conduct the research in this area to investigate how well it is currently implemented and what its fate will be with the intention to reveal its current clear picture and recommend for improvement in the future. To this end, the following research questions were developed:

1. To what extent the training programs being delivered are relevant and need based?
2. To what extent the training being offered is up to the standard and ensures the competence needed?
3. To what extent the training being delivered secure trainee's job?
4. To what extent TVET institutions linked with local Micro and Small Enterprises?
5. What could the prospect of TVET from different perspectives?

1.3. Objectives of the study

1.3.1. General objective

The main objective of the study was to investigate the current practices and prospects of East Wollega TVET institutions in practicing the new outcome based training strategy and thereby forward possible suggestions for the improvement of the program.

1.3.2. Specific objectives

Specifically, the study had the following objectives:-

- To investigate the extent to which the training needs assessment is being conducted at institutional level
- To examine the approach of trainees admission
- To examine the trainers qualification and training facilities
- To explore the extent of offering practical training
- To assess the achievement in competence certification assessment
- To assess the extent of employability of the TVET graduate trainees
- To investigate the extent of linkage between TVET and Micro and Small Enterprises
- To assess the prospects of TVET from different perspectives

1.4. Significance of the study

Nowadays, a prominent problem in education is a problem of education quality especially its inability to serve local needs. One of the ways to alleviate this problem is the provision of the effective TVET program. So, it is crucial to assess the practices of TVET. In view of this, the findings of the study were believed to have the following advantages:

1. It may inform the managements of TVET institutions about their implementation gaps in providing demand driven TVET right from the training need identification.
2. It may help trainers to be aware of their institutional status and initiate them to contribute what is expected from them.
3. It may provide important information to TVET authorities at different level to treat the program as needed.
4. It was also hoped that it would initiate other stakeholders and responsible bodies to take part in the improvement of the implementation.
5. It may also serve as a document for further study.

1.5. The scope of the study

In considering the time and resource capacity of the researcher, geographically, the study was bounded to three East Wollega public TVET institutions namely Limmu, Gida and Nekemte. Those institutions were public institutions which established to produce productive force who meet the country's middle level manpower need.

Content wise, even though it was the survey study which attempts to assess the overall situation of trainings in a comprehensive way from input to output, but focus more on examining some aspect of pre-training, while training and post training practices.

1.6. Limitations of the study

Beside the difficulty of reaching recent graduate trainees the lack compiled document at institutional level were particularly the main challenges that encounter the study in obtaining sufficient information as easily as needed. However, it was attempted to make the study as complete as possible.

1.7. Organization of the study

The study comprised five chapters. The first chapter deals with background of the study, statement of the problem, objectives, significance, limitation, delimitations and operational definition of terms. The second chapter presents a review of relevant literature whereas the third chapter presents research the design and methodology. The fourth chapter deals with data presentation, analysis and interpretation whereas chapter five relates to the summary, conclusions and recommendations of the study.

1.8. Operational definition of key terms

Competence: is a broad concept comprising the possession and application of a set of skills, knowledge and attitudes which are necessary to successfully compete for jobs in the labor market.

Educational facilities: Training equipment available for both theoretical and practical demonstrations in TVET institutions to ensure the quality of training offered; such as training manuals, workshops, machineries and others.

Enterprise: Organized business activities aimed specially at growth and profit. In our case it defines micro and local enterprises that engaged in organizing trainees for employment

Technical and Vocational Education: Educational process involving in addition to general education, the study of technology and related science and the acquisition of practical skills and knowledge relating to occupation in various sectors of economic and social life.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concept of TVET

The terms technical and vocational education (TVE), technical and vocational education and training (TVET), vocational education and training (VET), are often used to describe the same thing and defined it as an education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades (World Bank, 2001). In this concept the word ‘technical’ is tending to give way to the term ‘technological’, since this type of education prepares learners for higher education and the term ‘vocational education’ continues to refer to the acquisition of skills for specific occupations.

UNESCO (2005), attach TVET on the 3 Hs, i.e., the head, the heart and the hand and he said that educating the head is important in order to develop a cadre of intelligent workforce; the heart, in order to mould the workforce into good citizens; and, the hand, for a highly skilled workforce in any work that they do. As Gillie (1973) states, technical and vocational education aims at meeting the manpower needs of a society and providing a sequence of educational and training experiences designed to prepare certain people for initial entry into the world of work.

It is an accepted fact that vocational and technical education in any society should be geared toward jobs available currently and in the near future. There must be a new partnership between education and the world of work to address the need to develop unity between the sectors of education / training and labor market, i.e. various economic sectors. Thus, UNESCO (1999) summarizes the role of technical vocational education in the society as TVET is a bridge to the future, but there must be an employment road to which it leads, otherwise we create other problems. We need new models of TVET linking education, training, and social welfare.

2.2. Historical development of TVET

Historically, work was the true site of vocational training. The primitive society used the digging sticks, stones, bones, and fire to clear the vegetation and hunting and gathering their food. During this period the process of learning was a simple imitation of skill, and knowledge passed from father to son and from mother to daughter continuously and verbally. Such awareness was based on what they had acquired from their parents and what they had learned by trial and error during the productive activities (Evans, 1971). Such a condition reflects the historical beginning of technical vocational education and training.

Technical training in the modern sense developed during the industrial revolution period in the 18th century, in order to produce the skilled human power required for the newly established factories at that period, in which TVET was seen as an opportunity for the people leaving the peasantry life (Delors in Aleka, 2008). In the twentieth century, technical schools were expanded and post-school training was arranged to have a strong link with industries. This period was the period when there was a great pressure to expand TVET to satisfy the needs of the labour market and when industrialized countries understood that the qualified manpower had moved decisive importance than any other production factors (Maris, 1994).

Nowadays, the dynamism of technology and the world wide globalization put TVET on the top of the development agenda of the countries in order to produce well- trained and qualified manpower in the shortest possible period of time to cope with the changing situation and to compete in the world market (Aleka, 2008).

2.3. TVET and Its curriculum development

As AU (2007) states one of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. Thus, its delivery systems are therefore well placed to train the skilled and entrepreneurial workforce. This means, it is education that can be delivered at different levels of sophistication and respond to the different training needs of learners from different socioeconomic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods. The youth, the poor and the vulnerable of society can therefore benefit from TVET.

To improve the quality, relevance, and efficiency of trainings being provided as well as to identify new need of training, requires a proper and efficient system collecting timely data that can help to make the training program more flexible and responsive to the dynamic labour market demand. Hence, the main ways and means of obtaining information and data is labour market information system (LMI). It includes all quantitative and qualitative facts related to labour markets. Summary statistics are included, as are demographics; employment; unemployment, and vacancy rates; industry data; occupational statistics; summary reports on outcomes; and forecasts of future trends (MoE, 2010).

Labour market assessment may be conducted by distributing a survey instrument to potential employers, either the entire population or a representative sample; and/or convening a focus group to collect information. Local labour market assessments have to be carried out by the TVET institutions, while regional labour markets are assessed by regional TVET agencies following the economic corridors of the region (Ibid).

Regarding this, Middleton (1996) states that, in industrial as well as developing countries conducting periodical survey annually or quarterly is important to obtain information and identify structural change in the economy, movement of relative wage and employment by skill qualification. The data collected can be used to analyze labor market and their performance to evaluate macro- economic policies. Earning information from the household survey is periodically analyzed with respondent qualification to estimate various levels of schooling and field of study. Data collected on the type of training can also be used to estimate the rate of return to training programmes. Furthermore, managers of training institutions can establish their own mechanisms and source of data concerning skill demand and success of training in fulfilling those demands by forming a proper relationship with the enterprise. For the improvement of training quality and efficiency, permanent exchange of market information on the demand and supply has paramount importance; likewise, regular tracery studies of graduates of training programs can be used to know the balance of skills and demand on the market, to evaluate training programs and to make training decisions. A frequent survey of employers can offer pertinent information on expected changes in skill needs, assessment of pre employment training, and constraints to the productive use of skill labour.

Consistent with this AU (2007) states that an effective LMIS will be difficult to establish and operate now in many African countries for the simple reason that there is a dearth of data and information from which labour market trends can be captured, as well as lack of trained research staff with adequate technical expertise to run the system. In the short term, however, indicative labour market information can be gathered from trade and employer associations, NGOs, employment agencies, as well as large public and private sector employers. Training institutions can also conduct local labor market surveys in and around their localities. Information so gathered and analyzed would then serve as inputs for the development of new or revised courses and programs, equipment and learning materials selection, instructor formation, and guidance and counselling of trainees.

Supporting the idea, Edukans foundation (2009) states as there are plenty of opportunities for self employment of TVET trainees. But it is very difficult to accept this assertion unless labour market assessment and tracer studies are made. As it stands very little is known about the whereabouts of ex-graduates since tracer studies have not been made. It further states that all the government, NGO and private training institutions claim that what they have provided so far is need based training. However, none of them were able to produce evidence of need assessments they have made.

2.4. Vocational guidance, trainees placement and employment opportunity

Trainees may fail to identify which field will provide him/her satisfaction in future life. To avoid such confusion vocational guidance plays a vital role. Regarding this, UNESCO (1996) state that to be effective in employment and labor market, guidance and counseling helps individual trainees to assess and appreciate their potential and tendency towards growth, career development and self-actualization. The collecting and organizing of information about occupations is an important phase of the guidance process. Occupation information available to trainees generally includes at least four areas:

1. The nature of occupations, working conditions, advancement potential;
2. The minimum requirements to be met in order to enter the occupation (educational

background, specific training, health, age, personality characteristics);

3. The educational programs available that will prepare for entry into employment where they are offered, the length of training, the cost, the entrance requirements;

4. The opportunities of employment in the occupation locally, adjacent area, nationwide, permanent or temporary (Encyclopedia Americana, 1995).

Placement is the final step in the vocational guidance process, helping trainees to find suitable employment matching the job and the worker. It is the assistance given by institutions to find employment or self-employment. In a first stage, the training institution should assist trainees of formal vocational A program to find apprenticeship places in order to fulfill the requirements given by the curricula (Ethio-German TVET Program, 2001). So as to maximize the use of placement and follow-up resources, it is suggested that a cooperative job placement strategy be initiated in which trainers and guidance specialist share the responsibility for providing an organized and systematic job placement program (Strong & Schaefer, 1975).

In summarizing the key functions of vocational guidance and job placement, Ethio-German TVET program (2001:67) also states that:

Vocational guidance and job placement should help individuals develop their full potential, identity, the most appropriate training and succeed in their education and placement in the labor market. It should support the value of increasing the educational and labor market accomplishments of all individuals, girls and women, peoples of all cultures and regions, and of persons with disabilities, and thereby promote the use of the full talents of the country.

More clearly Edukan foundations (2009) states about links of training and employability as assuring the employability of trainees begins with effective guidance and counselling of potential trainees in the choice of training programs in relation to their aptitude and academic background. Employability presupposes the acquisition of employable skills that are related to the demands of the labour market. Tracer studies which track the destination of graduates

in the job market can provide useful feedback for the revision of training programs so as to enhance the employability of trainees.

The trades given in government institutions are few in number and fixed. Trainees may apply for the trades available. Most of the time, the number of applicants exceeds the available space. In such instances training institutions are obliged to assign trainees using a lottery system and these forces trainees to accept what is available. The situation is quite different in the private institutions since trainees pay tuition fee. They have the freedom of choosing the trade they want. The private institutions also provide training based on current market demands. The situation in NGO institution is also somewhat different from government institutions. Trainees join trades they prefer. The problem in this regard is availability of limited space. This makes NGO and private institutions preferable and attractive compared to government institutions. (Ibid)

Generally, for the effectiveness trainees in employment opportunity increased attention will be given to vocational guidance and counselling to enable future trainees, in particular youth, to choose the right career and make full use of the initial and lifelong learning opportunities provided by the TVET system. Vocational guidance has to start at pre-TVET level. Accordingly, TVET institutions will also assign and train vocational guidance staff. They will cooperate with schools for early orientation of school leavers and with NGOs, community organizations and other relevant organizations to offer guidance to other local target groups. The vocational guidance staff at TVET institutions will be instrumental in facilitating apprenticeships and preparing youth for apprenticeship training. They will also be focal points in organizing self-employment support for TVET graduates. Thus TVET authorities will develop a concept for the introduction of appropriate vocational guidance and counselling structures within the TVET system, including a system of aptitude assessment to support personal career choices (Haimanot, 2011).

2.5. Practical training: apprenticeship and internship

TVET is an educational program which mainly focuses on the practical delivery system. In this delivery system it is particularly needed to relate with apprenticeship and internship program. As Husen & Postlethwaite (1975) state the concept of apprenticeship originates from the training of master craftsmen developed by the medieval guilds. This craft

apprenticeship became the model of vocational training in many modern industrial countries. It was conducted on the basis of imitative learning way, therefore, justifiably be regarded as the prototype of preindustrial vocational training. The system has provided a means of support for the poor since an apprentice received food, shelter, and clothing from the employer. Thus, the early apprenticeship did provide both social and economic solutions for several groups of those days; and for the new generation of today.

Apprenticeship is basically a process of transmitting knowledge and skills in the context of the real world of work. It has also been taken as one element of TVET. Venn (1964) cites that apprenticeship involves a formal agreement covering a definite period of time, which binds the employer to provide training in return for the work of the apprentice. Most apprenticeship runs between two to four years though this duration varies from craft to craft and place to place. A UNESCO publication (1984) also states that technical apprenticeship is at the same time social relationship. Education and teaching would depend not only on the skill to be transmitted but also on the social classes in which they operate. The training relationship would be obviously inseparable from the social relationship. Stressing on its significance, GTZ (2000) and MoE (2002) cite that apprenticeship helps the trainee to apply the concept learned in the class through practice on actual job so as to enhance his/her skills for employment or set and employment.

The Federal Government of Ethiopia (FGE) (2002) ascertains apprenticeship training as a particular instrument of cooperation between enterprises and training institutions in the delivery of TVET. Emphasizing on its value Vicinay (2000) writes that apprenticeship is more efficient than vocational schools in overcoming the difficulty of matching youths technical capacities and firms' needs. Accordingly, apprenticeship program can foster the quality of training practical experience in the real world of work.

The TVET in the dual system of Germany, for example, refers out of training time 30 percent in government schools (providing trade theory and first practical exercises) and 70 percent in companies conducting apprenticeship based on occupational standards and following curriculum guides. Although apprenticeship is a successful system in countries such as Germany, in some other countries of the world the program was considered as insufficient to provide the desired skilled manpower (UNESCO, 2008).

As, UK work force (2012) in their policy consortium states in heart, good teaching/training and learning is just that – nothing more or less, wherever it takes place. The only significant area of difference that emerged was the context in which the learning took place. In the vocational context, applied learning is the order of the day: that is, learning involving real life, practical, hands-on experiences. Clearly, learning an emergency evacuation procedure for an aircraft or plastering a wall is more effective in simulated or real environments. The learner's experience is directly related to the effectiveness of their learning and the context is central to their learning.

As stated in MoE (2008) international experiences show that successful TVET systems are built on strong and well-defined partnerships between government and the non-government sector. Both public and non-public actors are currently involved in TVET. Accordingly, the non-public sector needs to play a decisive role. It already contributes significantly through in-company TVET schemes and, in particular, through wide-spread traditional apprenticeship training provided in the micro and small business sector. However, the quality of this TVET is often low and requires increased attention and support. In addition to these employer-based TVET schemes, non government TVET institutions will become an increasingly important pillar of the overall TVET supply.

The cooperative training system refers to mode of training delivery of technical and vocational education and training that combines training in the enterprise and institution based on a training plan collaboratively designed and implemented by industries and respective TVET institutions. Under this system, the industries/companies and the TVET institutions share the responsibility of providing the trainee with the best possible job qualifications, the former essentially through practical training and the latter by securing an adequate level of specific, general and occupation-related basic competency. The word

“cooperative” refers to the two parties providing training: the concept “system” means that the two parties do not operate independently of one another, but rather coordinate their efforts. The guiding principle is that as all parties involved, namely: the industry, the trainees and TVET institutions will gain immediate and long-lasting benefit; they will choose it (MOE, 2010).

Cooperative TVET in the formal TVET programs conducted in the form of workplace internships of several months. This represents an important step forward in making the TVET system more relevant. However, cooperative training should be deepened to fully utilize its advantages for the TVET system. To this end, maximum flexibility is given to TVET providers to negotiate and develop relationships with individual employers, groups of employers or business/sector associations about the organization of cooperative delivery schemes. TVET providers will also be encouraged to venture into more agreements with small companies and the micro enterprise sector as these companies represent the target labour market for a large group of trainees. As a rule TVET providers will have the freedom to develop cooperative TVET programs in accordance with specific needs and potentials of companies and trainees, as long as the training is oriented on the occupational standards and will enable trainees to achieve the necessary competencies of a qualification or part of a qualification. (Ibid)

As stated in Edukans foundation (2009), through Micro and Small Business Development Offices, TVET graduates trained in construction areas are assisted to engage in self employment ventures, such as building construction material supply, sub contracting for installation of electrical and plumbing systems in government initiated condominium housing development projects in major urban centres. But at the moment the critical challenge with regard to TVET training is the lack of opportunity for Practicum. There are no adequate number of factories, production units and other opportunities for attachment. The few that are available are not willing to provide attachment opportunities. As principles employers are the potential force to:

- Deliver workplace training to employees
- Contribute financially to national training fund

- Provide opportunities for TVET teachers to regularly update their workplace experience;
- Provide opportunities for industrial attachment for trainees
- Contribute to the development of national skills standards.

2.6. Trainers in TVET

As GTZ (2007) states Technical and Vocational Education and Training system in Ethiopia is currently in a profound reform process. A ‘paradigm shift’ of the TVET system determinants are discussed at federal and regional levels aimed at creating a TVET system which is wage and self employment-oriented, demand driven and appropriate to the development needs of the Ethiopian economy. To this end, a comprehensive National TVET Strategy was recently adopted by the Government of Ethiopia. The most important prerequisite to achieve such an integrated, outcome-based and decentralized TVET system are highly competent and motivated staff. Without such a pool of TVET teachers/instructors (now called trainers) the implementation of the National TVET strategy may not be feasible. The establishment of such human resources can take various paths, such as the development of a new group of TVET teachers, the upgrading of current TVET In-Service teachers to the required standards, the use of expatriate staff until local staff is able to take over, or a combination of these and other measures. Similarly ESDP IV also states that highly competent and motivated trainers are a prerequisite for developing a comprehensive, integrated, outcome-based and decentralized TVET system.

