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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PRACTICES AND CHALLENGES OF PRIVATE TVET COLLEGES IN EAST SHOA ZONE: OROMIA REGIONAL STATE

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Adama, Ethiopia

PRACTICES AND CHALLENGES OF PRIVATE TVET COLLEGES IN EAST SHOA ZONE OF OROMIA REGIONAL STATE

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Letter of Approval

Adama Science and Technology University School of Education Science and Technology teachers' education department of educational planning and management.This is to certify that the thesis prepared by **Amanuel Bedane** entitled "**Practices and Challenges of Private TVET Colleges in East Shoa Zone of Oromia Regional State**" and submitted in partial fulfillment of the requirement for the degree of Master of Art in Educational Leadership, Compiles with the regulation of the University and meets the accepted standard with the originality.

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ABBREVIATION AND ACRONYMS

IEMD	Industrial Electrical Machine Drives
EOS	Ethiopian Occupational Standards
ESDP	Education Sector Development Program
ICT	Information and Communication Technology
MOE	Minister of Education
MSE	Micro and Small Enterprise
NGO	Non-Government Organization
SD	Standard Deviations
SPSS	Statistical Package for Social Science
TTLM	Training Teaching and Learning Materials
TVET	Technical and Vocational Education and Training

Abstract

The major purpose of this study was to investigate the practices and challenges of private TVET College in East Shoa Zone of Oromia Regional State. In order to attain this objectives attempt was made to look in to the availability of resource, government support, leadership commitment and stakeholders' involvement in private TVET Colleges. The research method used in the study was a descriptive survey method. The sample population used in the study consisted of 34 trainers selected by availability sampling method, 154 trainees selected by proportionate stratified sampling method, 18 management bodies and 3 TVET officials selected by purposive sampling method in the 3 private TVET colleges. The questionnaires were initially distributed to 206 respondents. Among these 201 (97.57%) of the respondents were appropriately filled and returned. Therefore, the analysis and interpretation of data in this study was made using the responses of these respondents. Moreover, data collected from official documents were also used in the analysis and interpretation of the data. The collected quantitative data were processed using SPSS Version-20 then analyzed using descriptive statistics; like mean, percentage, standard deviation, and range. Furthermore; t-test were used to analysis the presences of significant differences between trainees', trainers' and management bodies' responses. Then, data were presented using tables and graphs; followed by analysis and interpretation. Besides, the qualitative data were analyzed and narrated. Based on the analysis made, the following major findings were obtained. The availabilities of resources were found to be low; supports provided from the government were also found to be low; commitments of private TVET college's leaders were found low. In addition, stakeholders' involvement in planning and implementation of TVET were found to be insufficient in private colleges of the Zone. Finally, in view of the findings, furnishing private colleges with adequate training facilities, instructional materials, machines, equipment and finance; providing upgrading training for trainers and management bodies; government providing supportive supervision; reviewing curriculum, assessment, accreditation, make labor market information available, improve leaders commitment in enhancing TVET; strengthen the link among stakeholders involvement in planning and implementation of TVET in private TVET colleges of the Zone were forwarded as recommendation.

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CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study operational definitions of key terms and organization of the study.

1.1. Background of the Study

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the process by acquiring knowledge, skills and attitudes (ETP, 1994).

Education also develops the innate capacities of people (Maris, 1994:84). The ever growing and diversifying needs and aspirations of mankind at the individual, institutional, and national level necessitated upgrading and exploitation of human potential. Thus, education, as a means of helping people to cultivate their potentialities so as to explore and control the challenges and gifts of nature, has undergone fast development in all its forms.

In societies where formal schools are not well established, individuals are still educated via institutions such as the family and community or tribal groups. However, as the world becomes more complex and interrelated, even these societies will have to create more formal schooling to address the social and cultural needs of their people. Certainly, schools will continue to play significant roles in modern technological, industrial, and informational societies (Ornstein & Hunkins, 2004:135).

It follows that education and training can also help individuals to escape poverty by providing them with the skills and knowledge to raise their output and generate income. Investing in education and training is, therefore, an investment in the future; knowledge and skills is the engine of economic growth and social development (UNESCO/ILO, 2002:2).

In order to compete successfully in an era of rapid economic and technological changes, developing countries including Ethiopia need to improve productivity throughout the economy. This requires not only capital investment but also a workforce that has the flexibility to acquire and change occupations. The level of competence of a country's skilled workers and technicians is very important to the flexibility and productivity of its

labor force. Skilled workers and technicians enhance the quality and efficiency of production. This can be attained through vocationalization. As defined by UNESCO (1997), vocationalization embraces those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, undertaking and knowledge relating to occupations in the various sectors of economic and social life.

Vocational education is an investment to produce specific capital goods undertaken well in advance of the anticipation of demand (Deshpande, 1998:82). Historically, the practice to vocationalize the curriculum of schools in colonized African countries had strong political motivations representing an important part of the effort of the colonizers and later, the indigenous leaders to use such program as a mechanism of social control. It was taken as a means of lowering the occupational aspirations of the youngsters in these societies to more manual level (African Union, 2007).

Vocationalization of education is to mean changing the curriculum into a practical or vocational direction, which helps the students to use both their head and hand at the same time. This helps to produce a country's skilled human power for the improvement of its economic and social conditions. Regarding this point students and their parents are more impressed with the employment opportunities held out by vocational education than by the grand design of the traditionalists for a common culture (UNESCO, 1979:82).

The benefits of TVET can be categorized as economic benefits and social benefits. The Economic benefits of TVET are: economic growth, employment opportunities, employees' productivity, professional and carrier development, labor market outcomes and etc. The social benefits of TVET are: crime reduction, inclusion of the disadvantaged group, life satisfaction, individual motivation, health, social cohesion and etc. if the curriculum were not vocationalized, the above economic and social benefits of TVET wouldn't have been attained (European Union, 2011).

Occupational education means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal and which skills are required for success in current and emerging occupations but vocational education prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a high professional

practitioner position in career's such as engineering, accountancy, nursing, medicine, architecture, law etc.

Gillie (1996:3) writes occupational education have two major people-oriented objectives. It seeks to provide: (1) a sequence of educational and training experiences designed to prepare certain people for initial entry into the world of work; and (2) education and training that will enable other people to continue their employability and to further increase their usefulness in the working society.