According to AU (2007), the professional and pedagogical competence of the technical teacher is crucial to the successful implementation of any TVET strategy. Governments should therefore make conscious efforts, not only to train but also to retain technical teachers in the system. Technical teachers may be suitably motivated through equitable remuneration packages and incentive schemes that may include government subventions and loans to teacher associations and special credit facilities for teachers to acquire cars, houses, etc.

The new TVET strategy also argues TVET system managers, professionals and policy disorders will also have to be trained and their skills upgraded to enable them confidently drive the new strategy with its various implementation structures, e.g. qualifications framework, accreditation standards, assessment guidelines, quality assurance and

accountability frameworks. The International Labour Office (ILO) has considerable experience and expertise in the design and implementation of such large-scale training program reforms in TVET and may be approached for technical assistance in this regard.

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, more often than not, have been 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 (Ibid).

In general highly competent, qualified, motivated, flexible and creative TVET teachers and instructors are the backbone of any TVET system, capable of adjusting to changing technological environments and creating conducive learning environments for different target groups. To this end, the Government of Ethiopia is in the process of fundamentally overhauling the system and provision of TVET teacher/instructor trainings. The aim of this process is to create a corps of TVET teachers/instructors capable of preparing trainees to successfully pass an occupational assessment. Systematic training, education and further training will be provided for teachers and instructors in the TVET system at all levels in the formal programmes (MoE, 2008).

Accordingly, the previous qualification structure for TVET teachers will be revised and a new Bachelor qualification will be introduced. The new qualifications will be based on the professional standards of the engineering and other revised degree programs and combined with pedagogical, methodological and didactical modules. The new Bachelor programs will emphasize strengthening practical competencies and the appreciation of practical work among TVET teachers/instructors. Frequent internships in the industry during the training

will be introduced. The modularization of curricula will allow for flexible entry and exit into TVET teacher/instructor trainings. The intention is to make the TVET teachers capable of developing curricula, assessment tools and Teaching, Training Learning Material (TTLM) and to make them able to manage the training activities in the workshop in accordance with the requirements of the standards. In this way, TVET teachers who are willing to teach in the sector shall be able to comply with requirements, the occupational and methodological (MOE, 2010).

In this way access to the TVET teaching/training profession will be open to those from various educational and professional backgrounds. Generally, people with technical competences and work experience will become the preferred target group of TVET teachers'/instructors' training. Tailor-made preparatory and bridging courses will be offered by higher Education institutions to allow different target groups to meet the entry requirements for degree level TVET teacher/instructor training, notably:-

- Graduates from the TVET system, preferably after some years of practical work experience, and other skilled practitioners from the world of work will be encouraged to join the TVET teachers' and instructors' profession. Bridging courses for academic upgrading will be offered to ensure mobility with the higher education system. Possibilities of introducing a special academic standard allowing entrance into a range of technical higher education programs will be explored;
- Graduates from TVET programs and skilled practitioners from the world of work must sit and pass an occupational assessment as a precondition to entering TVET teachers'/instructor training.

Responsibility for TVET teacher/instructor initial and further education and training at post-secondary level rests with the higher education sector in the Ministry of Education. Appropriate oversight mechanisms will be established to ensure a close coordination between the higher education and TVET agency in the planning and implementation of TVET teacher/instructor initial and further training. The state TVET authorities, however, are responsible for liaising with higher education institutions, companies, excellent TVET institutions and other appropriate organizations to facilitate necessary further training schemes for the different TVET teacher/instructor in their respective regions.

Currently the standard needed for TVET trainers at different levels is different in different qualification. Thus the qualification of trainers for level one and two is level “B” trainers/ diploma holders those who competent in CoC exam. For level 3 and 4 the needed qualification level for trainers is level “A” trainers /degree holders. The knowledge, skill, and attitude competence are also the criteria to be TVET trainers.

2.7. Material resource in TVET

Vocational education costs too much and usually suffered from shortage of budget. Such as maintenance, spare parts, and consumable materials and supplies are most heavily operating costs (Simon, 2002). As the result, the vocational manager must give attention to a good maintenance program for all equipment. Where staff is willing and able to maintain equipment and particularly if they can involve students, then this is an excellent approach. The manager in this case should ensure that a schedule for comprehensive maintenance is established and that staff are provided time, resources and recognition for the work involved and for benefits they have provided to the institution.

Regarding this, Edukans foundation (2009), state that finally under-funding is a structural problem in the TVET sector particularly in the public system. Costs of TVET will remain high, if it is to be provided as centre based training, which is still the predominant mode of TVET delivery in Ethiopia. As with most other countries, public TVET programs in Ethiopia are usually more expensive than general education, requiring lower than average trainer/trainee ratio and substantial capital and recurrent expenses incurred through practical training. As a consequence of budgetary constraints, most urban public TVET programs are under-funded while rural public TVET programs suffered from poor facilities and shortages of training materials. As the report describes in Oromia workshops, latrine, water, ventilation, training manuals, tools and equipment are available in the most of the training institutions. In contrast, the state of the conditions of classrooms, stores and safety features are categorized as poor.

Thus, TVET planning requires a solid overview of available resources such as TVET institutions and their facilities, TVET programmes delivered, technical trainers, other staff employed in the TVET system, and others and outputs such as number of trainees enrolled with the different TVET providers, TVET graduates, number of people taking and passing

occupational assessment and others. Furthermore, existing occupational standards, assessment items and assessment results need to be stored in databases. Initiatives towards generating and organizing important TVET management information are currently ongoing.

A consolidation of these initiatives with the aim of developing a comprehensive TVET Management Information System (TMIS) is considered a matter of priority. TMIS will use and combine information derived from different levels of the TVET management system. All users of and contributors to the TMIS will be trained to implement and use the new system.

2.8. TVET and International experiences

AU (2007) in its strategy to revitalize TVET in Africa summarizes the innovation/best practices in TVET strategy of the African continent and international practices and the lessons learned as follows:

Country	Innovation	Impact	Lessons
South Africa	National Qualifications Framework established to provide mechanism for awarding qualifications based on achievement of specified learning outcomes. Its implementation includes recognition of prior learning, lies with the South African Qualifications Authority. Learning outcomes are specified by employer-dominated Sector Education and Training Authorities. A skills development fund, alimented by a 1% levy on enterprise payrolls, has been instituted. Eighty percent of the levy goes to the sector education and training authorities for sector-specific training programmes while 20% is used to finance other skills development initiatives outside the enterprises being levied – principle of	Effective co-ordination of the TVET system, better coherence of the qualification structure, including accumulation of credits and recognition of prior learning. Greater market relevance of training programmes and financial involvement of industry in the development of skills.	The introduction of the national qualification framework has been slow due to bureaucratic bottlenecks. Sustainability of the training levy depends on the continued cooperation of the enterprises being taxed.

	“cross-subsidization”.		
Ghana	<p>An apex body known as the Council for technical and vocational education and training has been established by an Act of Parliament under the Ministry of Education to oversee all TVET activities. A National Apprenticeship Training Board is to be established under to handle issues concerning registration, training content, duration and certification under the auspices of the Ghana National Training Authority. The National Vocational Training Institute currently allows for the proficiency testing of illiterate trainees, including traditional apprentices, who submit their skills to practical, non-written evaluation. The Opportunities Industrialisation Centres provide post-training support and follow-up services to their trainees.</p>	<p>The council is expected to address the issue of multiplicity of oversight responsibility and testing standards within the TVET system. Government has pledged full responsibility for the first year of apprenticeship training. The transition from school to the world of work is eased by the opportunities industrialization centre post-training support system.</p>	<p>It is early days yet to assess the effectiveness of council. However, policy measures are needed to ensure that the proposed registration and regulation of private training providers does not result in the creation of a parallel formal system and a loss of diversity in training provision.</p>
Tanzania	<p>The Vocational Education and Training Authority that has overall responsibility for coordinating vocational education and training has developed and tested new training approaches for the informal sector. The concept involved designing an integrated training programme (technical and managerial skills, and literacy if necessary) and finding local training providers for implementation. Attempts</p>	<p>The quality of goods and services produced by the informal sector trainees involved in the programme improved, and sales and profits increased.</p>	<p>For the informal sector, a mix of technical and business skills (record-keeping, pricing, marketing, and customer relations) and literacy (if</p>

	were made to link up trainees with credit and business development providers.		necessary) should be provided.
Kenya	The Kenyan NGO Strengthening Informal Training and Enterprise ran a project to improve traditional apprenticeship training using master crafts persons recruited through associations as host trainers. The basic skills (technical skills, business skills, and teaching methods) of the host trainers were first upgraded. The objective was to strengthen the capacity of master crafts persons to provide quality training to their apprentices.	Host trainers improved their training of apprentices by improving content and quality and concentrating training on productive activities.	Host trainers are not enthusiastic if training is only about technical skills. The design and implementation of training programmes are in collaboration with informal sector trade associations
Benin	The Bureau d'Appui aux Artisans seeks to complete the training of traditional apprentices. They works through the various trade associations and links the master crafts persons and apprentices who are members of the trade associations to reputable public or private sector training providers for complementary training. The artisans role is limited to that of financier and technical adviser while the trade associations implement and supervise the training through activities such as collaborating in the development of new training modules, participating in the selection of trainees, negotiating the fee for the instructors, monitoring the attendance of the	The training changed the approach and improved the methods of training of the master craftspersons. The apprentices who have received complementary training became more precise, responsible and confident.	The notion of complementary training of their apprentices is new to master craftspersons, so they need to be "hooked" to the idea. Public and private sector providers of complementary training need to be well endowed with excellent training

	apprentices, co-organising the trade test at the end of the training.		equipment.
Singapore	A National Manpower Council brings together the Ministries of Manpower, Education, and Trade and Industry to determine manpower targets from the Institutes for Technical Education, the Universities and Polytechnics. The Ministry of Education has the primary responsibility for ensuring longer term supply of skills in relation to national development targets.	Training is relevant to labour market needs. Attention to attitude development leads to a hardworking and disciplined workforce.	Social capital or the development of shared national values is as important as human capital or technical skills formation.
Germany	The dual system of TVET in Germany allows for learning to take place in a vocational school and in the service industry concurrently. Trainees receive training in a company three or four days per week and at a part-time vocational school one or two days per week. Job centres help in arranging placements for training and companies themselves also offer trainee positions. Training agreements must be signed between the company and the trainee.	Approximately 70% of all school leavers, aged 15 – 19 years undergo training under the dual system. Vocational training is linked closely to the world of work.	Dual training requires an industrial fabric that does not exist in many African countries. It is expensive and companies must be willing to offer training.

2.9. TVET in Ethiopia

2.8.1. Background of TVET in Ethiopia

Traditionally, Ethiopia had its own craftsmen and artisan for centuries. However, the men and women of talent were delegated to a lower status by the traditional Ethiopia for a long time. In our society, especially in rural areas, potters, blacksmiths, weavers, and tanners are isolated and despised. They are labeled as sorcerers as having evil spirits (Pankhurst in Wanna, 1998). But, after the expulsion of the Italians, the Ethiopian government paid some

attention to the establishment of vocational and technical schools in Ethiopia as a part of its education system.

Wanna in Aleka, (2008) identified three periods with regard to the TVET development in Ethiopia. During the first era (1940's-1960's) Ethiopia was rebuilding its educational institutions and very few schools served students from all over the country. However, graduates from high schools that could not join tertiary level of education lacked skilled to be employed among secondary school graduates. From 1962 the government converted the existing high school into compressive high schools. The second era (1960's-1980) was mainly characterized by the attempts made to vocational high school education. The mission was of reducing unemployment among young high school completer. However, because of lack of materials and human resource, shortage of qualified teachers and limited budget, the quality of graduate was not as expected and the problem of unemployment among high school completers did not improve much. It was during the third era (1980's-1994) that the government decided to strengthen a number of selected compressive as well as other vocational technical schools in order to give effective skill training.

As MoE (2008), as in many African countries, TVET in Ethiopia suffers from a relatively poor public image. It is usually associated with low status job, low salary and lack of personal development opportunities, partly due to the low quality of previous TVET programs that did not allow TVET graduates to successfully compete in the labour market. TVET is generally perceived as a place of last resort for those students who failed to get into higher education. This misconception needs to be rectified. However, since late 1990s, the government has committed itself to overhauling and reforming the basic framework conditions of the TVET system. This measure recognized the fact that while the country was in dire need of crafts persons and technician, training programs lacked relevance to the workplace reality.

Nevertheless, this reform process was slow and limited by the fact that all efforts and resources were directed towards the massive quantitative expansion of the public TVET supply. As a consequence, the programs, by-and-large, do not address actual competence needs in the economy, with most programs of low quality and theory-driven due to resource constraints and lack of skilled TVET teachers. A systematic integration of TVET with the

world of work has not yet been achieved. Most curricula used in formal TVET were not developed based on occupational standards.

Since the progress made up to the proclamation ETP (1994) was slow. Thus, the country's human capital has not developed to high level in order to make a marked difference in the social, political and economic spheres. However, the new education and training policy give special attention to TVET by providing broad and multi level foundations. The new organization of technical and vocational training based itself on analyses of the training needs of the country's economic and social development (MOE, 2003).

As the result of the aforementioned Education and Training Policy (1994) and the implementation of ESDP- 1, 2, and 3 a modest progress has been made at all levels of education. Accordingly, quantitative changes have taken place in the areas of education and training. The most salient changes that took place between 1994/5 to 2004/5 include (1) enrolment at the primary level (grades 1-8) increased from 3 million to 11.4 million (2) Secondary level (grades 9-12) enrolment jumped from 400,000 to 953,212, (3) student enrolment in technical and vocational education and training increased from 2,338 to 45,417. (4) tertiary level student population grew from 16,000 to 187,561 (MoE, 2005).

As Edukans foundation (2009) report, one of the major impacts of the ETP implementation in relation to TVET was that in 2004/05, there were 45,417 trainers in the country enrolled in 108 government TVET programs. This enrolment figure accounted for 4.7% of the total secondary school student population. Furthermore, girls enrolment in these TVET schools in 2004/05 was 50.7%, thus indicating gender balance in this area. However, the gender imbalance is observed in the fields of specialization. According to MoE (2005), fields of specializations have now reached to 25 in government and 16 in non – government institutions. Ethiopia has decentralized its educational system and regional states manage their TVET programs.

2.8.2. The new (2008) TVET strategy of Ethiopia

As indicated in the strategy paper this National TVET Strategy replaces an older version adopted in 2002. It reflects an important paradigm shift of recent years which places quality and relevance of TVET as its priority. It is aimed at responding to the competence needs of

the labour market and to create a competent, motivated and adaptable workforce capable of driving economic growth and development.

The Plan for Accelerated and Sustained Development to End Poverty (PASDEP), the Industrial Development Strategy and other sector development strategies, the Ethiopian Government has initiated a new push towards creating frameworks conducive to economic and social development. Comprehensive capacity building and human capital formation are key pillars in all these efforts. As such, this new National TVET Strategy is an important element of the overall policy framework towards development and poverty reduction.

According to the Strategy we do not as yet have an education and a training system that is capable of producing the manpower that is both professionally and ethically capable of carrying and sustaining the responsibility of seeing to it that our industrial development program will have achieved its goals.

It therefore, calls for efforts to raise the quality of the Ethiopian workforce to international standards, to reverse the previous marginalization of industrial professions in the TVET system, and to put a substantial focus on building a culture of entrepreneurship and preparing people for self-employment.

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.

As stated in the strategy around 35 million people of the Ethiopian work force are characterized by low skill levels and very low average educational attainment. Only 10% of the urban population has post-secondary school education. As a consequence, 75% of the workforce is concentrated in low skill employment sectors such as commerce, services and elementary occupations. Less than half of the urban workforce is engaged in wage employment. A significant portion of the urban workforce works for unpaid family business. More than 40% are self-employed in the informal economy, most of which live on the edge of poverty.

Unemployment and underemployment is a pervasive problem due to the absence of a dynamic private sector. In rural areas, underemployment is widespread. In urban areas, about 26% of the workforces are officially unemployed, a figure believed to underestimate the real situation. Of particular concern is that unemployment among the youth is significantly higher than the rest of the workforce.

Thus the notion in which this new TVET strategy designed is to alleviate these all problems and contribute the over national development of the country.

2.8.2. 1. The Overall Vision and Objectives of the new TVET strategy

MoE (2008) stated the overall visions and Objectives new TVET strategy as follows:

Vision: to create competent and self-reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty.

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

Specifically, the National TVET Strategy aims to:

- Create and further develop a comprehensive, integrated, outcome-based and decentralized TVET system for Ethiopia
- Strengthen TVET institutions in view of making them Centers for Technology Capability, Accumulation & Transfer
- Create a coherent framework for all actors and stakeholders in the TVET system
- Establish and capacitate the necessary institutional set-up to manage and implement TVET in ensuring quality management system (QMS)
- Improve the quality of TVET (formal and non-formal) at all levels and make it responsive to the needs of the labor market

- Facilitate the expansion of relevant TVET offers which are crucial to national Development
- Strengthen the private training provision and encourage enterprises to participate in the TVET system
- Empower women and rural people through skills development
- Ensure equal access of women and people with special needs to TVET
- Strengthen the culture of self-employment and support job creation in the economy, in particular in the emerging regions
- Develop a sustainable financing system for TVET with efficient and cost-effective delivery systems and management structures
- Build the necessary human capacities to effectively manage and implement TVET

2.8.2.2. Curriculum relevance in new TVET strategy

As the strategy states in accordance with the decentralization policy of the Ethiopian government, the new TVET system will aim at progressive decentralization, i.e. the responsibility for all functions will be gradually devolved to lower levels in the system in order to increase efficiency of services and responsiveness to the needs of the actual target groups. This indicates that the main responsibility for implementation of the new TVET system rests with the state authorities which may, again, delegate functions to lower levels as appropriate. The state authorities will also capacitate zonal and woreda TVET Offices and the TVET Councils at lower levels and delegate functions proportionate to their respective capacities. Thus, the decentralized TVET system delegates major responsibilities directly to the TVET institutions with the intention that it ensures the demand-orientation of the actual TVET delivery and its linkage with the local labour market.

Therefore to establish TVET institutions in a given locality there is a system of accreditation. Accordingly, the TVET institutions will be reorganized in order to establish a supportive and encouraging accreditation structure geared towards maintaining quality TVET institutions. Thus, currently, accreditation is based on quality indicators defining physical and human resource assets (such as availability of classrooms, workshops, number and qualification of teachers, etc.) derived from national curricula. Reflecting the new curricular flexibility in the TVET system, these quality indicators will be redefined. The new indicators for accreditation

will focus on internal quality management processes in the TVET institutions, such as capacities for labour market analysis and curriculum development, personnel management and human resource development strategies and financial management. .

Accreditation at a certain level can therefore be viewed as a ‘stamp of quality’ helping TVET institutions to market themselves. Accreditation will be compulsory for TVET institutions to ensure that trainees receive acceptable quality of training. In the long run, however, the quality of training will be regulated mainly through occupational assessment. Accreditation will be implemented by the TVET authorities, which may delegate this function to lower level TVET authorities when such authorities have developed the necessary capacities. Accreditation by TVET authorities will be based on National Accreditation rules and procedures. Accreditation Boards will be established at the relevant levels with responsibilities for assessing and grading TVET institutions and awarding accredited at a certain level.

However, the new TVET strategy acknowledges that many of the existing TVET providers are not yet in a position to develop high quality curricula and TVET programs on their own. As this indicates they were not established in accreditation criteria. Substantial capacity building and support (provided by the TVET system) will be necessary to enable TVET providers to transform the occupational standards into appropriate modular and outcome-based curricula. The same applies to the development of new training, teaching and learning materials. To capacitate TVET providers and to ensure that TVET programs, curricula as well as training, teaching and learning materials are of high standards, respective manuals will be provided and the development of model curricula and of related teaching, training and learning materials be supported. Support will be made accessible to all TVET providers in Ethiopia.

MOE (2008) also states the inherent relation between provision of training and labour market in such way that previously, TVET delivery did not consider the competence requirements of the labour market as it should be in occupational standards; thus, it failed to appropriately address the ever-changing demands of the labour market. Building an outcome-based TVET system is therefore the centrepiece of the TVET reform that strives for enhanced quality and relevance of TVET. An outcome-based TVET system design will also make it easier to

recognize the wide range of non-formal training and informal learning schemes available, opening access to previously neglected target groups.

In the process of an outcome-based TVET system, the government has the statutory responsibility to set rules and regulations. It does so in cooperation with employers and other experts knowledgeable about the requirements in the world of work and thus the provision of TVET training is highly linked with the labour market demand of the environment.

In this system labour market information comprises information on the supply side of the labour market – i.e. demographic developments, number of school leavers at different levels, number of unemployed by region and qualification profile, etc. – and information from which the present and future demand for skills and occupational qualifications in the labour market can be derived – i.e. skill gaps, employment trends by sectors and occupations, emerging markets, new investments, economic opportunities in rural areas, etc.

Analyzing the labour market for TVET purposes must be a continuous process in order to trace changes in the market and subsequent changes in the skills and qualification requirements at a stage early enough to allow the TVET system to react to it, i.e. to change training plans and curricula, to review occupational standards and to develop new standards, and to build appropriate teaching capacities. The research units in the federal and state TVET agencies are therefore expected to jointly develop a pragmatic and easy to implement concept of continuous labour market monitoring for TVET purposes. This will be based upon networking with stakeholders and owners of labour market information and use the rich information base provided by tracer studies and works with low-cost tools for capturing signals for labour market trends.

It also discusses that as many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower. Self-employment represents an important route into the labour market, especially in peri-urban and rural areas. However, self-employment requires more than being technically competent in a certain occupational field. In order to become successful, entrepreneurs need self-confidence, creativity, a realistic assessment of the market, basic business management skills and

openness to risks. Starting a business, furthermore, requires access to finance, access to necessary permits and licensing, and access to land or structures to operate from.

With the introduction of occupational standards, new outcome based curricula need accordingly be developed by the respective regions. Each TVET provider may and should develop its own curricula based on the specific needs of its target groups and in compliance with the respective occupational standard. Regional TVET authorities shall see to it and assist that the new curricula have been employed in both public and private TVET institutes operating in the region

In the outcome-based TVET system, the goal of TVET providers is to create the necessary skills, knowledge and attitudes of trainees, so that they are able to perform according to occupational standards, and hence receive certification. Thus TVET providers have to develop curricula that are based on the national occupational standards and are appropriate to the relevant learning process. Curricula will have to consider the specific requirements of the target groups and specific local labour market requirements. As a consequence, the previous practice of prescribing binding national curricula will no longer be implemented once the outcome-based quality management system is fully established. Instead of this, each TVET provider may find their own curricular solutions to provide high quality TVET to their specific target group.

Occupational standards must be based on the needs of the labour market. Therefore, the identification and clustering of occupations – for which occupational standards will be developed – will be made with reference to the needs of the national labour market demand. A labour market analysis will be instrumental in identifying the need for new occupations as well as indicating the need for revision and adaptation of existing national standards once technological and/or economic developments bring about changes to the qualification needs.

Outcome-based TVET provides high flexibility in the way TVET can be delivered. In the future, individual TVET institutions can, in principle, decide how best to organize TVET to their target groups and according to occupational requirements. The new system will also facilitate the emergence of modern teaching and learning methodologies, which are learner-centred and geared towards empowering trainees to assume responsibility for their own

learning. The only benchmark stipulated by the TVET system will be the outcome, i.e. the desired competencies defined in the occupational standards.

As stipulated in the strategy, to achieve this goal TVET program will be organized in a modular fashion to meet the requirements as defined in the occupational standards. In this way, each module or combination of modules describes an employable set of competences. Successful completion of each training module shall be dependent on assessment and certification in conjunction with the assessment specifications stipulated in the occupational standards. The modularization of TVET is a central mechanism of making TVET delivery flexible and providing for flexible entry and exit points.

Modular TVET organization is a fairly new concept in the Ethiopian TVET environment. TVET providers need new skills to develop modularized curricula, and management skills for TVET institution managers to re-organize their training plans accordingly. The TVET executive bodies will therefore render the necessary support to TVET institutes by developing curriculum guides, further training technical teachers and capacity building in the organization of modular training.

Corresponding with this idea, Edukans foundation (2009) report states in the process to provide responsive training at the beginning of the launching of the TVET program, the Ministry of Education was in charge of identifying the vocational areas and the specific trades offered under each vocation. It was also responsible for developing training materials centrally. It could be said all training centres were using similar materials for the same training areas. Occupational standards were developed for all the trades being provided in formal TVET institutions with the involvement of stakeholders. The Ministry of Education has also facilitated the development of occupational standards for vocational trainings provided by the Ministry of Agriculture, Ministry of Health, Ministry of Culture and Tourism, Ministry of Defense, Road Authority and a few others. Then, each training institution is accountable for selecting best trade for its local need and developing its training materials based on the centralized occupational standards. It is facilitated, monitored and evaluated by regional TVET Bureaus or Commissions. As the study report indicates there are about twenty broad vocational areas have been identified (even though not yet exhausted)

for the TVET program by the MoE. Over 163 trades were also intended under the twenty vocations.

Moreover the report also describes as developing training materials have become a challenge for all TVET institutions. To cure the problem, model training materials have been developed and disseminated. However, training institutions are seen using old materials and the model materials without much change. The government expects all training institutions to develop materials that reflect local needs and environments. The other major problem observed in curriculum development was the continuous change made in it. At the beginning, all training materials were prepared centrally and used by all institutions with similar inputs and processes. That was changed shortly by occupational standards which were prepared for 10+1, 10+2 and 10+3 program. Lately the development of the occupational standards has been re-categorized into five levels i.e. Level 1, Level 2, Level 3, Level 4 and Level 5 packages. This has created a feeling of discomfort on both developers and implementers and is seen as wastage of time and other resources. The Level 1 and Level 2 training packages are developed for students who drop out before completing grade 10 and for those not entitled to enroll in the 10+1, 10+2 and 10+3 program. The Level 1 and Level 2 packages are short term programs for those who need to acquire specific skills and enter the world of work

2.8.2.3 Occupational assessment and certification in new TVET strategy

AS MoE (2008) discuss competence is a broad concept comprising the possession and application of a set of skills, knowledge and attitudes which are necessary to successfully compete for jobs in the labour market; to be a productive and adaptable entrepreneur, employee or self employed, and thus to contribute to personal empowerment in economic and social development. Competences will be described in national occupational standards to be developed by people knowledgeable on and experienced in the world of work. As such, the national occupational standards define the outcome of all training and learning expected by the labour market, and will form the benchmark of all quality management within the TVET system.

The output quality of TVET delivery will be measured through a process of learner's achieved competence. This is done through occupational assessment, which is based on the occupational standards. A candidate who has proven, through occupational assessment

(which may be one assessment or a series of assessments), that s/he is competent will be awarded a National Occupational Certificate, which is the official proof of a person's competence in a TVET relevant occupational area. Occupational assessment, and hence certification, is open to everybody who has developed the required competence through any means of formal and non-formal TVET or informal learning. As a result, the outcome-based system is a major tool to accord equal importance to all forms of TVET delivery.

Occupational standards define the competences of a worker according to requirements in the labor market. As outlined above, occupational standards comprehensively describe the competence a person has to achieve in order to be considered "qualified" in a certain field. Competence includes the entire range of skills, knowledge and attitudes necessary to perform a specific job. Occupational standards will be developed in all occupational fields at all relevant qualification levels attainable within the TVET system. Each occupational standard can be broken down into units that describe a set of "employable" competences. Occupational standards will be described in the same, nationally approved, format and will be publicly available. This will enhance transparency about occupational qualifications among employers, trainees and TVET providers.

Responsibility for organizing, facilitating and endorsing occupational standards rests with the Federal TVET Agency. However, as occupational standards reflect the competence requirements of the world of work, stakeholders from the world of work particularly employers will be the major actors in the development of the standards, as they are in the developed and emerging countries. The TVET Agency will, therefore, form expert panels for standard setting, comprised mainly of experts with a profound knowledge of workplace requirements.

Appropriate internationally recognized occupational standards shall be checked for compatibility with the participation of the industry and verified to be in conformity with the national vision. Then it shall be approved as the National Occupational Standard by the Federal TVET Agency. Consensus shall be obtained on the modality of identifying the pertinent standard setting from the internationally recognized ones. The Federal TVET Agency shall prescribe the procedures to be followed for standard setting and publishing them.

Occupational qualifications should be designed so that they are internationally compatible in order to ensure the international competitiveness of the Ethiopian employee. Thus, occupational standards should reflect – as far as possible – international standards of competence, while at the same time be based on workplace requirements within the nation. In order to facilitate this, procedures for standard setting should also include methods to adapt or adopt existing standards from other countries.

Consistency with this, Edukans foundation (2009) also states that trainees' performance on technical trades is assessed based on their practical performance. Trainees taking metalwork, woodwork, embroidery, etc. are evaluated based on their competence. The performance of trainees is continually assessed using checklists and other techniques to evaluate their practical performance. In contrast trainees taking non-technical trades are assessed based on their theoretical knowledge and practical skills. However, training institutions that give computer, training, business training relies on continuous assessment. Assessment of trainees' performance could an issue for follow up study. There are some training centers like the Nazareth prison where assessment of trainees' performance is made on both theory and practice. In prisons like Nekemte and Jima, it is based on purely practical performance.

It also states as Occupational assessment and subsequent certification is the main feature of the outcome-based TVET system to verify individual occupational competences. For all defined occupational qualifications at all levels, occupational assessment and certification will be offered. Occupational qualification certificates will be awarded upon passing the occupational assessments.

Occupational assessment and certification will be accessible to all candidates who feel competent that they meet the requirements of the respective occupational standard, irrespective of how and where they were trained or learned. Contrary to past practice in Ethiopia, access to occupational qualifications will no longer be dependent on attending a formal TVET program. Graduates from any formal and non-formal TVET program will, in the future, have access to occupational assessment and certification, as well as those who have learned informally (i.e. on the job, through traditional apprenticeship or through self-learning). Hence, occupational assessment will be the major tool to integrate different TVET

delivery modes and recognize prior learning, significantly increasing access to the TVET system and its qualifications for a greater section of the society.

Occupational assessment will take place in designated or accredited public or private assessment centres. Assessments will be conducted by accredited assessors, possibly experts from the world of work or trainers. In order to improve the employability of TVET graduates, occupational qualifications and certificates need to be recognized by employers. It is therefore vital that experts from the enterprises are essential members of the groups of assessors. As far as possible, relevant business or employers' associations will be integrated into the management of assessment.

For those who successfully pass occupational assessment, a National Occupational Qualification Certificate will be issued by the state TVET authorities upon delegation and on behalf of the Federal TVET Agency.

2.8.3. TVET and its future direction

The meaning and the practice of work in knowledge economies and in globalized networks of production and trade are changing. The need for a highly skilled and productive workforce is shaping economies all over the world. To increase their chances for employability, young people and adults need skill that are flexible and relevant to the demands of today's societies, where individuals must possess a combination of knowledge, practical and social skills, and positive attitudes, as well as the ability to think and act independently, creatively and responsibly (UNESCO, 2008: 4).

This idea is to indicate the key role of TVET in Globalized World. Thus, the ultimate aim of vocational training is adapting the productive force to the situation. Therefore, TVET programs are needed to link the skill to the job market. In this way, the socioeconomic relevance of TVET can be enhanced. Regarding this, UNESCO and ILO, (2002:2) also indicated that:

Education and training can help an individual to escape poverty. Knowledge and skills are the engine of economic growth and social development of every country; there for

providing knowledge and skills help the individual to raise their output and generate income. It assures the sustainability of individuals as well as countrywide prosperity.

Moreover, MoE (2010) states main objective of the TVET sub-sector as it is, to train middle level human power and transfer demanded technologies, and by doing so, to contribute to poverty reduction and sustainable development. As MoE (2010) intention, this will involve implementing an outcome based training system dedicated to promote trust and cooperation among stakeholders, as well as strengthening the role of the TVET system in becoming an agent in technology acquisition, accumulation and transfer. With this in mind, the TVET system is expected to fully contribute to Ethiopia's vision to become a middle income country by the year 2025.

To this end, the expected outcomes postulated are:

- TVET providers and institutions strengthened to be centres for technology capabilities', accumulation and transfer.
- TVET institutions capable of providing support for the incubation and the establishment of MSEs as well as upgrading and strengthening existing MSEs
- Quality of TVET (formal and non formal) improved at all levels and made responsive to the needs of the labor market.
- A comprehensive, integrated, outcome based and decentralized TVET system for Ethiopia established.
- Relevant TVET offers which are crucial to national development expanded.
- Institutional set-up to manage the TVET reform and deliver TVET programs reinforced.
- A sustainable financial system for TVET with efficient and cost-effective delivery systems and management structures developed.
- Equal access of females and rural communities and people with special needs to TVET ensured and empowered.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Design of the study

The purpose of the study was to describe the current practices and prospects of TVET in selected institutions of East Wollega Zone. The descriptive survey method was employed in the study. This method was selected because it is helpful to show situations as they currently exist (Gay, 2000). It is also assumed that this method is economical since it enables to describe the prevailing situations both quantitatively as well as qualitatively which eventually help draw valid general conclusion.

3.2 Sources of data

Both primary and secondary sources of data were consulted. The primary sources were deans, trainers, trainees (both those on training currently and recent graduates), woreda SMEs office heads and Zonal TVET office head. The secondary sources, however, were such documents as tracer study results, training guides, trainers and trainees profile, reports and others.

3.3 The study population, sampling techniques and sample size

East Wollega zone is one of 17 zones of Oromia National Regional State. It comprises 6 public TVET institutions namely Sibul Sire, Wama Galoo, Limmu, Arjo, Gida, Nekemte. Among these six public TVET institutions, the study involved 3 namely Limmuu, Gida and Nekemte that had a total population of 121 trainers, 1057 current year trainees, 4415 recent graduate trainees (2008- 2011), 3 deans, 3 SMEs office heads and 1 Zonal TVET office head.

These three sample institutions comprised 50% of the total size and consequently, felt well representative. The sample institutions were selected using random sampling method with the assumption that it gives equal chance for each institution to be chosen. The reason behind this is the institutions had similar objectives in which their accreditation are by delegated TVET authorities by considering the capability to implement TVET programs and serve the target

population in accordance with defined national occupational standard based on national accreditation rules and procedures.

Since they are large in number, 128 (12%) of 1057 trainees of 2012 year were selected using the simple random technique. In the same way, from 4415 recent graduate trainees of 2008-2011 years, 265 (6%) were chosen using snow ball sampling techniques since they are out of institutions, it is difficult to locate unless their friends and others tend to recommend them.

Forty five (37%) of 121 trainers were included into the study by using simple random sampling method. Three deans, 3 SMEs office heads and 1 zonal TVET office head were included in the sample using the purposive sampling technique.

Table 1: Summary of population and sample size of the respondents.

No	Respondents	Population	Sample size	Sampling Techniques
1	Trainers	121	45 (37 %)	Simple random
2	Current (2012) trainees	1057	128 (12 %)	Simple random
3	Graduate 2008- 2011 training	4415	265 (6%)	Snowball
4	Institutional deans	3	3	Purposive
5	Zonal TVET office heads	1	1	Purposive
6	Woreda SMEs office heads	3	3	Purposive
	Total	5600	436	

3.4 Data gathering tools

Questionnaire

Questionnaires were used as the basic tool in the study to obtain information from the trainers and trainees with the assumption that it would enable to get sufficient information from a large number of respondents in a relatively short time and with minimum cost. In

order to extract respondents' views on training need assessment and relevance of training, trainees admission approach, status of training provision, trainees employability and links of training to SMEs office both close and open ended question items were prepared. The closed ended items were prepared in both Likert scale and multiple choices like yes or no form where as open ended items were included to give the opportunity for respondents to express more about the issue in their own words. Questionnaires were administered in English for trainers whereas they were in Afaan Oromo for trainees. The entire questionnaire consists two parts, i.e. the background as well as detail question items.