Technical Vocational Education and Training (TVET) is a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. TVET thus equips people not only with vocational skills, but with a broad range of knowledge, skills and attitudes that are now recognized as indispensable for meaningful participation in work and life. Examples of the benefits include self-awareness and self-esteem, and strengthened interpersonal, citizenship, communication and entrepreneurial skills. (UNESCO & ILO, 2002).

Accordingly, the primary objective of TVET is to train skilled labor force that can compete and adapt to the requirements of the labor market. Its focus is to produce skilled workers who could work in various modern institutions. However, it requires a very considerable amount of resources. Regarding this point, UNESCO (1979: 87) suggests that the achievement of goals for developing and expanding of technical and vocational education will depend to a greater degree on the quality of three major elements of implementation, namely: (a) the students recruited, depending in turn upon guidance, (b) equipment, methods and materials used in teaching and learning process, and (c) the teaching staff.

In addition, Evans (1971:2) points out three basic objectives of vocational education. He listed meeting the manpower needs of society, increasing the options available to each student, and serving as a motivating force to enhance all types of learning in chronological order of their acceptance as goals.

Both UNESCO and Evans indicated that the achievement of goals in vocational education mainly depends on skilled manpower, good training facilities, availability of materials, equipment, and method of training used during learning.

Technical and vocational education and training is particularly important in ensuring transition from school to the world of work. This requires effective partnerships with schools and with industry and other economic sectors, which embrace shared values, shared curriculum, shared resources and shared outcome. A country's technical and vocational training system is a decisive factor in determining the competitive strength and level of development of its economy (MoE, 2008).

The use of skills development as a tool for economic growth for developing countries is illustrated in the World Bank's Social Protection Paper No.0931 The Korean Case Study: Past Experience and New Trends in Training Policies (2009) which provides lessons learned for developing countries wishing to emulate the success of Korea: The respective roles of government and the private sector must be determined according to the development stage of a country. Planning, financing and regulation are best undertaken by government while the private sector takes gradually increasing responsibility for provision and delivery of training services. These lessons from Korea point the way towards the creation of a skills development system which form the architecture of a long-term sustainable system of including the private sector and is able to adapt to future changes in a country's labor market and economic circumstances (World Bank, 2009).

In most countries the state (government) alone cannot provide sufficient access to high-quality training. Therefore, the private TVET (commercial or for profit training institutions), the NGOs (Not-for-profit institutions) and industry based institutions (managed by industry and training delivered in the workplace, including apprenticeships) provide access to quality training.

Technical vocational education and training provision, by private training colleges, often fills the gap created by government institutions. Private sector involvement, whether at the strategic level or at the level of training delivery, can greatly enhance what is offered by the state, but this needs to be done in partnership with the state, with clearly delineated responsibilities which recognize each other's strengths, rather than state and private provision working independently of each other.

Private TVET is important in many respects. First of all, it has the opportunity to fully utilize the experiences and capacities of the private sector in order to improve the quality and relevance of TVET; secondly; by increasing resources invested in TVET, it will improve the overall TVET supply and hence accessibility of the system; and finally, by

partly relieving government from the burden of TVET delivery, this would enable the government to concentrate its resources and efforts on its regulatory and supportive functions. To achieve these functions, the role of non-public TVET providers needs to be further strengthened. This applies to commercial and non-commercial TVET institutions, to private enterprises developing in-company TVET, staff training schemes, internships and cooperative TVET (apprenticeship) schemes as well as to TVET provided within the micro and small business sector, in particular traditional apprenticeship (MoE, 2008).

The delivery of quality TVET is dependent on the competence of the teacher. The competence is measured in terms of theoretical knowledge, technical and pedagogical skills as well as keeping abreast with new technologies in the workplace. Technical and Vocational teacher's need to maintain up-to-date knowledge of their subject content and possess the necessary skills to teach successfully (UNESCO, 1990:33).

Theodore and Simon (2002:2) states that the relative success or failure of programs of vocational training depends largely upon the ability to attract and to hold eager, happy, and able teachers. It is highly desirable that teachers meet fully and if possible exceed the standards set forth in the state plan for vocational training.

The development of effective programs of TVET also requires a great deal of attention to the facilities needed for good instruction. Training for high-quality skills requires appropriate training equipment and tools, adequate supply of training materials, and practice by the learners. Other requirements include relevant textbooks and training manuals and qualified instructors with experience in enterprises (African Union, 2007:38). Since replacing equipment which becomes obsolete in the context of rapid technological advances is difficult, technical and vocational teachers are ill-prepared to meet the needs of their students. Moreover, the new requirements of industrial and commercial enterprises are some of the problems of training TVET teachers.

The overall condition of facilities and materials at TVET should have solved the problems of power, spare-parts, consumable materials, maintenance, proper manuals, storage and organization; proper allocation of machines and materials (Birhanu et al, 1992:53). Successful TVET system typically provided a strong link between the world of work and the world of school, requiring active engagement by private sector. The curriculum and the approach to train/teach also matter (UNESCO, 2010:7).

In Oromia regional state there are 137 governmental TVET colleges which are sponsored by the regional government and 66 private and NGO TVET colleges. Currently there are only 5 governmental TVET colleges and 5 private TVET colleges in East Shoa Zone. Namely: Batu TVET, Mojo TVET, Wonji TVET, Merti TVET and Meki TVET colleges are government Colleges. Moreover, there are also 5 private TVET colleges in East Shoa Zone. Namely: Mary Help TVET college in Batu, Addis Ababa Medical college in Batu, Sub Saharan college in Mojo, Abyssinia college in Mojo and Rift Valley college in Batu (Oromiya TVET Agency, 2007).

The private colleges provide training in Industry Development, Economic Infrastructure, Health, and Trade sectors. But they provide occupations that are more of soft skills than hard skills because the hard skills occupation needs much investment. As discussed in Meeting of the Oromia TVET Agency held in Adam from 23-24 January, 2015, on the problems and challenges of private TVET colleges in Oromia Regional State indicated that TVET delivery systems currently operate in the region is characterized, in general, by lack of trained manpower (trainers who did not take occupational assessment and pedagogical training), low quality training, concentrate on soft skill training rather than hard skill training, uncoordinated, unregulated and fragmented delivery systems; poor public perception; weak monitoring and evaluation mechanisms, and inadequate financing, poor management and ill-adapted organizational structures.