Interview

In order to acquire more in-depth information that may not be easily obtained through a questionnaire, semi structured interview was used with focus on training need identification at institutional levels, way of admitting trainees, trainers' competence, training facility, practices in COC, trainees employment, the extent of the link between training and SMEs and others. It was conducted with deans, Woreda SMEs office heads and Zone TVET office head. The interview guides were prepared in English but presented in Afaan Oromo (as necessary) for all the groups to lessen the communication barrier. Notes were taken in Afaan Oromo and later translated to English for analysis.

Document Analysis

For further information, document like tracer study, trainees admission profile, trainer's profile and document on collaborative work with surrounding SMEs office were assessed with the structured checklist

Observation

Beside the above tools, observation of the real training facilities like the sufficiency of workshop rooms, workshop materials, status of practical training and overall institutional situation like conduciveness of the campus was conducted using a structured observation checklist.

3.5. Procedures of data collection

To answer the research questions raised, the researcher had gone through a series of data gathering procedures. Accordingly, first of all, the intended questionnaires, interview, document analysis as well as observation check lists were prepared and then evaluated and commented by the study advisors and other experts like the statistician before actual use. After having done this, the researcher collected official letter of authorization from Jimma University went to study area and then communicated authorized bodies. After reaching an agreement, the researcher then went to each group of respondents and introduced objectives and purpose of the study. The researcher assigned a person and provided orientation for him to facilitate the data gathering process.

Questionnaires were administered to sample trainers and trainees within the given schedule by the facilitator under close supervision of the principal researcher. While data gathering was going on, the interview, document analysis and observation were undertaken by the principal researcher. Finally the data gathered through different instrument were checked by the researcher himself based on his own check list before leaving the site.

3.6. Pilot test

A pilot test was conducted prior to the utilization of the prepared instruments for final data gathering especially for questionnaire. The purpose of this pilot test was to alter the instrument accordingly if there was any defect and secure the validity and reliability. In order to check the face and content validities the instruments were submitted to and commented by advisors and senior colleagues. Based on comments different lengthy items were shortened and many unclear items were made clear. In addition, for reliability check, questionnaires were commented by advisors and were modified and tried out at Limmu TVET institution. Thus, 6 and 20 questionnaires were distributed for trainers and current trainees respectively using simple random sampling. Simultaneously, 28 questionnaires were also administered to recent graduate trainees of the study area with snowball method and finally checked by Cronbach's Alpha model for the items in the Likert scale form and Guttman Model for items in Yes/No form with the help of a statistician. Thus, the average reliability coefficient result found for the items in the Likert scale form was 0.80 and 0.877 for those in Yes/ No form which indicated that the instrument was reliable.

3.7. Methods of data analysis

The data collected through the aforementioned instruments were categorized and organized by theme according to their conceptual similarity. Both the quantitative and qualitative data were analyzed and then described or narrated based on the methods best suited to their nature. Accordingly, the quantitative data were analyzed using descriptive statistics like frequency count and percentage to describe the extent of various responses on the issue raised. The SPSS computer program was used.

The handwritten notes collected through the semi structured interview, open ended question items, observation and the document analyses were transcribed; categorized and compiled together into themes and summary sheets and then analyzed and interpreted with word expression and narration.

3.8 Ethical considerations

Since the aim of the study was for the improvement of the issue under the study, it's all process accomplished at the participants voluntarily consent without harming and threatening their personal and institutional wellbeing. Thus, all communication with institutions and participants undertake with open and honest way (in an overt research way) in considering the research ethical codes issues like anonymity (not the use of any names and address in the final report) and confidentiality (not disclose directly any information to the third party).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of the data. The study groups were current trainees, recent graduate trainees, trainers, deans of the institutions, Small and Micro Enterprises office heads and Zonal TVET heads. Thus, the data from current trainees, recent graduate trainees and trainers were secured through questionnaires, while those from other groups were obtained through interviews. Furthermore, observation and document analysis were conducted to gather additional information

A total of 438 copies of questionnaires were distributed to 128 current trainees, 265 recent graduate trainees and 45 trainers. Out of those questionnaires distributed, 108 (84.37 %) current trainees, 244 (92.07 %) recent graduate trainees and 37 (82.2 %) trainers were filled correctly and returned. Thus, the total return rate of the questionnaires was 88.6% of the sample population.

The analysis of quantitative data was computed by SPSS. The percentage was widely used for analysis. The data gathered through interview, observation and document analysis were analyzed qualitatively to substantiate the quantitative data. The analyzed data were compiled and organized in a way that suits interpretation of the results in addressing the research questions. In this way 16 tables were constructed in categorizing the objectives of the study in thematic groups which in details deals with the responses of participants on the relevance of training to local needs, the status of training offered, maintaining job security, links of training with local Small and Micro Enterprises and prospects of TVET.

4.1: General information of the respondents

Understanding about the overview of the respondents characteristics was important for further analysis of their responses. Hence, attempts were made to describe the background of the respondents which directly or indirectly related to the objectives of the study. Accordingly, the trainees and trainers general demographic characteristics, sex, age, grade

completion, result of entrance, level of training, field of study, year of graduation for graduate trainees, work experience and CoC result were separately treated.

Table 2: General background of current trainees

Items	Responses (# 108)		
	No.	%	
Respondent in their institute	Nekemte	48	44.4
	Gidda	36	33.3
	Limmu	24	22.2
Sex of respondents	Male	38	35.2
	Female	70	64.2
Age of respondents	Below 18	29	26.9
	19-24	73	67.6
	25-30	6	5.6
	Above 30	-	-
Grade completion	10	104	96.3
	12	4	3.7
Result of entrance	Less /equal 2.00	51	47.2
	2.01-2.4	49	45.4
	Above 2.4	8	7.4
Level of trainers	Level -1	-	-
	Level -2	39	36.1
	Level -3	48	44.4
	Level -4	21	19.4
Respondents in their field of study	Building metal work/welding	30	27.7
	IT	28	25.9
	Masonry	10	9.7
	Furniture making	5	4.6
	Electricity	3	2.8
	Hotel management	6	5.6
	Hairdressing	16	14.8
	Tourism	7	6.5
	Garment	3	2.8

As indicated in the Table 2 above, the institutional distribution of current trainees respondents showed that the distribution was according to their population in each institution. Thus, from 108 current trainees responded 48 (44.4 %), 36 (33.3%) and 24 (22.2 %) were

from Nekemte, Gidda and Limmu respectively since their current trainee population is 463, 354 and 240 consecutively.

With regard to sex proportion, females were very large dominant than males, comprising 70 (64.8 %) of the total number of the respondents. This reveals that the participation of females in TVET was higher than men. However, this did not seem normal since it was far apart from the proportion of the students in the lower grade from which they enter to TVET. Age wise the same Table shows that the majority of respondents were under the age group of 19 – 24, implying that they were young and in desirable productive capacity.

Table 2 also showed that almost all current trainees in the institutions were tenth grade completion students. This indicates that most of the TVET attendants are restricted to tenth grade completers. However, AU (2007) state it as it is an education that can be delivered at different levels of sophistication i.e. the TVET institutions can respond to the different training needs of learners from different socioeconomic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods.

Concerning the entrance result of trainees the result of the majority of current trainees 51 (47.2 %) were less or equal to 2.00 which shows as its admission criteria less stiff than the result enable to higher education. This enhances the World Bank (2001) statement which states the low public's attitudes towards this branch, which is usually regarded as leading to low status occupation and consider the attendants as those who have failed in general education and academic career.

Regarding the level of training, considerable proportion 39 (36 %) and 48 (44.4 %) were respectively level 2 and 3 with the absence of level 1. This result shows that the proportion of trainees by level were contradictory with the newly introduced intake policy direction of TVET program. Since the program directs to take much more trainees at lower levels (operational level) and few trainees at the highest level which considered as a managerial level with a ratio of 4:1

Fields of the study of the respondents were also depicted in the Table. Accordingly, about nine fields were involved in the given responses. Thus, among all IT, Building metal work

and Furniture making covers a large number of respondents in all institutions in spite of their actual differences.

Table 3: General background of recent graduate trainees

Items	Responses (# 244)		
	No.	%	
Institute of the respondent	Nekemte	94	38.5
	Gidda	86	35.2
	Limmu	64	26.2
Sex of respondents	Male	126	51.6
	Female	118	48.4
Age of respondents	Below 18	8	3.3
	19-24	179	73.4
	25-30	51	20.9
	Above 30	6	2.5
Grade completion	10	240	98.4
	12	4	1.6
Result of entrance	Less /equal 2.00	123	50.4
	2.01-2.4	96	39.3
	Above 2.4	21	8.6
Level of training	Level -1	-	-
	Level -2	87	35.7
	Level -3	93	38.1
	Level -4	64	26.2
Field of study	Building metal work/welding	45	18.4
	IT	74	30.3
	Masonry	25	10.2
	Furniture making	45	18.4
	Electricity	17	7.0
	Accounting/market mangt.	14	5.7
	Hotel management	8	3.3
	Hair dressing	16	6.6
Year of graduation	2008	23	9.4
	2009	65	26.6
	2010	101	41.4
	2011	55	22.5

As Table 3 indicates the distribution proportion of recent graduate trainees among the institutions were, 94 (38.5 %), 86 (35.5 %) and 64 (26.2 %) from Nekemte, Gidda and Limmu respectively. Thus, the number is almost as proportion as the number of recent

graduate trainees in each institution, hence their numbers are 2550, 1464 and 401 in above mentioned institutions consecutively.

The sex proportion in the Table also shows that females and males were nearly proportion to each other and this seems the right reflection of the reality. Age wise the Table shows that the majority of respondents are under the age group of 19 – 24. This depicts that they were young and productive. Further the Table shows that almost all the graduate trainees were tenth grade completers.

Concerning the entrance result of trainees, the majority, 123 (50.4 %) of recent graduate trainees were less or equal to 2.00. This reveals that most the trainees admitted to TVET in unsatisfactory result which strengthens some people attitudes which says TVET admitters are low achiever students. With regard to the proportion of training level of trainees large numbers, 87 (35.7 %) and 93 (38 %) were respectively level 2 and 3 graduates with the absence of level 1.

Table 3 also depicts the field of study of the graduates. About 10 fields were involved in the given responses. Thus, among all IT, Building metal work and Furniture making covers a large number of respondents which resemble the actual fields offered at the moment.

Regarding the distribution of trainees by year of graduation, the data revealed that the great number of respondents, 101 (41.4 %) were 2010 graduates. However, from 2011 showed a decreasing tendency. This may be because of the refusal of the trainees to join level 1 and 2 which the 2008 TVET strategy advocates in large. Such type of refusal may affect the future intake of TVET and contradict with the strategy of admitting more trainees in order to fulfil the largely needed middle level man power for aspired development.

Table 4: General background of trainers

Items	Trainers (# 37)		
	No.	%	
Institute	Nekemte	16	43.2
	Gidda	14	37.8
	Limmu	7	18.9
Sex of	Male	31	83.8
	Female	6	16.2
Age	Below 18	-	-
	19-24	19	51.4
	25-30	11	29.7
	Above 30	7	18.9
Level	level A	-	-
	level B	9	24.3
	level C	28	75.7
Field of study	Building metal work/welding	8	21.6
	IT	8	21.6
	Masonry	3	8.1
	Furniture making	7	18.9
	Accounting/market management	2	5.4
	Hotel management	2	5.4
	Hair dressing	4	10.8
	Tourism	2	5.4
	Garment	1	2.4
	Work experience	Less than 2 years	15
3-5 years		13	35.1
Above 5 years		9	24.3

The number of trainers in each institution was depicted in Table 4 above. Thus, the result indicates that the number of trainers distribution among the institutions are proportional to the actual number of trainers in the institutions which indicated in appendices' "G" of the study. Sex wise males are very large dominant from the total number of respondents. Concerning age most of the trainers 19 (51.4 %) were between 19-24 age. This depicts that they are young.

As indicated in the table a great number 90 (75%) of trainers are level "C" which as a principle endorsed only to trainee level 1 and 2 trainees and this reveals a serious shortage of

qualified trainers and most the training programs offered by trainers of below the required standard.

The field of study of the respondents is also depicted in the Table. Accordingly, about 10 fields are involved in the given responses. Among all IT, Building metal work and Furniture making covers a large number of respondents is which similar to the actual fields offered in all of the institutions under the study in reality.

As Table 4 indicates, the majority of the trainers 15 (40.5) were new or beginner trainers with of less than 2 years work experience. These show the reality of the scarcity of experienced TVET trainers. The result revealed corresponds to MoE (2005) statement which states the issue of adequately qualified and experienced academic staff as the main problem in TVET provision

4.2. Assessment of the relevance of training to local need

To assess the extent of relevance of training to local need, the study raised the issue of need assessment conducted at institutional level, the satisfaction level of graduate trainees, the treatment of trainees admission and the extent of maintaining trainees' choice during placement. Thus, the subsequent Table 5, 6, 7, 8, 9 and 10 with the qualitative data acquired discuss the results.

Table 5: Trainers reflection on institutional practices in conducting need assessment

Items	Trainers responses	
	No.	%
Do you think that the training program offered in your institution identified through need assessment	Yes	7 18.9
	No	13 35.1
	I Don't know	17 45.9
	Total	37 100

To explore how much of the training being delivered is need based, in the Table 5 above, trainers were requested to answer the extent to which whether the training program offered in their institutions are identified through need assessment or not. Accordingly, with the exception of 7 (18.9 %), all the rest of the respondents 13 (35%) and 17 (45.9) respectively

responded that there was no training needs assessment and they do not know as a trainer whether need assessment was conducted at institutional level or not. These indicate that, the needs assessment which as principle conducted with the active participation of trainers was not properly implemented in the institutions.

In reaction to the request for the reasons of the absence of need assessment, those trainers replied as there was “No” training needs assessment frequently mention the perception that need assessment is the responsibility of the region, inadequacy of institutions to conduct needs assessment and top down pressure to accept more trainees rather than institutional need as the main causes.

The information obtained from the interview of deans and Zonal office heads show similar facts. That is all of them agreed in the little presence of need assessment at institutional level. For instance, one of the deans said that with need assessment conducted at their institution in 2011, Accounting Department was closed because of lack of need for it. But, in large the interviewees agreed in the absence of proper need assessment at institutional level and they presented the factors like loose integration and low ability of their committee, absence of link between institutions and industries (beside its few in numbers), shortage of market information, low participation of stakeholders as the reasons.

Furthermore, as document analyses in the institutions indicate there is no tracer study which supports the committee in conducting need assessment. Besides these, there was also poor support of cluster coordinator TVET College in coordinating the institutions to the need of the industry.

This implies that, there is a shortage among training institutions to conduct local labour market surveys in and around their localities and gather information which serve as inputs for the development of new or revised courses and programs which AU, (2007) state as the institutional responsibility. Even the result enhances the MoE (2008) argument which acknowledged as many of the existing TVET providers are not yet in a position to develop high quality curricula and TVET programs on their own. Therefore, the result of the above Table with the support of idea obtained from the interviewee reveals that currently the

institutions are not in a good position of providing need based training identified through need assessment.

Table 6: Recent graduate trainees agreement on relevance of training to local need

Items		Responses				
		High	Moderate	low	Total	
The responsiveness to local need	No.	66	46	132	244	
	%	27	18.9	54.1	100	
The attachment of training to indigenous technology	Local	No.	53	26	165	244
		%	21.6	10.8	67.6	100
The sensitivity of training in supporting local productivity		No.	60	26	158	244
		%	24.3	10.8	64.9	100
The connection of training to trainees need		No.	26	20	198	244
		%	10.8	8.1	81.1	100
Practical applicability of training in real life		No.	66	53	125	244
		%	27	21.6	51.4	100
The involvement of stakeholders in provision of training		No.	73	26	145	244
		%	29.7	10.8	59.5	100

To further explore whether the training program offered in the institutions was based on the need of the locality, Table 6 depicts the degree of recent graduate trainee agreement on the relevance of training to local need. As the result indicates the majority of the trainees 198 (81%), 165 (67.6%), 158 (64.9%), 145 (59.5 %) and 132 (54%) responses show low degree of agreement to the connection of training to trainees need, to the attachment of training to local indigenous technology, to the sensitivity of training in supporting local productivity, to the involvement of stakeholders in provision of training and to the responsiveness of training to local need respectively.

In sum, the result reveals the low relevance of training programs offered in the institution to local need. This support the overall result of the responses given in Table 5 above and the

ideas of the interviewees compiled which shows the weak provision of demand driven training that supported with need assessment.

Table 7: Responses of current trainees on their interest to attend TVET

Items	Responses	
	No.	%
Interestingly join TVET	Yes	43 39.8
	No	65 60.2
	Total	108 100

To further analyze the delivery of need based training, Table 7 examines what trainees interest looks like to join TVET? Among current trainees asked whether they were joined TVET according to their interest or pushed by other factors, 65 (60.2 %) responded they joined without their interest. This reveals that most trainees join TVET because of lack of other options. They take it as the last choice without understanding of its value in self skill development. This indicates that it is still considered as arrangements for those who fail to pursue an academic career and as not conceived as the strategic role it is supposed to play in the race for international competitiveness, particularly in the new age of globalization as UNESCO, (2009).

Although a considerable number 43 (39.8 %) was confirmed as they were joined to it in their interest, they express their motives to be a government employee in responding to the open ended question. This implies that the motive of TVET entrants is not in line with the objective of TVET strategy which seeks to create self-reliant, competent, motivated, adaptable and innovative workforce which contribute to poverty reduction and social and economic development.

Regarding this, the institutional deans agreed to the low interest rate of trainees to join their institution from their observation. Some of the factors they forward are:

Low level awareness of the society on TVET values and attitudes as it is inferior to academic education, unemployment of graduate trainees, high need for government employees, fear for CoC and low attractiveness of the institutions.

Particularly one of the institutional dean states their trainees very upset in joining TVET. He reword his trainees word in saying “I am not here, if I am successful in my result”. This reflects the trainee was seeking for other education but he attained TVET because of his incapability to join other education.

Table 8: Response of current trainees on their awareness to register for each program

Items	Responses	
	No.	%
Having prior information to registered to program		37.0
	Yes	40
	No	63.0
		68
Total	108	100

As indicated above among the current trainees asked whether they have prior information while choosing their field of study, only 40 (37 %) were responded that they have prior awareness about the program they were joining when admitted. But the majority, 68 (63 %) reported that they had no prior awareness about the program before their admission. In their response to the open ended question which invite those respondents who agreed in having prior information most of them say they got the information from their peers. This reveals that most of the trainees registered for the program they attend without support of sufficient information about the program.

Similarly, the interview conducted with institutional deans’ support the idea, and one of the deans said that:

Except with offering restricted orientation while trainees come for admission, there is no proper guidance and counselling service. Lack of qualified counsellors and absence of integrated work among concerned bodies were also stated as the main problem.

This reveals that the poor awareness creation for trainees which directly affect the provision of demand driven from its very beginning.

Table 9: Current trainees response on the practices of their assignment

Items	Responses	
	No.	%
Assignment to the field of study according to choice	Yes	37 34.3
	No	71 65.7
	Total	108 100

Table 9 portrays the trainee reaction to their streaming to their field of study. Thus, 37 (34.3 %) responded that they were assigned according to their choice, whereas the great number 71 (65.7 %) of them responded they were not assigned to field of their preference. Those who replied that they were not assigned in their choice were requested through open ended questions to reason out for lack of their choice. Thus, most of them claimed unsatisfactory of their result and condition of market need during streaming as the main causes. They also add factors like absence of counsel, pressure from their friends, parents and the like, assignment of the institution by itself, absence of trainees' preferences in the institution as the main challenges.

In this regard the interview held with institutional deans exhibits that there was difficulty with trainee placement in their choice. They presented factors like the incompetence of trainees in their result to win his/her choice in competition (even though the result required for competition vary from year to year), the admittance of more trainees in pressure from government to enrol the majority of tenth grade completes', assignment in less occupied fields, the absence of their choice in the institutions, mismatch of trainees need and market need as the main causes for inappropriate placement of trainees in their choice.

The result indicated above imply that the institutions are not capable of assigning trainees as their choice which directly influences the result of training. These also show that the training provided is not in the full base of demand driven which consider a trainees' choice. Concerning this Edukans foundation (2009) states that trade given in government institutions

are few in number and fixed. Trainees may apply for the trades available. Most of the time, the number of applicants exceeds the available space. In such instances training institutions are obliged to assign trainees using a lottery system and these forces trainees to accept what is available.

In addition, all the deans interviewed discuss the ongoing low down of trainees number in their institutions in recent year in contrary to the policy which seek to enrol the majority high school graduates to TVET. For instance, one of the deans stated the seriousness of the issue saying they enrol only 38% of their plan in the 2012 academic year. The main reason is the unwillingness of trainees to enrol in mass to the level 1 and 2 as the policy invite, even though it is not the only reasons.

Table 10: Response of Current and graduate trainees on their satisfaction after admission

Items		Responses			
		Current trainees		Graduate trainees	
		No.	%	No.	%
Extent of trainees' satisfaction in admitting to TVET	Highly Satisfied	29	26.9	59	24.2
	Satisfied	10	9.3	22	9.0
	Unsatisfied	69	63.9	163	66.8
	Total	108	100	244	100

Trainees' satisfaction with the program is the reflection of their having their need and it shows their hopefulness in their future training. Thus, the assessment of trainees satisfaction level helps to understand whether the training is need based or not. To examine this, current and graduate trainees were asked to indicate their satisfaction level. As the result indicated in Table 10, only 29 (26.9 %) and 10 (9.3 %) trainees responded that they were very satisfied and satisfied respectively. But 69 (63.9%) of them reported that they were unsatisfied with their attending TVET.

The latter were asked to identify reasons for their lack of satisfaction. They mention factors like negative perception resulted from admitting low achievers, low attitude of the society toward TVET and little value of TVET for earning/employability as the main causes.

This supporting the result in Table 7 above that states the joining of trainees to TVET without their interest. Thus, it reveals that the ongoing revised TVET strategy is still not satisfy the trainees interest.

4.3 The assessment of training provision

The results presented in subsequent table helps to understand the status of training provision in the institutions by assessing the competence of trainers, training facilities, provision of practical training and trainees result in CoC.

Table 11: Current trainees and trainers reflection on trainers competence

Items	Degree of agreement	Responses			
		Current trainees		Trainers	
		No.	%	No.	%
Provision of training in depth by the trainers (difficulty to contextualize training) -knowledge	Agree	56	51.9	15	40.5
	Neutral	14	13.0	5	13.5
	Disagree	38	35.2	17	45.9
	Total	108	100	37	100
Capability of trainers in providing enough practical training (interested in provision of practical training) -skilfulness	Agree	30	27.8	19	51.4
	Neutral	16	14.8	8	21.6
	Disagree	62	57.4	10	27.0
	Total	108	100	37	100
Having positive attitude toward their training and trainees (happiness in being a trainer in TVET) - attitude	agree	35	32.4	12	32.4
	Neutral	8	7.4	5	13.5
	Disagree	65	60.2	20	54.1
	Total	108	100	37	100

It is obvious that the trainers' competence plays central role in the effectiveness of the training process. Related to this attempt was made to assess trainees' competence (i.e.

knowledge, skill and attitudes). Thus, the result in the Table 11 above indicates that a slight more than half 56 (51.9 %) of current trainees express their strong agreement for the items that asks about the trainers provision of in-depth training with contextualizing to locality. Similarly, a number of trainers nearer to half 17 (45.9 %) are disagreed in difficulty of training to contextualize. These show that almost similar proportion of trainees and trainers acknowledge the knowledge competence of trainers. This reflects the deans' argument in their interviews that there was no significant problem in relation to the knowledge aspect of trainers' competence.

Contrarily, 62 (57.4 %) trainees claim the capability of trainers practical training in showing disagreement. But a great number of trainers 20 (54 %) expresses as they were interested in providing practical training. Here, the trainees and trainers responses seem contradictory, but since the trainers response was only to express their interest, not their skilfulness, the idea is not contradicting. Regarding this the deans interviewed enhance the trainees response in expressing as there is skill gap among trainers since occupational standard are changed from time to time and even most of them train beyond their standard allowed to them. As it is observed in the actual situation and from their responses the majority of the trainers provides training for level 3 and 4 are also graduates of level 3 and 4 themselves which as a principle certified to train level 1 and 2.

In addition, trainees were asked about their trainer's attitude toward the training. Table 11 shows most of the respondents 65 (60.2%) reflected their feeling saying disagree for the question about the trainers positive attitudes to the training. This shows trainers have no positive attitude toward their training. Likewise, among trainers invited to respond to their happiness in being to be a TVET trainer the majority of them 20 (54. %) express that they were unhappy. These already coincide with the deans' argument that they state the complaint of trainers on their salary, work overload and instability of occupational standard.

Furthermore, as the portfolio of trainers in background information indicates a great number 90 (75%) of trainers are level "C" which as a principle endorsed only to trainee level 1 and 2 trainees. These figures resemble with the responses given by institutional deans in regard to trainers qualification. Because, all of them said that, there is a serious shortage of qualified trainers and most the training programs offered by trainers of below the required standard.

Generally, the result in the Table 11 and interview substantiates it reveals the trainers are not as much admired for their practical and attitudinal skills. Regarding these MoE (2008) as the existing TVET 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.

Table 12: Current trainees and trainers reflection on the status of training facilities

Items		Current trainees		Trainers	
		No.	%	No.	%
The availability of workshop room	Sufficient	8	7.4	5	13.5
	Satisfactory	43	39.8	11	29.7
	Not sufficient	57	52.8	21	56.8
	Total	108	100	37	100
The availability of in training machine and other training equipment	Sufficient	-	-	2	5.4
	Satisfactory	20	18.5	8	21.6
	Not sufficient	88	81.5	27	73.0
	Total	108	100	37	100
The availability of materials for practical training	Sufficient	-	-	5	13.5
	Satisfactory	30	27.8	9	24.3
	Not sufficient	78	72.2	23	62.2
	Total	108	100	37	100
The availability of training guide	Sufficient	-	-	4	10.8
	Satisfactory	-	-	17	45.9
	Not sufficient	-	-	16	43.2
	Total	-	-	37	100

By and large training facilities are key components in TVET more than any other education since it is more practical by nature. Therefore, assessing the status of training facilities can help to understand the standard of training provided by the institution. In considering this the current trainees and trainers were requested to indicate the status of the training facilities in their institutions.

The result in Table 12 indicates above almost similar and large number 57 (52.8%), 88 (81.5 %) and 78 (72.2%) of trainees and 21 (56.8%), 27 (23 %) and 23 (62.2 %) trainers reported shortage of workshop room, machine and raw material for practical training respectively. In the same way, among respondents of both groups no said sufficient machine and materials are available for practical training. Similarly, about half 16 (43. 2 %) of trainers provided their response as there was insufficient of training guide in their institutions.

The observation and interview held with institutional heads confirm as this existing reality. All the institutional heads interviewed state facilities are generally poor. They ascertained that:

The institutions were encountered with a shortage of workshop room and training machines. For instance, as Zonal TVET head office states, to keep the standard as the strategy guide even to wear one trainer it needs 5000.00 Birr which is difficult to cover at the time.

In addition, observation of three institutions exhibit except electrical power, telephone and road service which all of the institutions have, almost all the institutions no sufficient service on internet, water supply, library, toilet, cafeteria, trainers staff, storage and sport fields. Moreover, two of the institutions were established in a high school campus. In general these indicate that the training offered by the institutions is carried out in poor condition below the expected standards.

These reveal that the TVET institutions were not implementing their function as the direction that TVET strategy (2008) state in considering the quality indicators in defining physical and human resource assets (such as availability of classrooms, workshops, number and qualification of teachers, etc.) as prerequisite to open the program.

Table 13- Response of trainees and trainers on delivery of practical training

Items	Responses					
	Current trainees		Graduate trainees		Trainers	
	No.	%	No.	%	No	%
The presences of enough practical training					.	
	Yes	31	28.7	70	28.7	11 29.7
	No	77	71.3	174	71.3	26 70.3
	Total	108	100	244	100	37 100

As stated in World Bank (2007), one of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of practical skills. Hence, assessing the delivery of practical training is important to judge the standard of training provided in the institutions under the study.

To explore these, current and graduate trainees as well as trainers were asked about the existence of enough practical training. Accordingly, the analysis in Table 13 above shows two –third (70 %) of all groups of respondents without discrepancy replied the shortage of practical training. The semblance of responses across current and graduate trainees reveals the low scale provision of practical training even after introduction of new strategy which intended to provide 70 % of practical training in support with apprenticeships,

In open ended questions respondents were asked to list the major causes and great majority of them repeatedly prioritize absence of collaboration with partners, shortage of materials and trainers skill gap as severe factors which matters the execution of practical training. Even though their responses had a marked variation, small number of trainees and trainers were listed low interests’ of trainees and trainers as the cause for the provision of practical training in small scale.

Being provided with the issue, the qualitative information gathered from the interview with deans substantiates the inadequacy of practical training. They describe:

The absences of collaboration with partners (low link with industry), shortage of materials and the frequent change of occupational standard which causes the trainers

skill gap and the tiresome of practical training for seven hours in a day were severe challenges which affect practical training.

Generally, this limitation in practical skill directly affects the trainees confidence and engagement in employment which absolutely spoil the objective of TVET.

Table 14: Recent graduate trainees’ response on the issue related to CoC exam

Items	Responses	
	No.	%
Number of trainees took CoC exam	Yes	82 33.6
	No	162 66.4
	Total	244 100
Result achieved in the exam (for those who took the exam)	Competent	30 12.3
	Not yet competent	52 21.3
	Total	82 33.6
Part of the exam in which the examinee not yet competent	Theory	9 3.7
	Practice	43 17.6
	Theory and practice	- -
	Total	52 21.3

As MoE (2008) states the output quality of TVET delivery will be measured through a process of learner’s achieved competence. This is done through occupational assessment, which is based on the occupational standards. Occupational assessment, and hence certification, is open to everybody who has developed the required competence through any means of formal and non-formal TVET or informal learning.

Regarding this, as a result indicated in Table 14 above, among respondents of graduate trainees 162 (66.4 %) reported they did not take CoC exam, whereas 82 (33.6 %) were replied as they sat for it. The last is nearer to the average number (36 %) which Oromia region planned to provide CoC exam in the region. However, from those requested to reply to

their competence in the exam only 30 (12.3 %) of them show that they were competent in the exam. The majority 52 (21.3 %) were responded that they were not successful in the exam. These, number of successful trainees were almost similar to 36 % of the Oromia average plan for its trainees CoC successfulness and slightly greater to 28 % of East Wollega reported as its achievement. Since most of the examinees, 43 (17.6 %), reported they failed in the practical part of the exam the above reflection on the poor provision of practical training seems true.

To identify the root causes of these, the graduates who respond as they were incompetent were requested to list the factor which they assume as a reason that affect their results. Among the factors they list fear/ lack of confidence during the exam, inconvenient time and place of the exam, lack of full information about the exam from the assessor and problem of transparency with the result were significant. The negative perceptions of CoC, psychological influence from assessor during the exam, skill gap during training were also listed as the reason for their unsuccessfulness. Moreover, few numbers of the respondents react as lack of readiness contributes to their incompetence.

Regarding causes of trainees incompetence in the CoC exam, the interviewed deans and TVET Zone office portray their argument from their observation. In their argument, they describe:

Poor background of trainees academic capacity (even poor language ability of trainees to understand the question of the exam), assuming the exam as the last option of their chance, flexibility of occupational standard (new injection in competence needed) and the absence of relation between CoC providers and the institutions as the main contributors for unsuccessfulness of trainees.

On the other hand, one of the institution deans said that the presence of CoC initiate the sense of competition among institutions because the number of trainees passed the exam indicates the status of training provided in the institutions. As the notion of this idea the results revealed from the above analysis depict the poor status of training delivery.

For further analysis of CoC effect on the provision of training current trainees and trainers were also requested to reflect their views by open ended question. Accordingly, most of the

current trainees reflect their idea as they were fearful for CoC, no positive perception toward CoC, as CoC affect their morale to work hard because as their perception failures on CoC leads to unemployment, as it is not the best measure for competence since the clever trainees failed in it because of different inconvenient. Similarly, they share the trainees idea mostly in its having negative perception (even among trainees parent) and fearfulness.

Furthermore, a large number of trainers argued that the place and time of CoC provision strongly affect the result in discussing as it is taking place in far apart from the trainees residence and after trainees detach from their training. They also reflect their views as it has taken place without full information and have the problem of transparency as their conception.

The results obtained above depict that trainees and even trainers were not conceived CoC as it was intended. From this it was easily observed that CoC was in a challenge to address the objective why it was designed i.e. enhancing transparency about occupational qualifications among employers, trainees and TVET providers and to verify individual occupational competence which considered as the main features outcome based TVET system

4.4: The assessment of trainees employment

Since the ultimate objective of TVET is employability and employment promotion, it is necessary to link training to the needs of the labour market. TVET must be relevant and demand-driven, rather than supply-driven and a stand-alone activity. In order to do this, data is required on the actual employability of TVET graduates, available job opportunities, and the evolving skills demands on the labour front (AU, 2007). Impressed in these notion graduate trainees was requested to reply to issues concerning their employment. Accordingly, the Table 15 and 16 below and information acquired from interview depict the nature of trainees employment.

Table 15: Graduates' response on the issue related to their employment

Items	Response	
	No.	%
Agreement on their employment	Yes	99 40.6
	No	145 59.4
	Total	244 100
Principal employers (for those employed)	Government	54 22.1
	Non government /NGO	- -
	Self or creating job by your own	31 12.7
	private organization	14 5.7
	Total	99 40.6
Time taken to find first job (for those employed)	Confirmed before graduation	3 1.2
	Right after your graduation	13 5.3
	less than one year	38 15.6
	above 1 year	45 18.4
	Total	99 100
Appropriateness (level and field) of trainees job to their qualification (for those employed)	Quite appropriate	7 2.9
	below my qualification	34 13.9
	above my qualification	2 .8
	has no any relation to my qualification	56 23.0
	Total	99 100

To assess the usefulness of training provided as an asset and credential for job placement 244 recent graduate trainees were asked whether they have a job or not. Among these, 99 (40.6 %) responded as they had a job, whereas the remaining 145 (59.4 %) reported they do not have jobs. This indicates that still the majority TVET graduates were job seekers rather than job inventors as the policy aspires for demand driven training which ensures the trainees job security.

In order to explore the issue further, graduates were requested to indicate where they are employed, how long they took for employment and the appropriateness of the job with their qualification. As shown in Table 15 above, 54 (22.1%), 31 (12.7 %) and 14 (5.7 %) responded as they were employed by government, self and private respectively. This implies that the majority of the graduates were waged employees rather than job creators as policy direction.

Regarding the duration of job search rather than the small number, 3 (1.2 %) and 13 (5.3 %) which responded as they were secured their job before graduation and right after graduation respectively, the rest of the subjects, 36 (15.6 %) and 45 (18.4 %) replied consecutively as they were searching for job for one year and above .

Concerning the alignment of job with their qualification (level and field), only 7 (2.9 %) responded they engaged in the job with quite appropriate to their qualification. The rest complained the alignment of job to their qualification. Among those who complained about the appropriateness of job to their qualification, 34 (30.9 %) were responded that they were placed below their qualification, whereas 56 (23. %) express the job did not have any relation to their qualification. But the only 2 (8 %) graduates responded as they were assigned above their qualification.

Graduate trainees were requested to indicate factors which affect their employability. Thus, they enlist lack of initial capital, shortage of market information, incompetency of their CoC result, and absence of market need and skill gap as major hindrances of their employability. In addition to these, their low level of willingness to do labor work and high willingness for government employee were described.

To this end, in recognizing its sensitivity and to look for its care, interview was held with zonal TVET office, woreda SMEs office heads and institutional deans about graduate trainees employment. Thus, in the same word, all of them state that they had an integrated responsibility to enable trainees to career. But they describe as there was a limitation in:

Conducting tracer study, provision of training to fulfil trainees skill gap, provision of adequate market information, proper coordinating and organizing trainees to create their own job, weak mobilization of trainees to save some money (20 %) while training

for later initial capital and insufficient provision of loan to support trainees employability.

Moreover, after recognizing their weaknesses, they claim trainees negative perception toward having their own job in stating as trainees were highly look for government job rather than organized in a group to create their own job. Even, in overlooking about the direction of the strategy which ordered the institutions to know the graduate trainees job security in advance, the institutional deans notify the imbalance between demand and supply of the labour market as the cause of unemployment. Generally, the result above reveals that the TVET graduate at this moment is not delivered in foundation of labour market analysis and equip with marketable skill.