A study conducted by Wanna (1998:61-62) has come up with the conclusion, among others, that formal vocational/technical training fails to respond to changing labor market situation because of such characteristics as narrow concept/definition of training, trainee coming to the training, off-the-job classroom-based "hands-off" instruction, theory-based learning, reliance on written messages, textbook approach, standard curriculum, trainer-centered, and trainee adapted to learning materials.

This being the national fact, it is important to examine the condition of training in the study area in a closer sense. The process of producing competent citizens who make good contributions for the country's overall development requires the fulfillment of various factors. These factors can be, according to this study, are mainly learning/training conditions like the curriculum, school facilities, teacher qualification and competence, and training materials, stakeholders involvement in planning and implementation, government support, and private TVET leaders commitment.

Thus, this study focused on three Private TVET Colleges and therefore tried to examine the basic challenges of the existing private TVET Colleges in aspects of the provision of qualified teachers and necessary equipment and materials to successfully carry out the training programs by way of achieving their goals. Moreover, this study assessed whether the Colleges are furnished with the necessary instructional materials, training facilities, machines, computers and tools, finance; whether the government provides sufficient support; private college leaders commitment; and the extent of stakeholders involvement in planning and implementation of TVET based on the current curricula.

1.2. Statement of the Problem

In Sub Saharan Africa, the quality of training is low, with undue emphasis on theory and certification rather than on skills acquisition and proficiency testing. Inadequate instructor training, obsolete training equipment, and lack of instructional materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skills. Appropriate workshop equipment, adequate supply of training materials, and practice by learners are the requirements for high quality skills training (African Union, 2007:23).

Technical and Vocational Education and Training programs in developing countries, like Ethiopia face lots of challenges. The major challenges facing the TVET program are well documented in the TVET strategy. Some of the major challenges include: Low quality and theory-driven teaching due to resource constraints, lack of skilled TVET teachers, under-funding, resource shortage, lack of adequate place of work and running costs (MoE, 2008: 11).

The other major problem in all developing countries is the relevance of content of TVET. Updating and revising of curricula mostly takes place after a major crisis in the labor market or problems of graduates' unemployment. There are no systematic evaluation, graduate tracer systems, and effective two-way linkages between industry and TVET (Abdule, 2009:23). Because of this, the materials do not take into account the local situation. It is necessary to relate such issues with the situation in Ethiopia, particularly with the reality in East Shao Zone of Oromia regional state private colleges.

In addition, challenges in the private TVET colleges are lack of updated training materials and tools; lack of skilled manpower; not fully practicing according to the current TVET strategy. Moreover, due to other challenges they faced in the training environment, use of

too old items of equipment that have been used for decades, lack of adequate facilities, less awareness of TVET in the Zone. These are some of the factors that are combined to reduce the effectiveness of training in meeting the required knowledge and skills objectives (Haymanot, 2011).

> *Currently a lot of problems are observed in TVET delivery system both in government as well as private TVET institutions. Some of them are lack of systematic integration of TVET with the world of work; curricula used in formal TVET not developed based on occupational standards; unemployment of many TVET graduates even in those occupational fields that show a high demand for skilled manpower; substantial resource wastages as a result of underutilization of equipment in public TVET institutions; low quality of TVET teachers/instructors; and as a consequence of budgetary constraints, attitudinal problem, most urban public TVET programs are under-funded while rural public TVET programs suffer from poor facilities and shortages of training materials (MoE, 2008:10-11).*

As it is clearly stated in the National TVET strategy the overall objective of TVET is to create a competent, motivated, adaptable, and innovative workforce in Ethiopia that 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. (MoE, 2008:12). Despite the above visionary objective of the sector, investment in TVET is believed to be a key element in the development process because it provides the skill and knowledge necessary for social and economic development.

Low prestige attached to technical and vocational education and training and its inherent inequities are a common phenomenon in Oromia (Haimanot, 2011). On the other hand, both institutional and non-institutional factors could either positively or negatively influence the training process in government and private TVET institutions. Attitude, leadership style, plant, equipment, financial assets, and human resources are among the important institutional factors.

Human resource, according to (Williams, 2006) is very crucial. Human resources provide the creative spark in any organization. People design and produce the goods and services, control quality, market the products, allocate financial resources, and set overall strategies and objectives for the organization. Without effective people, it is simply impossible for an organization to achieve its objectives.

In addition to the above mentioned facts and argument there are some researches done recently on the Challenges of Public and Private Technical Vocational Education and Training Colleges in East Shoa Zone Oromia Regional State by Haimanot, (2011). This researcher came with some major findings in his study like lack of sufficient resource, shortage of skilled manpower especially teacher, lack of awareness regarding TVET strategy, lack of adequate budget, and lack of commitment of concerned bodies are challenges of TVET colleges in the Zone. Moreover, the supervision activities in the colleges were not supportive and there is also no professional guidance and counseling in both government and private TVET Colleges.

A number of constraints hindering effective performance in training have been identified. They include the lack of capital for expansion, lack of qualified teachers, inadequate physical facilities, high cost of consumable materials, obsolete machinery, poor supervision and control of operations of the schools, poor remuneration for staff, irregular payment of school fees, high taxes and lack of guidance and counseling (UNESCO, World Bank, 2003). However, the researcher didn't explicitly differentiate the challenges of government TVET institutions from the private ones. This gap was one of the factors that initiate the researcher to conduct this research on private colleges.

The trainees, parents, and the society criticize that private TVET colleges were only emphasized on profit making rather than providing quality training which was the goal of any TVET college, trainees who took training in private institutions has difficulty in succeeding in occupational assessment due to resource constraint during training and even the trainers in private TVET colleges were not competent in occupational assessment which was against the National TVET Strategy (Oromia TVET Agency, 2007). Personally the researcher has been working in private TVET College for long time. As a result, he wanted to identify the challenges in the sector. Moreover, the society's critics also initiated the researcher to examine the challenges of private TVET colleges so as to suggest a workable recommendation to the stakeholders and concerned bodies. In light of the above perspectives, the major purpose of this study was to investigate the practices and challenges of private Technical and Vocational Education and Training (TVET) Colleges in East Shoa Zone of Oromia Regional State.

1.3. Basic Research Questions

In this study, the researcher attempted to answer the following basic research questions:

1. What is the extent of availability of resources in implementing TVET in private colleges of East Shoa Zone?
2. To what extent does the government provide support to enhance TVET in Private colleges in East Shoa Zone?
3. What is the extent of commitment of private TVET College leaders in enhancing TVET in East Shoa Zone?
4. To what extent do stakeholders take part in planning and implementation of TVET in Private Colleges in East Shoa Zone?