Table 16: Views of current trainees and trainers on current trainees future employability

Items	Responses				
	Current trainees		Trainers		
	No.	%	No.	%	
Judgement of trainees employment while graduated	Likely	24	22.2	9	24.3
	Less likely	18	16.7	11	29.7
	Difficult to judge	66	61.1	17	45.9
	Total	108	100	37	100

For more analysis about the trainees job security the current trainees were requested to reflect their opinion about their future employment. Thus, among requested respondents 24 (22.2 %) of them indicate their judgment as “likely”. But the others 18 (16.7 %) and 66 (61.1 %) shows their reflection as “less likely” and “difficult to judge” respectively in their future job placement. These indicate that the majority of trainees were not confident and hopeful in their future involvement in the world of work. The information acquired from interview in this

area also reflects that the principals and TVET zone office were not sure for their trainees opportunity.

From this it is easy to conclude that the new demand driven TVET strategy which designed to offer on the bases filling a substantial skill gap need throughout the economy is not well implemented at institutional level. Concerning this, Edukans foundations (2009) describe as there is plenty of opportunity for self employment of TVET trainees. But it is very difficult to accept this assertion unless labour market assessment and tracer studies are made. As it stands very little is known about the whereabouts of ex-graduates since tracer studies have not been made.

4.5: Links of training institutions to surrounding SMEs

In the intention to increase the quality of TVET and hence the employability of graduates, currently the Ethiopian government adopts the package for linking TVET institutions with SMEs. Aligned with this the regulation No.239/2011 which enable TVET institutions have to work in close cooperation with SMEs was introduced. According to these guide line the TVET institutions and SMEs work together in the area that TVET have able to support SMEs with gap analysis and providing training for their skill gap, expanding co-operative training schemes and developing in company training schemes in which trainees accommodated in cooperative training and enterprises involved in it, industrial extension service , technical and guidance service, etc. In turn SMEs have to engage in coordinating trainees for future work while they are on training, facilitating provision of loan for their initial capital, preparation of display area (shed) for those seek for jobs.

Moreover, as MoE (2008) in its national TVET strategy advocate TVET institutions are expected to relevantly transfer the technologies to micro and small enterprise (MSE) sector in order to increase their productivity, improve the quality of products and services and facilitate creation of new business. Provision of TVET programs and technology transfer services are the means to strengthen MSEs in urban and semi-urban areas. In line with these the trainers and the trainees reflection in linkage of their institution with their surrounding SMEs office were analysed in table below.

Table 17: Response of trainees and trainers on links of their institutions to surrounding (SMEs)

Items	Responses						
	Current trainees		Graduate trainees		Trainers		
	No.	%	No.	%	No	%	
The existence of sensible relation between training institution and local SMEs	Yes	25	23.1	59	24.2	11	29.7
	No	83	76.9	185	75.8	26	70.3
	Total	108	100	244	100	37	100
The existence of follow up and support from training institution and local enterprise for graduate trainees	Yes	-	-	18	7.4	-	-
	No	-	-	226	92.6	-	-
	Total	-	-	244	100	-	-

As indicated in the first item of Table 17 above, attempt was made to assess the reflection of trainees and trainers on the existence of links between their training institutions and to their local Micro and Small Enterprises. Thus, as shown in the result the great number 83 (76.9 %), 185 (75.8 %) and 26 (70.3 %) of current and graduate trainees and trainers respectively expressed their response as there was no sensible relation among their training institutions and their surrounding local Small and Micro Enterprises. This result implies that the TVET institutions and the surrounding Small and Micro Enterprises office were not work with integration as the guide line to enhance their collaboration.

On the other hand, 25 (23.1), 59 (24.2 %) and 11 (29.7 %) of current and graduate trainees and trainers respectively replied as there was a sensible relation among surrounding local SMEs and their institutions. Trainers were also invited to indicate the area for which the relation concerned for. But, most of them were not replied to the question and this indicate low awareness of trainers on relations.

In corresponding with these, the recent graduate trainees were requested to respond to the extent of follow up and support they gained from their institutions and their surrounding SMEs office after their graduation. But the only 18 (7.4 %) responded that they got support. While the majority, 226 (92.6 %) replied there were no any support and follow up they got from them. This implies the weak position of TVET institutions and SMEs in effecting their mandated which obliged them to support and follow up the graduates in integrated way.

Even those graduate trainees react as they had a support and follow up requested to reply to the extent and type of support provided for them. Hence, most of them replied as there was no enough technical, material and financial support. This result also implies as a few graduates got service after their graduation which indicate low level of integration between TVET institutions and local SMEs in order to serve the mass of the graduates.

In addition, regarding these cooperation between TVET institutions and local SMEs office the interview was conducted with institutional deans and woreda SMEs office. As their response indicates to run their responsibility in common they were coordinated in committee comprise three organ i.e. TVET institution dean, woreda SMEs office head and local micro finance head. But they state that they were not effective in implementing their duty as needed. For these of their failure they blame the guideline for its no clearly stating the chain of their accountability. For this matter the one blame the other for their failures. For instance, one best technology (multi crop thresher machine) innovated by one of the institution trainer (Gidda TVET) was not reached to users because of lack of integrated work to disseminate the technology. The institutions raise the idea as the work of dissemination and expansion of innovated technology was the responsibility of the SMEs. But the SMEs offices in surrounding complain the shortage of budget to implement the work.

These condition imply that the low integration between the TVET and the surrounding SMEs affect the morale of innovator of new technology and hence the problem solving capacity which considered as the primary objective of TVET.

4.6: Prospects of TVET in the study site

As deduced from the quantitative and qualitative information acquired from the respondents the prospect of TVET in the study areas seems bright even though its current implementation

is in poor condition. Because the qualitative information elicited from the interviewed deans, Zonal TVET and Woreda SMEs office heads reveals its close relation with poverty reduction, industrial transformation and globalization, unemployment reduction and job creation which the government put forward as the primary development agenda of the time. Hence, this is a good hope for its progress. Moreover, they state that the new arrangement which enables the trainees to be organized in groups 'Raya' for their future employment, the coordination between SMEs and TVET institutions, the expansion of private economy and industrial development which support partnership training and the expansion of university is a potential opportunity.

In supporting this, African Union (2007) states the importance of TVET as a means of empowering individuals to take control of their lives and recommends its integration with general education system for the attainment of the vision of "an integrated, peaceful, prosperous Africa driven by its own people to take its rightful place in the global community and the knowledge economy."

Moreover, MoE (2008), in its TVET strategy paper, underlined the role of TVET in poverty reduction. As MoE states, the PASDEP's main thrust is to fight poverty through accelerated economic growth to be achieved mainly through commercialization of agriculture as well as economic growth and employment creation through private sector development. TVET is expected to play a key role in this strategy by building the required motivated and competent workforce. PASDEP envisages TVET to provide the necessary "relevant and demand-driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment". The Strategy further stresses the need for an increasing role and involvement of the private sector and non-governmental organisations as well as community involvement in the delivery of educational services. In order to avoid the mismatch between the available resources with increasing demands, measures for improving efficiency and cost effectiveness are called for.

Furthermore, MoE (2010), in its ESDP IV, indicate that TVET is critical for the country's development in forwarding its goal to create a competent, motivated, adaptable and innovative workforce and to transfer accumulated and demanded technologies in Ethiopia, thus, contributing to poverty reduction and social and economic development which is

relevant to all sectors of the economy at all levels and to all people. These all are the indicators of its close ties with the country's development issue which makes its future bright.

On other hand, even though they are of hope in its future fate they did not deny its present challenges and weakness that may affect its progress. Consequently, they disclose the complain on the government 4:1 intake ratio direction which means when admitting four trainees to level 1 only admit one for level 4 which in turn pushes trainees from admitting to TVET and currently assumed as main cause for slowdown of trainees in number, the low awareness of society which assumes TVET as for labour work, the negative perception on CoC and the unemployment of graduate trainees.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Major Findings

The purpose of this study was to investigate the current practice of TVET and what its prospects would look like in the institutions under the study. To this end, the basic questions addressing issues related to demand driven training, the status of training delivery, the employment issues, the extent of links of training to local SMEs and the future fate were raised.

To seek answers to these questions and to achieve the study objective descriptive survey method was used. With the intention to address the questions the researcher reviewed relevant literature and prepared questionnaires and interview guides for the participants of the study. Accordingly, three sets of open and close ended questionnaires were prepared for current trainees, recent graduate trainees and trainers. These questionnaires were commented by the research advisors and colleagues and pilot tested to check validity and reliability. Moreover, for of easy understanding, the questionnaires for trainees were translated into Afaan Oromo. And after the necessary correction and modifications, the questionnaires were duplicated and distributed to 128 current trainees, 244 recent graduate trainees and 45 trainers. Besides, to gather more detailed information and to substantiate the information acquired through questionnaire, interview was conducted with three TVET deans, woreda SMEs and Zonal TVET office heads. Moreover, not only were document analysed but also observations were made. The data obtained were analyzed with the help of SPSS. Such statistical tool as percentage and frequency were used to analyse the quantitative data where as descriptive analysis was used for the qualitative part.

Based on the analysis of the data, the researcher came up with the following major findings:

1. The study disclosed 51 (47.2 %) current trainees and 123 (50.4 %) recent graduate trainees were admitted with unsatisfactory results, i.e., less or equal to 2.00.

2. The finding showed that 39 (36 %) and 48 (44.4 %) and 87 (35.7 %) and 93 (38 %) of both current and recent graduate trainees respectively were level 2 and 3 with the absence of level 1 in both groups. This seems to contradict with the newly introduced trainees admission policy of TVET which obliges to admit much more trainees at lower level with a ratio of 4:1.
3. The study revealed that among the overall trainers who provide training up to level 4, a great number 28 (75%) are level “C” which, as a principle, qualifies only to train level 1 and 2 trainees. Moreover, 15 (40.5) trainers were new or beginner trainers with work experience of less than 2 years. These clearly showed as they're serious shortage of qualified as well as experienced trainers and most of the training programs were offered by trainers below the required standard.
4. In spite of the policy which seeks to enrol a large number of trainees to TVET, the result of the study revealed that the number of trainees was decreasing in recent years. Even, one of the deans interviewed stated that they registered only 38 % of their 2012 academic year intake plan and spoke that the unwillingness of trainees to enrol to level 1 and 2 as reason as per the policy requirement.
5. It was revealed by the study that, currently the institutions are not in the position to provide need based training identified through proper needs assessment. The factors stated for the absence were the incapable of the institutions to conduct need assessment and loose of combination with cluster coordinator TVET, absence of tracer study, top down pressure to accept more trainees rather than institutional need, loose integration of institutions and industries, shortage of market information and low participation of stakeholders. On the other hand, it is revealed that need assessment was conducted on a small scale. Since, for instance accounting department was closed because of lack of need at 2011 in Nekemte TVET.

In addition, the result from recent graduate trainees indicated the low relevance of training programs offered in the institution to local need. Because, the majority of recent graduate trainees showed a low degree of agreement to the connection of training to their need, attachment of training to local indigenous technology and sensitivity training in supporting local productivity. This reflects that the training offered was not demand driven which

may affect the overall quality of the program and eventually the employment of the graduates.

6. It was also found out that the TVET entrants were not still in line with the objective of TVET strategy which seeks to create self-reliant, competent, motivated, adaptable and innovative workforce which contribute to poverty reduction and social and economic development. Because, as the responses of current trainees indicate, 65 (60.2 %) were admitted it without their interest. The finding also revealed that even those admitted with their interest were to seek employment rather than job creators by themselves which critically contradicts with the policy. Some of the factors identified as affecting the trainees interest were low awareness of the society about TVET values and the attitudes that it is inferior to academic education, unemployment of graduate trainees, high need for government employment, fear of CoC and less attractiveness of the institutions.
7. The finding also showed that, except few trainees which have got prior information from their peers and those attended orientation provided during the admission of trainees, the majority, 68 (63 %) had no prior awareness about the program they admitted to. This shows that there is no strong guidance and counselling service from the very beginning.
8. The study result also revealed that the streaming of the trainees has not carried out with full interest of the trainees' choice. Seventy one (65.7 %) of the current trainees responded that they were not assigned to their field of study based on their preference. The main cause for this mismatch, as they stated included unsatisfactory of the result to win their choice in competition, the pressure from the government to take much more trainees above the institution plan which leads to the assignment in less occupied fields, lack of trainees' choice in the institutions, mismatch between the trainees need and market need.
9. The finding of the study also identified that trainees were not satisfied with ongoing TVET. Because, the large proportion 69 (63.9%) and 163 (66.8 %) current and graduate respectively reported as they were unsatisfied with their attending TVET. They list negative perception resulted from admitting low achievers, low attitude of the society toward TVET and the assumption developed that TVET has less value for earning/employability as the main factors for their unsatisfaction.
10. The finding of the study showed that the status of training offered was poor hence with the exception of respect for their knowledge skill most of the trainers are not admired

among their trainees' for their practical skill and their attitude toward providing the training. Moreover the greater number of trainees was responding as they were unhappy in being they appointed as a TVET trainer in complaining their salary, work overload and instability of occupational of the occupational standard as the major causes of their disappointment.

11. The study also found that the TVET institutions provided training in poor facilities. Because, almost all of the institutions had no full facilities like workshop rooms, machines and its raw materials for practical training, wearing cloth and others. Even two institutions had no their own campus. On the other hand, all of them had sufficient electrical power, telephone and road service with limited internet service, water supply, library, toilet, cafeteria, trainers' staff and store and sport fields.
12. Although TVET was referred as the acquisition of practical skills about two –third (70 %) of all groups of respondents, without discrepancy, replied that there was no enough practical training in their institutions. The absences of collaboration with partners (low link with industry), shortage of materials and the frequent change of occupational standard which causes the trainers skill gap and difficulty in providing practical training for seven hours in a day by the trainers are prioritized as severe challenges.
13. It was found by the study that of the 82 (33.6 %) recent graduate trainees who sat for CoC, the majority 52 (63.4 %) were not successful in the exam. Among these 43 (82.6 %) were reported that they failed in the practical part of the exam. The root causes respondents frequently listed for this were fear/ lack of confidence during exam, inconvenient time and place of the exam, lack of full information about exam from the assessor and psychological influence from the assessor during the exam, skill gap during training , poor trainees academic capacity (even poor language ability of trainees to understand the question of the exam), instability of occupational standard (new injection in to the competence needed), the absence of relation between CoC providers and the institutions, problem of transparency on the result and the influence of negative perception on CoC .

Moreover, current trainees reflected their idea as they had no positive perception toward CoC, as CoC affect their morale to work hard because as their perception failures on it leads to unemployment, as it is not the best measure for competence since the clever

trainees failed in it because of different inconvenient. Contrary to this it is indicated as CoC initiate the sense of competition among TVET institutions because the number of trainees passed the exam indicates the status of training provide in the institutions.

14. Regarding the job security of graduate trainees the study found out that the majority 145 (59.4 %) of them were not getting a job. For this, the absence of tracer study to accept the successive batch in right way with market need , the shortage of training to fulfil trainees skill gap, the absence proper coordinating and organizing trainees to create their own job, weak mobilization of trainees to save some money (20 %) while training for later initial capital and insufficient provision of loan for their project (lack of initial capital), the need for government job alone, weak attention of responsible bodies and incompetency of the CoC result were stated as the main hindrances.

Besides this, the finding from employed graduates showed that the majority of the employed graduated were the wage employee as they were searching for job up to one year and above, as the alignment of job is not to their qualification (either beyond or above or not totally related to their to their qualification). Furthermore, the study pointed out that still the provision of training does not guarantee for trainees' job and hence, the majority of the current trainees reflected that they were not confident and of hope in their future involvement in the world of work.

15. The study also revealed that the link between the institutions and the surrounding SMEs offices was weak. As a result apprenticeship, dissemination of technology and supporting trainees to engage in the job was not adequately carried out. For instance, one best technology (multi crop thresher machine) innovated by Gidda TVET trainer did not reach to users because of the lack proper link. Lack of clear guiding rules which govern their collaborative work was mentioned as the main factor for this loose coordination.
16. In spite of all the constraints pointed out in the study it seems a bright future for TVET. The reason for this fact is its close relation to poverty reduction, its attachment with industrial transformation and globalization, its criticality for unemployment reduction and job creation which the government has put forward as the primary development agenda of the time. Furthermore, there were good attempts in institutions to introduce new arrangement which would enable the trainees to be organized in groups 'Raya' for their

future employment, the due attention for coordination between SMEs and TVET institutions, the expansion of private economy and industrial development which support partnership training, the expansion of the university as a better fate for the strengthening of TVET.

However, the study disclosed the complainant on the government 1:4 intake ratio direction (when admitting four trainees to level 1 only admit one for level 4) which discourage trainees from admitting to TVET and now the main cause for slowdown of trainees in number, the low awareness of society which assume TVET as for labour work, the negative perception on CoC, the unemployment of graduate trainees.

5.2. Conclusions

Obviously, the current Ethiopian government is trying its best to alleviate poverty and to enhance economic and technological development in the country. To this end, the various policy documents emphasized the need for human resource development. Among those, TVET is the major one. Considering this, the study assesses the current practices and prospects of TVET in selected TVET institutions of East Wollega Zone. Accordingly, the study investigates the overall practices carried out in pre-training, during training and post training and came up with the above major findings. In the light of these findings the following conclusions are drawn:

1. Training need was not properly assessed, trainees had no proper prior awareness and not interested to join TVET, trainees were not placed based on their choice and not satisfied in attending TVET.
2. The institutions had no potential in implementing training as per the 2008 TVET strategy which clearly indicated requirement. Thus, trainers were not competent, training facilities were poor, practical training was inadequate and most of the trainees were poorly performing in CoC.
3. The majority of recent TVET graduate trainees had not got the job and even those who got the job were not in line with their qualification.
4. There was no strong coordination between TVET institutions and the surrounding local SMEs offices.