1.4. Objective of the Study

1.4.1.General Objective

The general objective of this study was to investigate the practices and challenges of private TVET colleges in East Shoa Zoneof Oromia regional state and suggest possible solutions that might help to reduce the existing problems regarding the issue at hand.

1.4.2. Specific Objectives

The specific objectives of the research were the following:

1. To examine and understand the availability resources to implement TVET in East Shoa Zone private Colleges.
2. To assess the adequacy of support provided by the government to the private TVET colleges in East Shoa Zone.
3. To examine the commitment of private college leaders in enhancing TVET in East Shoa Zone.
4. To assess the participation of stakeholders in planning and implementation of TVET in Private TVET Colleges in East Shoa Zone.

1.5. Significance of the Study

The researcher believed that Private TVET colleges are as equally important as government TVET institutions because they are essential for the fulfilment of individuals needs as well as for the national growth. As a result, assessing the practices and challenges of the private TVET colleges in East Shoa Zone of Oromia Regional State becomes unavoidable and necessary. In light of this observation, the researcher believed that the study would have the following significances: It may help planners, regional

TVET experts, Private TVET College managements and policy makers to be aware of the challenges and thereby look for solutions based on the findings and recommendations; It may encourage stakeholders to be involved in strengthening planning and implementation of TVET to practical condition in private colleges; It may help the Federal TVET Agency, Oromia TVET Agency and East Shoa Zone TVET offices to improve the support provided to private colleges and implementation of TVET; The results of the study may enable private TVET owners to further strengthen the current private TVET practices and produce competent citizens by enhancing the awareness of stakeholder and improving leaders' commitment and it may initiate other researcher to conduct similar study at wider scale and serves as a stepping stone for further research in the field.

1.6. Delimitation of the Study

The researcher believed that it could be better to conduct the study in large scale. However, due to time and financial constraints, the study delimited to three selected private TVET colleges in East Shoa Zone of Oromia Region. Namely: Adiss Ababa Medical College, Rift Valley College and Abyssinia College.

Even though, TVET colleges have Level I, II, III and VI trainees, this study is delimited to Level II, III and IV trainees. The researcher believed that more and reliable information could be found from this group because Level II, III and IV are familiar with in institutions for at least one year. And the researcher also believed that it is difficult to get sufficient information from Level I trainees because they are new for the college compounds.

In addition, only basic challenges of the private TVET colleges such as availability of resources both human and non-human, involvement of stakeholders in planning and implementation, commitment of private TVET leaders in enhancing TVET and technical support provided by government to private TVET colleges were considered in order to make the study manageable both in its scope and depth. The study also was delimited to examine practices and challenges of private TVET colleges in East Shoa Zone of Oromia Regional State.

1.7. Limitation of the Study

This study has faced some limitations: first, since some of the data were collected based on self-report of the respondents, it may be subjected to certain under-reporting or over-reporting of some issues related to them. Second, absence of compiled data and reports

ontrainers and trainees have created difficulty on the research investigation. However, the problems did not have significant impact on the results of the study because the researcher took more time and complied those data.

1.8. Operational Definition of Key Terms

Public Training Institution: - a training institution established with the funds of and operated under the guidance and control of the government.

Private Training Institution: - is usually applied to those institutions that are not operated by a public authority, but rather controlled and managed by a private body.

Trainee: - a person who participates in technical and vocational education and training program provided by a training institution with a view to acquiring or upgrading his/her technical and vocational skills.

Trainer: - a TVET trainer is an instructor, facilitator, or supervisor who is qualified to facilitate specific occupations.

Vocational: - relating to education designed to provide the necessary skills for specific job or career.

Technical: - relating to or specialization in industrial techniques or subjects or applied science.

Vocationalization: - mean changing the curriculum into a practical.

Technical and Vocational Education and Training (TVET):- those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life". It incorporates: technical education, vocational education, vocational training, on-the-job training, and apprenticeship training.

Challenges: -problems that the private TVET colleges faced in planning and implementation of TVET.

1.9. Organization of the Study

This study was organized in five chapters; Chapter one is about background of the problem, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study and definition of key terms. Chapter two is about review of related literature. The study design and methodology will be described in chapter three. Chapter four is about presentation, data analysis and interpretation. Chapter five presents summary of findings, conclusions, and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This Chapter deals with the literature review; as it relates to the basic research questions stated in Chapter One. It includes about the concepts and definition of TVET, objectives of TVET, historical background of TEVT, Structure of the Ethiopian Education and Training System, resources in TVET, quality assurance in TVET, management and leadership commitment in TVET, public vs. private TVET provision, and stakeholders in private TVET. In addition, the chapter deals with international and Ethiopian challenges of Public and private TVET providers.

2.1. The Concept and Definition of TVET

The Technical and Vocational Education and Training (TVET) sector is one of the major parts of the education and training systems that play crucial roles for human beings. Firstly, it equips citizens with gainful skills for life. Secondly, it directly paves the way for employment and self-reliance among people. Thirdly, it gives citizens with opportunities to take part in the production activity and contribute to national development. Consequently, it requires attentive follow up and multidimensional support of stakeholders (Edukans Foundation, 2012).

Technical and Vocational Education and Training is a central item on the agendas of both UNESCO and ILO. "UNESCO's concern is centered on technical and vocational education, which the Organization considers an integral part of the global Education for All initiative. The ILO focuses on training for employment, decent work and the welfare of workers, in the context of the Global Employment Agenda. However, the two Organizations are aware that education and training are rapidly becoming inseparable, especially as the notion of a job for life is being replaced by the necessity for lifelong learning.

A multitude of empirical evidences across the world indicate that the availability of natural resources is not the sole determinant of nations' development. Rather, the development of the human resource is the wherewithal of the development of societies and their nations. The experience of developed countries is evidence in this regard because it is through the development of their people that all developed countries have embarked to the level where they are now. By improving the capacity and productivity of

society education and training helps in ensuring food security and reducing poverty (Edukans Foundation, 2012).

Vocational and technical education, on the other hand, is 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. Successful completion of such programs leads to a labor market relevant vocational qualification recognized by the competent authorities of the country in which it is obtained.

2.2. The Purpose and Objectives of TVET

Though expressed in different ways, the primary purpose of any technical and vocational education and training system is to develop sufficient people with the right skills to meet labor market demands and to produce competent, adaptable and responsible citizens who can contribute to changing and transforming the livelihood of the countries' population.

King and Palmer, (2010:6) state that it helps to promote and support development a country, facilitate transition from school to work for millions of school leavers, and foster equality of opportunity and social cohesion. It also has a key role to play in addressing current problems such as the fight against poverty, the food crisis, and deterioration of the environment.

Smith and Aleka, (2008:14) writes that technical and vocational education serves different purposes. It is used to: provide skill and experience considered valuable by students; facilities the mastery of both non vocational and vocational skills needed by students; provide hands on learning opportunities; and serve as an alternative for potential school dropout.

TVET is to deliberate interventions to bring about learning which would make people more productive in designated areas of economic activity. However, TVET will also have other purposes which are not unique to TVET, and which also apply to other forms of education: to prepare people for independent economic activity; to empower people to play a full part as citizens in a democratic society which means this purpose is to do with access, choice, and equity of opportunity; and to enable every person to develop their natural talents and capabilities to the fullest extent (Mansfield and Mitchel, 1996:3)

Developing countries including Ethiopia also need to improve productivity through their economies in order to be competitive in the era of rapid economic and technological

change. Improved productivity requires not only capital investment but also a skilled labor force. Besides the level of the country's skilled workers and technicians competency is a key determinant factor of labor force productivity. TVET undeniably is successful in terms of workers' productivity ((Edukans Foundation, 2012).

The primary objective of all technical and vocational education and training (TVET) programs is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area. Skills acquisition is vital for an economy to compete and grow, particularly in an era of economic integration and technological change. TVET is a direct means of providing workers with skills more relevant to the evolving needs of employers and the economy. TVET can contribute not only to expansion of job opportunities but also to the reduction of poverty through income generation for vulnerable individuals and families.

Regarding the objectives of technical and vocational education and training, Louks in Aleka, (2008:20) states the following objectives: to train skilled workers and middle level manpower for industry, commerce or services, to encourage positive attitude towards manual work, to reduce excess demand for higher education and to facilitate the schooling of low achievers.

2.3. Historical Background of TEVT

The history of vocational education is as old as the history of human being. It started where people learned essential skills through a trial and error method and advanced when they started to acquire education in its informal form. Generally, it started when man began to live together and started to produce for his basic needs (food, clothing, and shelter).

Historically, work was the true site of vocational training. In this regard, the primitive society used the digging sticks, stones, bones, and fire to cultivate the vegetation and hunting and gathering their food. During this period the process of learning was 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, 1971:10).

Traditional skills training existed until the 1400s in the developed world. But it is still continuing to exist in most part of the developing world, especially in Africa, where it is

used as a major provider of vocational skill 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 (Aleka, 2008:10).

In the twentieth century, technical schools were expanded and post-school training were 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 for the labor market and when industrialized countries understood that the qualified manpower had move decisive importance than any other production factors (Maris; 1994:86).

The 21st century, is the era of information and communication technology on one hand of knowledge and skill on the other hand where computer and other recent technologies do not only provide a myriad of new products for the markets but also the way the work is carried out. 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 complete in the world market (Aleka, 2008:12).

Currently, UNESCO estimates that some 80% of occupations are based on the application of technical and vocational skills to the world of work (UNESCO-UNEVOC & UNESCO-UIS, 2002). TVET is a comprehensive term referring to the educational process, which involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills and knowledge relating to an occupation in various sectors of economic and social life. It is the major link connecting the school system and the employment market, which means that developments in TVET are intimately linked to general trends in the economy (UNESCO, 1990).

The term TVET has changed all through history, typically in reaction to the demands made by the societies it serves (Maclean and Wilson 2009). The term “TVET” was adopted by UNESCO and ILO at the second International Congress on TVET, held in the Republic of Korea, Seoul in1999(Maclean and Wilson 2008). Kingombe (2012) notes that term TVET was adopted by UNESCO and ILO in consultation with their member states and partner agencies to mean:

"Those facets of the educational and training procedures involving the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge in various sectors of economic and social life" (UNESCO,1999 as cited by Kingombe 2012)."

Maclean and Wilson (2009) argue that the present term—TVET—necessitates both explanation and differentiation from other terms (Maclean and Wilson 2009). Over time, a string of terms have been used to elucidate elements of the field that now makes up the term TVET. To mention a few: occupational education (OE), vocational education and training (VET), technical education, TVE career and technical education (CTE), (Maclean and Wilson 2009). A number of these terms are commonly used in specific geographical areas. For instance, in Europe the term vocational education and training (VET) is in common usage, while in the United States the current term is career and technical education (CTE). In addition, many in the field are advocating the use of continuing vocational education and training (CVET).

Maclean and Wilson (2009) define TVET as the acquirement of education and skillfulness for the world of work to raise prospects for productive work and personal empowerment and socio-economic development for sustainable livelihoods in the speedily changing work milieu (UNESCO.2002).

2.4.Revisiting Global Trends inTVET

TVET first emerged in the context of the industrial revolution in Europe and North America as part of a philosophy of 'productivity'. Anderson (2009) argues that'. He argues that the quest for efficiency and profit was the principal dynamic of the new industrial mode, and that in this context TVET was perceived to have a fundamentally instrumental function in providing the necessary human capital required by industry. Human capital theory has been the dominant approach adopted by global financial institutions such as the World Bank, the International Monetary Fund (IMF), the International Labor Organization (ILO) and by national governments, although human capital theory has changed in form and emphasis over time.

The central rationale for investing in education including TVET within a human capital framework has remained the same, however, and lies in the contribution that different kinds of skill can make to economic growth (World Bank, 2011). In this approach gross domestic product (GDP) is understood as the most significant indicator of development. The perceived role of education and skills in relation to economic growth, however, has

shifted over the years. The very first World Bank loan for education, granted in 1963, was for TVET, which accounted for about 40 per cent of all educational loans in sub-Saharan Africa up until the early 1980s (Maclean, 2011). At that time investment in TVET was considered to be a crucial component of labor force planning. The early prioritization of TVET was criticized on a number of grounds. Some pointed to the 'vocational school fallacy' (Foster, 1965).