5. TVET is in the good hope in the future, since its all aspect is basically related to current policy issue i.e. poverty reduction and development

5.3. Recommendations

Based on the major findings of the study and conclusions drawn, the following recommendations are forwarded:

1. Conducting proper needs assessment is the base for provision of need based training by keeping the relevance of training to local demand which eventually enhance the successfulness of the trainees in the world of work. Therefore, the institutions and assigned cluster coordinator TVET College need to conduct a proper needs assessment by strengthening the committee assigned to it.
2. The admission criterion of trainees is a critical issue for the consecutive activity carried out in training. As stated in the study, the largest proportion of trainees admitted were with unsatisfactory result i.e. less or equal to 2.00. This may affect the effectiveness of the program and the attitude of both the trainees and the society toward TVET in assuming as it is designed for the low achiever. Hence, it is recommended that those who are responsible for setting the criteria need to revisit the entry point in considering its weight in overall development. Besides this, to attract more trainees as per policy intention and to tackle the recently decreasing number of trainees, the institutions are advised to emphasis awareness creation about its essentiality for all groups of learners since it is needed more for acquisition practical skill.
3. It is obvious that considering the need of trainees during placement is valuable. Regarding this, the study depicted that the majority of the trainees was not assigned to their field in the right of their choice. Hence, it is advisable that the institutions give due attention to the proper assignment of trainees despite of different influences. In addition, it is good if the responsible bodies revise the placement criteria to more of aptitude test rather than tied it to trainees result since it is more of practical skill.
4. To provide the standardized training, the necessity of trainers' competence is unquestionable. But, as disclosed in the study, the trainers competence was not to the standard since large number of trainers were providing training for level they were not

certified. So, in order to ensure the competence needed, the training institutions, in consulting with the concerned party, need to hire the qualified trainers or upgrade and capacitate the trainer through in-service training to cope up with the frequent change in occupational standards. In addition trainers themselves advised make efforts to improve their own competencies through available learning resources like internet, computer, experience sharing and the like

5. The presence of institutional facility is the key component for maintaining the status of training offered. Regarding this, the study identified the serious shortage of workshop room, machines and raw materials, wearing cloth and even lack of their own campus by some institutions. Therefore, the institutions should take the initiatives to carry out training in accordance with the direction that TVET strategy (2008) promulgated which consider quality indicators in defining physical and human resource assets. The institutions need to strive to maintain their quality standard.
6. As World Bank (2007) states, one of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of practical skills. This is to mean that practical training is a predominant part in TVET. However, as the study result reveals in reverse to 70 % share of practical training, 70 % of respondents showed that there was no enough practical training in notifying the absence of collaboration with partnership as the main factors. Therefore, the TVET institutions need to give due attention for practical training itself by capacitating its trainers and facilities and search for partnerships which they work in collaboration with. This may be easier if they are coordinated with local production units.
7. In the provision of TVET, one current issue is the CoC. MoE (2008) state that it is the instrument for measuring output quality of TVET delivery. Concerning this the study showed that it was in a challenge to address the objective it was designed for i.e. enhancing transparency about occupational qualifications among employers, trainees and TVET providers and to verify individual occupational competence which considered as the main features of outcome based TVET system. For this reason, it is advisable for TVET institutions and concerned bodies to create more awareness on it and amend the time and place of its provision in order to avoid the confusion which creates a negative perception and fear on the area.

8. Employment of graduate trainees is the ultimate goal of TVE. But, as the study revealed there is no integrated work to achieve this. Hence, it is recommended that TVET institution, local SMEs, Zonal TVET heads and other concerned bodies work in collaboration in order to facilitate the employment of graduate trainees by resolving such problems as a shortage of initial capital, shortage of market information and skill gap which considered as a major hindrance for employment. In the same way, it is better if the institutions conduct tracer study to know where their graduate trainees were placed and to review the need for their training in the labour market which may reduce the frustration of their current trainees for their future employment.
9. As stated in the newly adopted package (regulation No.139/2004 E.C), TVET and SMEs are considered as the other side of the coin. This means TVET and SMEs are closely linked and effect common goal together. To this end, the result depicted the weak working relationship between them. So, away from blaming each other on accountability of the committee, it is important if both of them strive to strengthen their coordination among their committee to achieve their objectives like facilitating apprenticeship training, dissemination of technology and supporting trainees to engage in a job.
10. Recently the decreasing number of trainees has created confusion among some people on the prospects of TVET. The reason identified for this is the policy direction which pushes mass of the trainees to train in level 1 and 2; so, it is expected among TVET institutions and other concerned bodies to create awareness on it to avoid such confusion.
11. Finally, to address the issue well it is better if further study be conducted in the area with regard to the attitude of the trainees and the society to TVET, the factors affect the effectiveness of TVET training and the issue of CoC.

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Appendices

Appendices –A: Questionnaire for current trainees (English and Afaan Oromo)

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

❖ Questionnaires to be filled by the trainees currently in training. (01)

Dear participant trainee:

The main purpose of this questionnaire is to gather information for the study on “The Current Practices and Prospects of Technical and Vocational Education and Training” in TVET Institutions of East Wollega zone. Thus, your genuine cooperation in providing relevant and truthful information is highly essential for the success of the study. Hence, please be honest and genuine when responding to each question.

Note: -Attempt all the questions according to the instruction given for each part.

- No need of writing your name

The information will be used for academic purpose only and responses will be kept confidential.

Thank you in advance for your co-operation

Part I: General information questions

Instruction: Please, encircle the letter of your choice for the following alternative question and give precise answers to open ended questions in the space provided in front of the questions.

1. Name of your institution: _____
2. Sex: a) Male b) Female
3. Age : a) below 18 b) 19-24 c) 25-30 d) above 30
4. Grade you have completed _____
5. Your EGSECE/other result _____
6. Program you attend: a) Level 1 b) Level 2 c) Level 3 d) Level 4
7. Your field of study _____

Part two: Specific questions for the study

Instruction: Please indicate your options for the following close ended questions by “circling” on the letter of your answer for the item given in the alternative form and put “X” mark in front of the alternatives for the item given in rating scales.

1. Did you join TVET education in your interest?

- b) Yes
- b) No

2. If your answer is “Yes” for question number 1 above, what factors initiate your interest?
Please would you mention it?

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3. If your answer is “No” for question number 1 above, then what factors force you to join it
without your interest? Would list it please?

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4. Did you have any prior information about the training program you have joined?

- a) Yes
- b) No

5. If your answer to question number 4 above is “Yes”, from where you have got the
information? Please specify?

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6. Are you assigned to your field of study according to your choice?

- a) Yes
- b) No

7. If your answer is “No” for question number 6 above, what factors hinders you from getting your choice? Would you mention it please?

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8. Generally, to what extent you are satisfied with joining TVET education?

- a) Highly satisfied b) satisfied c) unsatisfied

9. If your answer is “unsatisfied”, for question number 8 above, what are the causes of it? Could you list it please?

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10. The followings are items related to trainers’ competence in the provision of training. Please indicate your response by putting “X” mark against each item in the given rating scales.

No.	Items related to trainers' competence	Scale of option				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
A	The trainers provide the training in depth by contextualizing with local reality (knowledgeable)					
B	Trainers are capable enough in providing practical training (skillful)					
C	Trainers are enthusiastic for the training they provide (have positive attitude)					
D	The trainer is resourceful in preparing teaching-learning resources					
E	The trainers have high expectations for their trainees achievement					

11. Indicate the status of your school facilities by putting “x” mark with parallel to your answer for the following items

No.	Items related to institutional facilities	Status of your institution facilities		
		Sufficient enough	Moderate	Not sufficient
A	The sufficiency of workshop room			
B	The availability of relevant training machine for your program			
C	The sufficiency of raw materials for practical exercise			
D	The availability of training guides/trainees text book			
E	The existence of power for practical exercise			

12. Have you got enough practical training during your training?

- a) Yes b) No

13. If your answer for question number 12 above is “No, what do you think as factors affect it? Can you cite it please?

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14. Please, could you express your feeling about competence assessment (CoC)

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15. How do you judge your employability upon completion of your training?

- a) likely b) less likely c) difficult to judge

16. Why do you say so, please specify?

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.....

17. Is there any sensible relationship between your training center and local enterprises (SMEs) while you attend your training?

a) Yes

b) No

18. Please, forward your general suggestion and comment on the area you think to be improved.

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Thank you so much for your cooperation

YUUNIVARSIITII JIMMAATTI
INSTITUUTII BARNOOTAA FI QORANNOOWWAN DAGAAGINA OGUMMAA
MUUMMEE BULCHIINSA FI KAROORA BARNOOTAA

Bargaaffii leenjifamtoota amma leenjii irra jiraniin guutamu.(01)

Kabajamaa/kabajamtuu hirmataa/tuu:

Kaayyoon ijoo bargaaffii kanaa qo’annoo mataduree “The Current Practices and Prospects of Technical and Vocational Education and Training in TVET Institutions of East Wollega zone” jedhu irratti odeeffannoo ga’aa argachuuf. Odeeffannoo dhugaa fi wal sime kennuun keessan milka’ina qorannoo kanaaf baayyee murteessaadha. Kanafuu, maaloo gaaffilee isiniif dhiyatan hundaaf deebii haqaa fi dhugaa ta’e kennaa.

Hubachiisa:- Deebbiin kennitan akka qajeelfama kennameetti haa ta’u.

- Maqaa keessan barreessuun hin barbaachisu

Odeeffannoon kun dhimma qo’annoo kana qofaaf waan ooluuf iccitiin isaa eegamaa dha .

Tumsa keessaaniif garanumman guddaa isin galateefadha!

Kutaa I:-Gaaffilee waliigalaa

Qajeelfama:-Maaloo gaaffilee filannoo qabaniif qubee deebii keessan qabatetti maruun kanneen filannoo hin qabne ammoo bakka duwwaa fuula isaanii duratti kaayame irratti barreessuun deebisaa.

1. Maqaa dhaabbata leenjii keessatti fudhachaa jirtu: _____
2. Saala: A. Dhiira B. Dhalaa
3. Umurii: A.18tii gad B. 19-24 C.25-30 D. 30 ol
4. Kutaa xumurte leenjii galte: _____
5. Firii qorumsa ittin leenjii galte (EGSECE ykn kan biraadhan galtes yoo ta’e) :_____
6. Sadarkaa leenjii hordofaa jirtu : _____
7. Sagantaa leenjii hordoftuu:/gosa leenjii keetti: _____

Kutaa II: - Gaaffilee gooree qorannicha ilaallatan

Qajeelfama :-Maaloo gaaffilee gaditti dhiyataniif yoo filannoo qaba ta’ee qubee filannoo yaada kee qabatetti maruun, yoo filannoo sadarkaa yaadattin gabatee keessatti kan barra’ee ta’ee immo mallattoo “X” fuula dura yaada sanaatti gochuun akkasumas yoo gaaffii bana ta’ee immoo yaada keessan barreesuun deebisa.

1. Leenjii Teekinikaa fi Ogummaa kanatti fedha keetiin galtee?
 A. Eyyeen B. Miti

2. Gaaffii 1^{ffaa} oliif yoo deebbiin kee “Eyyeen” ta’ee, maaltu fedhii kee si kakaasee? Maaloo tarreesi.
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3. Gaaffii 1^{ffaa} oliif deebbiin kee “Miti”kan jedhu yoo ta’ee, akka fedhii kee malee baratuuf maaltu si dirqisiise? Maaloo tareessii agarsiisi
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4. Osoo sagantaa barnoota amma barattu (waan amma itti leenji’aa jirtu) kana hin jalqabiin dura waa’ee sagantichaa hubannoo qabdu qabdaa?
 A. Eyyeen B. Miti

5. Yoo deebbiin kee gaaffii 4 ffaa “Eyyeen” ta’ee hubannicha eenyurraa argatte? Maaloo adda baasii ibsi.
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6. Sagantaan leenjii ati itti ramadamte akka fedha filannoo keetiitti?
 A. Eyyeen B. Miti

7. Gaaffii 6^{ffaa} oliif deebbiin kee “Miti” yoo ta’ee, waan fedhii keetti akka hin ramadamneef maaltu si dhorke? Maaloo sababoota si dhorkan himi.
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8. Akka walii galaatti, BLTO seenuu keetti hangam gammadda?

- a. Baayyeen gammadda b. Gammaddaadha c. Gammaddaa miti

9. Gaaffii ^{8ffaa} oliif deebbiin kee “Gammada miti ” kan jedhu yoo ta’e, maaltuu gammachuu akka hin qabaane si godhee? Maaaloo sababoota qabdu yoo jiraatan tarreessi.

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10. Kanneen armaan gadii waa’ee ga’umsa leenjisaan leenjisuuf qabuuti. Maaloo hanga dhimmoota ka’an irratti waliigaltu sadarkaa filannoo fuula dura dhimmichaatti saanduqa keessa taa’etti mallattoo “X”n agarsiisi.

Lak	Waantota ga’umsa leenjisaan waliin wal qabatan	Sadarkaa filannoo				
		Baay’ee olaanaa	Olaanaa	Giddu gala	Gad aanaa	Baayyee gad aanaa
A	Leenjistootni yommuu leenjii kennan haala naannoo walin wal simsiisuun ga’atti dabarsu (beekumsa waan leenjisanii ga’a qabu)					
B	Leenjistootni leenjii gochaanii sirriitti nuuf dabarsu (ogummaa waan leenjisanii ga’aa qabu)					
C	Leenjistootni faara gaariin leenjii nuuf kennu (ilaalcha gaarii leenjii isaniif qabu)					
D	Leenjistootni meeshaalee ittiin leenjisan horachuun leenjicha ni deggeru					
E	Leenjistoonni firii keenya fooyyesuuf baayyee dhama’u					

11. Haala argama meeshaalee dhaabbata leenjii keetii kan madaalu mallattoo “X” tiin agarsiisi

Lakk	Akaakuuwwan meeshaa dhaabbataa	Sadarkaa dhiyeesa meeshaa M/B		
		Baay’ee Ga’aa dha	Hamma ta’e	Ga’aa miti
A	Kutaa Shaakalaa			
B	Argama maashinoota leenjiif oolani			
C	Argama meeshaalee dheedhii shaakala gochaaf barbaachisan			
D	Argama qajeelcha leenjii (Kitaabaa)			
E	Ga’umsa kutaa barnootaa			
F	Jiraachuu humna ibsaa			

12. Yommuu leenjittutti leenjii gochaanii ga’aa argattaa?

- A. Eyyeen B. Miti

13. Yoo deebbiin kee gaaffii 12^{ffaa} oliif “Miti”kan jedhu ta’e, maaloo dhimmoota sababiidha jette yaaddu tarreessi?

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14. Maaloo waa’ee madaalii ga’umsa oggummaa (CoC) irratti waan sitti dhaga’amu ibsi.

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15. Akka barnoota kee xumurteen haala hojii irrati bobba’uu kee akkamiin tilmaamta?

- a. Sirriittin beeka b. Badaa ifa miti c. Tilmaaamuuf na rakkisa

16. Maaliif akkana jette? Maaloo ibsi.

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17. Yommuu leenjitan walitti dhufeenyi dhaabbata leenjii keessanii fi Interpiraayisoota Maayikiroo Xixiqqaa (IMX) naannoo keessanii gidduu jiru jiraa?

- a. Eyyee b. Miti

18. Maaloo, akkata fooyai’insa dhimma kana irratti yaada fi qeeqa walii gala qabdu yoo jirate kenni.

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***WAAN NAFAANA DHAMAATANIIF GUDDOO GALATOOMAA!
DARAJJEE D.***

Appendices -B: Graduate trainees questionnaire (English and Afaan Oromo)

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

❖ **Questionnaires to be filled by the recent graduate trainees (2008-2011) (02)**

Dear Participant:

The main purpose of this questionnaire is to gather information for the study on “The Current Practices and Prospects of Technical and Vocational Education and Training” in TVET Institutions of East Wollega zone. Thus, your genuine cooperation in providing relevant and truthful information is highly essential for the success of the study. Hence, please be honest and genuine when responding to each question.

Note:-Attempt all the questions according to the instruction given for each part.

- No need of writing your name.

The information will be used for academic purpose only and will be kept confidential.

Thank you in advance for your co-operation

Part I: General information questions

Instruction: Please, encircle the letter of your answer for the following close ended questions and give precise answers for open ended questions on the space provided in front of the questions.

1. Name of TVET institution you have graduated from: _____
2. Sex: a) Male b) Female
3. Age : a) below 18 b) 19-24 c) 25-30 d) above 30
4. Grade you have completed when you admitted to your training: _____
5. Your EGSECE/other result at your admission time: _____
6. Level you have graduated in: _____
7. Your field of study_____
8. Year of your graduation_____

Should you encounter any problem while completing this questionnaire, please contact me:

Dereje Daksa, Tel. 0913428566 (the study conductor)

Part two: Specific questions for the study

Instruction: Please indicate your options for the following close ended questions by “circling” on the letter of your answer for item given in the alternative form and put “X” mark in front of the alternatives for the item given in rating scales.

1. Overall, how do you rate the relevance o training program you attend to your locality based on the following issues?

No.	Issues	Scale of rate				
		Very high	High	Un known	Low	Very low
A	The responsiveness of training to local need					
B	The attachment of training to local indigenous technology					
C	The sensitivity of training to local productivity(support of productivity)					
D	The relevance of training to trainees need					
E	The practical applicability of training in real life					
F	The flexibility of training to accommodate need of situation					
G	The involvement of stakeholder in the provision of training (serving target group)					

2. Generally, to what extent you are satisfied in attending TVET education?

- a) Highly satisfied b) satisfied c) unsatisfied

3. If your answer is “unsatisfied”, for question number 2 above, what are the causes for it? Could you mention it please?

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4. Have you got enough practical training during your training?

- a) Yes b) No

5. If your answer for question number 4 above is “No, what do you think as factors affect it? Can you mention it please?

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6. Did you take CoC exam?

- a) Yes b) No

7. If your answer is “Yes” for question number 6, what was your result?

- a) Competent b) not yet competent

8. If your answer is “No” for question number 7, in which part you are not competent?

- a) Theory b) Practice c) both (practice and theory)

9. What do you think the reason of your incompetence? Please mention the factors you assume as reason?

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10. Are you employed?

- a) Yes b) no

11. If you are **employed** where were you employed?

- a) Government b) non government(NGO) c) self by creating your own job d) private organization

12. How long did it take you to find your first job after your graduation?

- a) Confirmed before graduation b) Right after graduation c) Less than 1 year
d) Above 1 year

13. To what extent is your job appropriate to your level of qualification?

- a) It is quite appropriate to my qualification
- b) It is below my qualification
- c) It is above my qualification
- d) Has no any relation to my qualification

14. If you are not employed yet, what possible factors do you think for your unemployment?
Could point out it please?

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15. Was there any sensible relationship between your training center and local enterprises (SMEs) while you attend your training?