Based on studies in the Gold Coast in Ghana, Foster questioned the link between the vocationalization of education and the needs of the labor market. He argued that the academic/vocational divide created under colonialism remained intact in the post-independence period, and that academic qualifications were perceived to lead to more and better opportunities in the labor market. There was a disjuncture between the needs dictated by labor force planning and the realities of labor markets. Economists working in the World Bank also began to question the cost-effectiveness of vocational education and the rate of return to investments in TVET (Psacharopoulos, 1991; Psacharopoulos and Woodhall, 1985).

The new emphasis on skills for growth has led exponents of human capital theory to suggest different kinds of policy solutions. These are summarized in the latest World Bank strategy. In keeping with the findings of previous reports, there is an emphasis on supporting system reform through system assessments, impact evaluations and assessments of learning and skills (including not only basic literacy and numeracy but also a range of further skills including information and communications technology (ICT), critical thinking, problem-solving and team skills). The Bank has expanded its definition of education systems to include not just public schools, universities and training programs but an education system thus includes formal and non-formal programs, plus the full range of beneficiaries of and stakeholders in these programs: teachers, trainers, administrators, employees, students and their families, and employers. (World Bank, 2011).

2.5. TVET in Africa

The TVE policies followed by the newly independent African countries were aimed at providing the managers and skilled labor which these countries needed to support the growth of the modern sector. Numerous criticisms of technical education and vocational training have been voiced over the past decade. These may be summarized as poor quality, very high cost, training not suited to actual socio-economic conditions, disregard of

informal sector's needs, and disregard of the labor market and of the high unemployment rate among graduates (Atchoarena and Delluc, 2002: 37-38).

Besides, Girma (2009:20) states that in the 1960s and 1970s international development agencies, particularly the World Bank had played a significant role in popularizing the TVET system in various African countries. So factors that combine to reduce the effectiveness of training in meeting the required knowledge and skills objectives. With respect to relevance, many studies refer to a mismatch between the training offered and the skills needed in the labor market, especially in formal public training. Formal public TVET delivery system often does not pay enough attention to the market trend (Atchoarena and Delluc, 2002:57-58).

There is a fresh awareness among policy makers in many African countries and the international donor community of the critical role that TVET can play in national development. The increasing importance that African governments now attach to TVET is reflected in the various Poverty Reduction Strategy Papers that governments have developed in collaboration with The World Bank.

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. TVET delivery systems are therefore well placed to train the skilled and entrepreneurial workforce that Africa needs to create wealth and emerge out of poverty. Another important characteristic of TVET is that it can be delivered at different levels of sophistication. This means that TVET institutions can respond to the different training needs of learners from different socio-economic 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 (AU, 2007).

The African Union (AU) has a 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." This vision is predicated on the development of the continent's human resources. In its Plan of Action for the Second Decade of Education (2006 – 2015), the AU recognizes the importance of TVET as a means of empowering individuals to take control of their lives and recommends therefore the integration of vocational training into the general education system. The AU also recognizes the fact that vast numbers of young people are outside the formal school system, and consequently recommends the

integration of non-formal learning methodologies and literacy programs into national TVET programs.

It is within this framework that the African Union Commission is spearheading the development of a new strategy to revitalize TVET in Africa. The objectives of the strategy are: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 in Africa;To position TVET programs and TVET institutions in Africa as vehicles for regional cooperation and integration as well as socio-economic development as it relates to improvements in infrastructure, technological progress, energy, trade, tourism, agriculture and good governance;To mobilize all stakeholders in a concerted effort to create synergies and share responsibilities for the renewal and harmonization of TVET policies, programs and strategies in Africa.

2.6. Technical and Vocational Education and Training in Ethiopia

Ethiopia has an alphabet of its own for many centuries, and it has been in use in religious educational institutions system. This was going on until early twentieth century when modern education was introduced. Towards the end of the 19th Century, several things accentuated the need for modern education.

The victory of Adwa in 1896 resulted in gaining international recognition for the country so that several European and Asian countries expressed their wishes to establish embassies and negotiate treaties. The war itself alerted Emperor Menelik II to realize the inadequacies of church education if Ethiopia was to remain independent. The innovations introduced, such as the formation of the Council of Ministers, the starting of postal, telephone, and telegraphic systems, the establishment of the state bank and printing press, the construction of railway line, etc. all required a new type of personnel or qualified civil servants (Ayalew, 2000:8).

The introduction of TVET in the Ethiopian education system dated back to more than 50 years. However, the development of the sub-sector in the past was slow and not up to desired level and quality owing to failure to give proper place and emphasis where there was no policy support.

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, (2008:22) 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 in to compressive high schools.

The second era (1960's - 1980's) 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. Before 1994 (after the new educational policy came into effect), a system of apprenticeship training with a close cooperation of enterprises was not practiced widely in the country. However, there was a kind of practical training program arranged with service providing institutions, mostly at the end of graduation. It was known by some people as 'free service'. This program was arranged for graduates or students of TVET schools and universities. The length of time, in fact, differs from occupation to occupation, as some take short time and others relatively long.

On the other hand, a new TVET history has been opened in the country since 1994 onwards when the NETP has become effective (TGE, 1994). Trainees were used to be registered in the technical and vocational training programs just after the end of grade 10 general education system. This program was assumed to prepare and produce middle level skilled manpower in the country. Its quality is, in fact, regulated by the introduction of the system of OS and by the application of AC tools conducted at the end the TVET training. The formal assessment took place at COC in the various regional states of the country.

Based on the 1994 policy, many private institutions in the country started training in 10+1, 10+2 and 10+3 levels following the policy direction. A guideline for the implementation of apprenticeship at enterprises was prepared by the Ministry of Education in 2002. Two

years later,the TVET Proclamation (FDRE, 2004) was also enacted to be implemented throughout the country.

As it is evident from the proclamation, apprenticeship training has got a special attention. In the proclamation, part three was dedicated to apprenticeship training program and its implementationin both public and private institutions. It also defines the duties and responsibilities of enterprises and training providing institutes that should participate. Moreover, it has clearly articulated the appropriate procedures for the implementation of the program at the enterprises. Despite this fact, no data were available that could testify the implementation of the program according to the directives set.

The new training system, in TVET (known as 10+1, 10+2, and 10+3) has lasted until 2007 after which it was replaced by the kind of training program that based itself on leveling as L1, L2, L3, L4 and L5. Accordingly, there were a total of 248 training providing institutions offering training on various training levels in Addis Ababa City Administration in 2010/11. These institutions and Technical and Vocational Educational and Training colleges were providing training in 122 middle level occupations (exclusively in hard skills) (ECCSA, 2010/11).

In line with TVET training, the duty of controlling and supervising of activities of the TVET institutions was left to Regional Education Bureaus. To enhance the implementation of TVET program, a strategy was prepared in 2001/2002 by the Ministry of Education. A twenty-year education sector indicative plan was also prepared by MoE and was translated into series of national ESDPs (MoE, 2005).

The primary objectives of the TVET program in Ethiopia is to provide various skill training for the present and future labor force in order to adapt to the requirements of the labor market. Apparently, the 1994 education and training policy outlined the following major objectives of the middle level TVET program: to create middle level technical work force in various occupation; to provide adequate skills and knowledge that builds problem solving capacity; enable trainees to utilize resource wisely and economically for the benefit of individuals and thee society; and enable to take business risks by establishing their own business relevant to their skill trade (MOE, in Aleka, 2008:2)

Nowadays, the major objective of TVET is not simply to bring about economic development but also to enhance the overall social development. Then, TVET helps to fight against poverty and integrate young people in to the world of work.

2.6.1. Structure of the Ethiopian Education and Training System

Needless to say, improvements in the quality and quantity of education can raise employment opportunities at the individual and country level. During its transitional period, the current Ethiopian government, that more likely has understood the benefits of education and training introduced a new Education and Training Policy (ETP) in 1994 (Transitional Government of Ethiopia [TGE], 1994).

One of the major changes this policy introduced was the change in the structure of the system. That is, it replaced the old system that consisted of primary education (grade 1 - 6); junior secondary (Grades 7-8); senior secondary (Grades 9 - 12) as well as college (diploma level) and university (four years and above) with a new structure that has three components. Firstly, general education, comprising primary education (grades 1 – 8) is given for citizens with ages seven through 14. Secondly, secondary education that encompasses lower secondary (Grades 9-10) and higher secondary or higher education preparatory (Grades 11-12) is provided for youngsters from ages 15 to 18. Joining preparatory schools requires passing grade 10 national school leaving examination.

Those who did fulfill the preparatory school entrance requirements after grade 10 national examinations can join TVET institutions. Such youngsters can start TVET from any level they want among the different occupations that are categorized into different sectors and levels with the exception of level five (polytechnic level) that necessarily requires prior TVET background. So, youngsters can join level one, two, three, or four depending on their grade 10 examination results. Usually the better the grade point one has scored at grade 10 national examination, the more the chance she/he has to join the higher level occupation in the TVET system. Choice of occupational type is also determined in the same way in most cases, where gender affirmative actions are in place.

To this effect, the Ministry of Education and/or the respective regional TVET agencies/bureaus determine the cut-off grade that guides TVET institutions' enrolment of new entrants. Those who start from level-I also can through time join level-IV and level-V but need to necessarily pass the occupational assessment undertaken at the end of each level. Therefore, through the TVET system one can start from level-I and join higher education through levels IV and V. Still it requires successful completion of the occupational assessment for levels IV and V. The third level is university education. This also requires a pass on national university entrance examination at the end of grade 12. Those who failed this exam can join either the TVET system or the world of work.

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, 2003:3). Hence, due attention is given to the organization and management of the sub sector, curriculum and educational materials development, teacher training, the expansion and building the capacity of institutions, provide quality assurance and accreditation provision and supply of education facilities, technology, vehicles and materials as well as involving the private sector.

However, the current National TVET Qualification Framework (NTQF, 2010:16) comprises five levels; level I, level II, level III, level IV, and level V and these are outcome based. Level I and Level II training program is non-formal training programs, prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied under the supervision of level IV or level III.

Level III and level IV training programs are formal training programs, a performance of leadership and guidance are involved when organizing activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature under supervision of level V. Level V TVET program training, trainees' perform the self-directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others (Ibid).

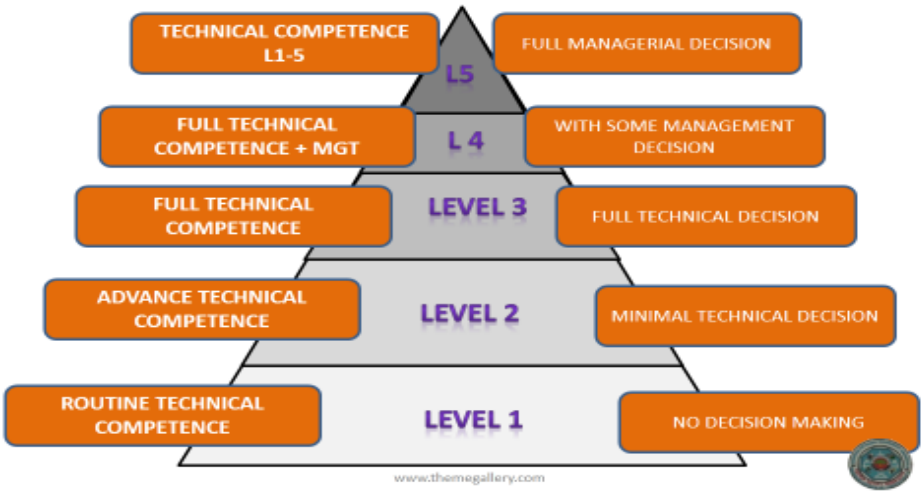


Figure -2.1 TVET training programs by level and Competency Application

Generally, Ethiopian TVET system is more described in NTQF, (2010:2):

> *The TVET system is to be wage and self-employment-oriented, demand-driven and outcome-based, and thus appropriate to address the development needs of the Ethiopian economy. It reflects an important paradigm change during recent years that puts quality and relevance of TVET as its first priority. An outcome-based TVET system creates ways for the fair recognition of the wide range of formal, non-formal and informal training and learning existing in Ethiopia, hence opening access to qualifications for previously neglected target groups. This will increase their chances of an occupational career and create options for further education and training.*

Therefore, since vocational education is the medium that safeguards both human and natural resources, planners and TVET experts should think how well people can be trained to perform useful work.