- a) Yes
- b) No

16. Is there any follow up and support from your institution and local enterprises after your graduation?

- a) Yes
- b) No

17. If your answer for question number 16 is “Yes”, would you specify the type and the extent of support you got please?

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18. Please, forward your general suggestion and comment on the area you think to be improved.

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Thank you so much for your cooperation

YUUNIVARSIITII JIMMAATTI
INSTITUUTII BARNOOTAA FI QORANNOOWWAN DAGAAGINA OGUMMAA
MUUMMEE BULCHIINSAA FI KAROORA BARNOOTAA

Bargaaffii Leenjifamtoota yeroo dhiyoo (bara 2008-2011) dhaabbata leenjii irra eebbifamaniin guutamu. (02)

Kabajamaa/kabajamtuu hirmaata/tu:

Kaayyoon ijoo bargaaffii kanaa qo'annoo mataduree "The Current Practices and Prospects of Technical and Vocational Education and Training in TVET Institutions of East Wollega zone" jedhu irratti odeeffannoo ga'aa argachuuf. Odeeffannoo dhugaa fi wal sime kennuun keessan milka'ina qorrannoo kanaaf baayyee murteessadha. Kanafuu, maaloo gaaffillee isiniif dhiyyatan hundaaf deebii haqaa fi dhugaa ta'e kenna .

Hubachiisa:- Deebbiin kennitan akka qajeelfama kennameetti haa ta'u.

- Maqaa keessan barreessuun hin barbaachisu

Odeeffannoon kun dhimma qo'annoo kana qofaaf waan ooluuf iccittiin isaa eegamaa dha.

Tumsa keessaaniif garanumman guddaa isin galateefadha!

Kutaa I:-Gaaffilee Waliigalaa

Qajeelfama:-Maaloo gaaffiiwwan filannoo qabaniif qubee deebii keessan qabatetti maruun, kanneen filannoo hin qabne ammoo bakka duwwaa fuula isaanii duratti kaayame irratti barreessuun deebisaa.

1. Maqaa dhaabbata leenjii irraa eebbifamtee: _____
2. Saala: A. Dhiira B. Dhalaa
3. Umurii: A.18tii gad B. 19-24 C.25-30 D. 30 ol
4. Kutaa xumurte leenjii galte: _____
5. Firii qorumsa ittiin leenjii galte (EGSECEykn kan biraadhan galtes yoo ta,e) : _____
6. Sadarkaa leenjii ittin eebbifamte: _____
7. Sagantaa (gosa ogummaa) ittiin eebbifamte: _____
8. .Bara Eebbifamte: _____

Kutaa II: - Gaaffilee gooree qorannicha ilaallatan

Qajeelfama :-Maaloo gaaffilee gaditti dhiyataniif yoo filannoo qaba ta’e qubee filannoo yaada kee qabatetti maruun, yoo filannoo sadarkaa yaadatiin gabatee keessatti kan barreeffame ta’e immoo mallattoo “X” fuula dura yaada sanaatti gochuun akkasumas yoo gaaffii banaa ta’e immoo yaada keessan barreessuun deebisa.

1. Akka walii galaatti, dhimmoota kana gadii irratti walsimiinsa leenjii atti fudhatte naaannoo kee waliin qabu agarsiisi?

Lakk.	Dhimma	Agarsiiftu safarii				
		Baayyee gudda	Gudda	Giddu gala	Xiqaa	Baayyee xiqaa
A	Fedhii naannoof deebii kennu isaa					
B	Teknooloojii naannoo wajjin walitti hidhataa ta’u isaa					
C	Oomishitummaa naannoo deggeruu isaa					
D	Fedhii leenjii’a waliin wal simuu isaa					
E	Addunyaa hojjii irratti hojjii irra ooluu isaa					
F	Haaala yeroo walliin wal simuu isaa					
G	Dhimma qabdoota waliin hidhannoo qabaachu isaa					

2. Akka walii galaatti, BLTO seenuu keetti hangam gammadda?
 - a. Baayyeen gammadda
 - b. Gammaddaadha
 - c. Gammaddaa miti
3. If your answer is “unsatisfied”, for question number 8 above, what are the causes for it? Could you list it please?

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.....

.....

4. Yemmuu leenjiirra turtetti leenjii gochaanii ga’aa argateetta?
 - A. Eyyeen
 - B. Miti

5. Yoo deebiin kee gaaffii 4^{ffaa} oliif “Miti”kan jedhu ta’e, maaloo dhimmoota sababiidha jette yaaddu tarreessi?

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6. Qormaata ga’umsaa ogummaa fudhattee?

- A) Eeyye
- B) Miti

7. Yoo deebiin kee gaaffii 6^{ffaa} “Eeyyee” kan jedhu ta’e firiin kee maal ture?

- A) Dorgomaadha
- B) Ammaaf dorgomaa miti

8. Yoo deebiin kee gaaffii 7^{ffaa} «Ammaaf dorgomaa miti » kan jedhu ta’e kamiin dorgomaa ta’uu dadhabdee?

- A) Yaad-dama (theory)
- B) Shaakala gochaa (practice)
- C) Lamaaniinu (theory and practice)

9. “Ammaaf dorgomaa miti” jedhamte yoo ta’e sababni isaa maal jettee yaadda? Maaloo, dhimmota sababii dha jettu himi.

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.....

10. Hojii qabdaa?

- A) Eeyyee
- B) Miti

11. Yoo deebiin kee gaaffii 10^{ffaa} “Eeyyee ta’e maal irra hojjetta?

- A) Waajjira Mootummaa
- B) Kan mit-mootummaa
- C) Hojii dhuunfaa kee/hojii mataa kee
- D) Kan nama dhuunfaa

12. Yoo deebiin kee gaaffii 10^{ffaa} oliif “Eeyyee” hojii qaba kan jedhu ta’e erga eebbifamteen booda hojicha argachuudhaaf hagam sitti fudhate?

- A) Utuun hin eebbifamiin duran kadhimamee
- B) Akkuman eebbifameen
- C) Waggaa tokko kan hin caalle
- D) Waggaa tokkoon ol

13. Yoo deebiin kee gaaffii 10^{ffaa} oliif “Eeyyee” hojii qaba kan jedhu ta’e hojiin ati amma hojjetaa jirtu kun hagam sadarkaa ogummaa kee waliin deema?

- A) Sirriitti ogummaa koo waliin deema B) Sadarkkaa ogummaa koo gad
 C) Sadarkaa ogummaa ani itti leenji’een ol D) Sadarkaa ogummaa koo waliin walitti
 dhufeenya tokkoyyuu hin qabu

14. Yoo hanga ammaatti kan hojii hin qabaanne ta’e, sababni isaa maal jette yaada?
 Maaloo, barreessi?

.....

15. Yeroo leenjiirra turtetti, giddu gala leenjii ati itti leenjitee fi Interprayisoota xixxiqqaa kan akka (IMX) gidduu walitti dhufeenyi jiraa?

- A) Eeyyee B) Miti

16. Eebba keen booda hordoffiin fi gargaarsi gama dhaabbata kee fi Interpiraayisii Maayikiroo fi Xixxiqqaa (IMX) naannoo tiin siif godhame jiraa?

- A) Eeyyee B) Miti

17. Yoo deebiin kee gaaffii 16 oliif “Eeyyee” ta’e, akaakuu fi hanga gargaarsa siif godhame barreessi.

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18. Maaloo, fuula duratti dhimmoota fooya’uu qabu jettee yaaddu karaa isaan ittin fooyya’uu danda’an jettee yaaddu waliin ibsi?

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Appendices – C: Questionnaire for trainers

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaires to be filled by trainers of TVET institutions (03)

Dear participant trainer:

The main purpose of this questionnaire is to gather the basic information for the study on “The Current Practices and Prospects of Technical and Vocational Education and Training in TVET institutions of East Wollega zone.” Thus, your authentic cooperation in providing relevant and candid information is highly essential for the success of the study. Hence, please be honest and genuine when responding to each question.

Note:-Attempt all the questions according to the instruction given for each part.

- No need of writing your name.

The information will be used for academic purpose only and responses will be kept confidential.

Thank you in advance for your co-operation

Part I: General information questions

Instruction: Please, encircle the letter of your choice for the following alternative question and give precise answers for open ended questions on the space provided in front of the questions.

1. Name of your institution: _____
2. Sex: a) Male b) Female
3. Age range : a) below 20 b) 20-24 years c) 25-30 years d) 31and above
4. Levels of your educational qualification: _____
5. Field _____ of _____ your qualification: _____
6. Your result of competence evaluation (CoC) (if you took):
a) Competent b) Not yet competent
7. Work experience (in year): _____

Part two: Specific questions for the study

Instruction: Please indicate your options for the following close ended questions by “circling” on the letter of your answer and put “X” mark for the item given in rating scales. If the question is given in open ended please attempt to write your precise answer.

1. Is the training program offered in your institution identified through need assessment at institutional level?

- a) Yes b) No c) as trainer I don't know

2. If your answer is “Yes” for question number 1, what issues being considered as base for need identification? Would you list it please?

.....

3. If your answer for question number 1 is “No”, what do you think as a reason? Please mention it?

.....

4. The followings are items some issues related to your provision of training. Please indicate your response by marking “X” against each item from the given rating scales.

No.	Items related to trainers	Scales of option				
		5	4	3	2	1
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
A	It is difficult to me to contextualize the provision of training to local reality					
B	It is interesting to me to provide practical of training					
C	It is difficult to me to prepare decentralised competence based module					
D	It is enthusiastic to me to be trainer in TVET					

5. Indicate the status of your school facilities by putting “x” mark parallel to your answer for the following items

No.	Items related to school facilities	Status of school facilities		
		Sufficient enough	Moderate	Not sufficient
A	The access of workshop room			
B	The availability of relevant training machine for each program			
C	The sufficiency of raw materials for practical exercise			
D	The availability of training guides			
E	The sufficiency of training class			
F	The availability financial support			

6. Is there enough practical training offered during training?

- b) Yes
- b)No

7. If your answer for question number 6 is “No”, what do you think as factors affect it? Can you mention it please?

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8. Please express your feeling about competence assessment (CoC)

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9. How do you judge your trainees employability after completion of their training?

- b) likely
- b) less likely
- c) difficult to judge

10. If your answer for question number 9 is “less likely and difficult to judge”, what possible factors do you think that affect their employment? Indicate your suggestions?

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11. Is there any sensible relationship between your training center and local enterprises (SMEs).

a) Yes

b) No

12. If your answer is “Yes” for question 11, please, could you mention the main concern of their relation?

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13. Is there any follow up and support from your institution and local enterprises for graduate trainees?

a) Yes

b) No

14. If your answer for question number 13 is “Yes”, please write the support and follow up you observe?

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15. Please, as a trainer what general weakness do you observe in the current practices of training in your institution?

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16. Please, suggest your comment for the improvement of the overall of the training offered in your institution.

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17. Forward your assumptions about the prospects of your TVET institution.

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Thank you very much for your cooperation

Appendices – D:

Interview guide, Observation check list and Document analysis guide

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Interview guide for TVET institution deans

General Directions:

The main purpose of this interview is to gather the basic information for the study on “The practices and prospects of Technical and Vocational Education and Training in TVET Institutions of East Wollega Zone.” Thus, your genuine cooperation in providing relevant and candid information is highly essential for the success of the study. Hence, please be honest and genuine when responding to each questions.

Note:-It is possible to conduct the interview by language you can.

The information will be used for academic purpose only and responses will be kept confidential.

Thank you in advance for your co-operation

Part I: General information questions

- Name of your school: _____
- Sex: a) Male b) Female
- Age range : a) below 20-24 years b) 25-30 years c) 31and above
- Levels of your education qualification: _____
- Field of your qualification: _____
- Result of competence evaluation (CoC) (if you took): _____
- Years of work experience: _____

Part two: Detail of the interview schedule

1. About offering need based and relevant training
 - How training needs assessed and relevance of training to local need assured?
 - How do you observe the trainees interest in attending TVET?
 - How awareness creation is done in trainees admission?
 - How the trainees assigned is carried out?
2. About the status of training provision?
 - How do you see the competence and adequacy of trainers in your institution?
 - How do you label your institution training facilities?
 - How well practical training delivered in your institution?
 - What do you say about CoC ?
3. How do you express about the employability of your graduate trainees?
4. How can you describe the relation of your school and SMEs in your surrounding?
5. How do you suggest the prospect of TVET in your institution?

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Interview schedule for zonal TVET head

General Directions:

The main purpose of this interview is to gather the basic information for the study on “The practices and prospects of Technical and Vocational Education and Training in Selected TVET Institutions of east wollega zone.” Thus, your genuine cooperation in providing relevant and candid information is highly essential for the success of the study. Hence, please be honest and genuine when responding to each question.

Note:-It is possible to conduct the interview by language you can

The information will be used for academic purpose only and responses will be kept confidential.

Thank you in advance for your co-operation

Part I: General information questions

- Name of your organization: _____
- Sex: a) Male b) Female
- Age range : a) below 20-24 years b) 25-30 years c) 31and above
- Levels of education qualification: _____
- Area of specialization:_____
- Years of work experience:_____

Part two: Detail interview schedule

1 About offering need based and relevant training

- How training needs assessed and relevance of training to local need assured?
- How awareness creation is done in trainees admission?

2. About the status of training provision?

- How do you see the competence and adequacy of trainers in your institutions?
- How do you label your institutions training facilities?
- How do you think delivery practical training in your institutions?
- What do you say about CoC?

3. How do you express about the employability of graduate trainees?

4. How can you describe the relation of TVET institutions and SMEs in their surrounding?

5. How do you suggest the prospect of TVET in your institution?

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Interview schedule for Woreda SMEs offices

General Directions:

The main purpose of this interview is to gather the basic information for the study on “The practices and prospects of Technical and Vocational Education and Training in Selected TVET Institutions of east wollega zone.” Thus, your genuine cooperation in providing relevant and candid information is highly essential for the success of the study. Hence, please be honest and genuine when responding to each questions.

Note:-It is possible to conduct the interview by language you can

The information will be used for academic purpose only and responses will be kept confidential.

Thank you in advance for your co-operation

Part I: General information questions

- Name of your organization: _____
- Sex: a) Male b) Female
- Age range : a) below 20-24 years b) 25-30 years c) 31and above
- Levels of education qualification: _____
- Area of specialization:_____
- Years of work experience:_____

Part two: Detail interview schedule

1. To what extent your enterprises have a work relation with your vicinity TVET institutions
 - is there any legal frame that links you together
 - What is the main concern of the relation?
2. Is there any mutual effort to support the trainee's employability?
3. What do you suggest to improve the working relations with your vicinity TVET?
4. How do you express the prospects of TVET?

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

➤ **Observation checklist**

1. The observation of institutional facility

No.	Existence of basic facilities in the institution	Availability	
		Present	Not present
	Electrical power		
	Telephone service		
	Internet service		
	Water supply		
	Road service		
	Library		
	Toilet		
	Cafeteria		
	Staff for teacher		
	sport field		
	Store to products		

2. Observation of practical training

- Material fulfilment
- Working environment
- Trainers and trainees readiness

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Department of Educational Planning and Management

➤ Document analysis guide

1. Document on training need identification
2. Tracer study document
3. The trainees admission and graduate document
4. Documents on collaboration work with local enterprises

Appendices - E

Distribution of current trainees, graduate trainees and trainers population

1. Distribution of current (2005) trainees population in institution, sex and level of training

No.	Institutions	Sex	Population in levels				Total
			I	II	III	IV	
1	Nekemte	Male	-	105	54	12	171
		Female	-	171	67	54	292
		Total	-	276	121	66	463
2	Gidda	Male	-	63	77	2	142
		Female	-	125	83	4	212
		Total	-	188	160	6	354
3	Limmu	Male	-	49	28	-	77
		Female	-	86	77	-	163
		Total	-	135	105	-	240
Sum	Sum	Male	-	217	159	14	390
		Female	-	382	277	58	667
		Total	-	599	386	72	1057

Appendices - F

Recent graduate trainees population (2008-2011)

N o.	Institution	Sex	Trainees population in their level by year of graduation																		Sum		
			2011				2010				2009				2008				Total				
			Level				Level				Level				Level								
			I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II		III	IV
1	Nekemte	M	-	14	61	86	-	26	98	325	-	6	11	250	-	-	62	176	-	46	232	837	1115
		F	-	131	50	76	-	4	171	339	-	24	71	311	-	-	42	216	-	159	334	942	1435
		T	-	145	111	162	-	30	269	664	-	30	82	561	-	-	104	392	-	205	566	1779	2550
2	Gidda	M	-	118	71	95	-	27	12	166	-	-	53	127	-	58	92	-	-	203	228	388	819
		F	-	161	37	70	-	62	10	64	-	-	60	78	-	78	25	-	-	301	132	212	645
		T	-	279	108	165	-	89	22	230	-	-	113	205	-	136	117	-	-	504	360	600	1464
3	Limmu	M	-	38	18	-	-	39	42	-	-	-	61	51	-	-	-	-	-	77	121	51	249
		F	-	58	12	-	-	14	25	-	-	-	32	11	-	-	-	-	-	72	69	11	152
		T	-	96	30	-	-	53	67	-	-	-	93	62	-	-	-	-	-	149	190	62	401
Sum		M	-	170	150	181	-	92	152	491	-	6	125	428	-	58	154	176	-	326	581	1276	2183
		F		350	99	146	-	80	206	403	-	24	163	400	-	78	67	216	-	532	535	1165	2232
		T		520	249	327	-	172	358	894	-	30	288	828	-	136	221	392	-	758	1116	2441	4415

Appendices -G

3. Current trainers population in institution, sex and level of their training status

No.	Institutions	Sex	Level			Total
			A	B	C	
1	Nekemte	Male	-	24	22	46
		Female	-	4	6	10
		Total	-	28	28	56
2	Gidda	Male	-	2	32	34
		Female	-	-	10	10
		Total	-	2	42	44
3	Limmu	Male	-	1	18	19
		Female	-	-	2	2
		Total	-	1	20	21
Sum		Male	-	27	72	99
		Female	-	4	18	22
		Total	-	31	90	121