2.6.2. The Current TVET System in Ethiopia

In the present society, TVET may be viewed as comprised of three basic elements: formal TVET education, Informal TVET education and non-formal TVET education. The formal TVET education programs are for those students who have failed to achieve the Ethiopian General Secondary Ethiopian General Secondary Education Certificate Examination (EGSECE) scores for admission to preparatory program. Students in the TVET path could attend programs that range from one year to three years that would enable them to join the world of work. Working people also join the formal program through distance learning and evening classes. Informal TVET is described as those man power which are operating unregistered with a low level of organization and are said to function mostly through home-based activities or in small channels without fixed locations.

On the other hand the non-formal TVET is provided to wide range of target groups such as school dropouts, those with below grade 10 education or lower including illiterate people, unemployed, youth and adults, who could produce supporting letters from their respective woreda's. The training is offered through different channels (community based, institutional, apprentice-ship) such as Community Skill Training Centers (CSTC), prisons, and farmers training centers. The trainings are offered over different periods of time from short-term courses of a few days to long-term programs of up to 6 months.

The selection criterion of trainee's for non-formal TEVT depends on the training center's own basis. No one criterion is sufficient for recruiting trainees. Most training institutions employ a combination of criteria to recruit their trainees. What is common to all

institutions, except the private ones, is having low income and having the interest to be self-employed after completion of the training programs. Since the private institutions are profit makers they enroll all those who could afford it. Informal TVET, on-the-job training, self-learning, traditional, apprenticeship, and other modes of TVET (Finch and Crunkilton, 1989:7-8).

2.7. Resources in TVET

2.7.1. Human Resource of TVET

TVET system managers, professionals and policy deciders will also have to be trained and their skills upgraded to enable them confidently drive the new strategy with its various implementation structures, such as qualifications framework, accreditation standards, assessment guidelines, quality assurance and accountability frameworks.

UNESCO, (1990:21), states that TVET requires a more adequate infrastructure and facilities and more specialized teachers than does general education. Thus, teacher/trainer is the most important single factor manner on the effectiveness of any part of TVET. Therefore, the selective recruitment, and retention of sufficient number of capable teachers in this area of training should be recognized as one important administrative function.

The delivery of quality TVET is dependent on the competence of the teacher; competence measured in terms of theoretical knowledge, technical and pedagogical skills, individual work experience as well as being abreast with new technologies in the workplace (African Union, 2007:9). Without qualified teachers, training programs could not be effective. The teachers are being trained in trainer's methodology to enhance their skills in preparing, managing and delivering training and to make learning achievable on the part of the trainees. 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, 2010:6).

Thus, the quality of vocational and technical education depends upon teachers. The teacher should see himself as a member of a professional body devoted to the search of excellence. The work experience in industries or comparable experience in particular

discipline the vocational teacher brings is also very important in performance of teachers. UNESCO (1990:50) asserts that now, more than ever before, it is essential to insure vocational and technical education teachers possess appropriate, up-to-date knowledge, and skills to meet the training needs of all trainees. This would help to meet all current and future requirements in the world of work. UNESCO further points out that the teaching staff should possess appropriate academic and pedagogical qualifications and coupled with industrial experience.

As stated earlier, good technical and vocational education and training requires teachers who have technical skills, industrial experiences, and pedagogical skills. But in developing countries, there is a general shortage both of suitably qualified teaching staff and of teachers with relevant industrial or commercial experience. It is assumed that most teachers of vocational and technical education and training could almost any time find other employment (in a non-teaching position) at a salary greater than what they are receiving as teachers. So, in order for the TVET teachers to stay in the teaching profession, they must be satisfied. But developing countries, which suffer from a chronic shortage of adequately trained manpower, fail to attract sufficient number of talented and qualified people for their educational establishments because of low financial incentives in education compared with those in the manufacturing and services industry (Ibid).

A common strategy to overcome the problem of qualified teachers is to train teachers in both technical and pedagogical skill. But many countries have been unable to establish effective teacher training institutions and programs. Where it is difficult to attract and retain technical teachers, it is even more difficult to find and hold highly qualified teacher trainers. UNESCO, (1990:51) the solution of the problems states that, in addition to their special subject field, all technical and vocational education and training teachers need to keep up-to-date in and be aware of the applicability of new technologies to teaching. This puts technical and vocational teacher trainers increasing pressure to innovate the initial teacher training courses so as to provide adequately trained technical and vocational teaching personnel and to update and constantly upgrade their knowledge and skills.

Developing countries have stressed the need for their own staff training programs, featuring flexibility in the teacher's application of the newly acquired skill to their specific teaching institutions. The need to assess their in-service training schemes and consider their impact on the work of individual teachers is clear. They recognized the importance of links between educational institutions and industry and commerce in order

to provide present and future technical teachers with practical experience in industry and commerce, thereby ensuring that they acquire the appropriate knowledge and skill for their teaching.

In Ethiopian TVET system highly competent and motivated teachers/instructors is a prerequisite for developing a comprehensive, integrated, outcome-based and decentralized TVET system. Without such a pool of TVET teachers/instructors, the implementation of the National TVET strategy may not be achievable. 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 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.

Therefore, from the above statements we can understand that human resource is an important factor to determine how well and how rapidly TVET program may be implemented to attain the required goal.

2.7.2. Material Resources in TVET

Besides teachers, machines and facilities are also essential to good training. If workshops have non-functioning equipment and no supplies, then training could be reduced to lectures and the practical skills component of the curriculum to a large extend will disappear.

The MOE-ecbp (2010:3&4) describes the selection of equipment for training purpose should takes time and care. Equipping a training facility is a questionable approach if it means that when trainees enter the work place they find themselves unprepared for the standard equipment in use. Equipment for training should normally be similar to that being used in local industry unless orders have already been made for a major industry-wide switch to new equipment or approaches.

Vocational education costs too much and usually when shortage of budget occur. Such as maintenance, spare parts, and consumable materials and supplies are most heavily operating costs (Simon, 2002:20). 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.
A further responsibility of a vocational manager in TVET is to regularly review the level of utilization of existing and often expensive equipment. An accurate annual inventory should be prepared. Besides, equipment which is not used may still have a market value and it may be possible to trade it for other equipment, or even sell it to raise needed funds. Here too, enthusiastic and well informed staff can be key partners of the vocational manager if the opportunity is provided.

Therefore, practice materials for workshops are essential to good training and there should be effective maintenance of facilities and equipment. These factors contribute substantially to high recurrent costs typical of good quality vocational programs.

2.7.3. Instructional Materials in TVET

According to Amare (1999:53-54), instructional materials relate to all forms of materials with which students and teachers interact for the purpose of learning and teaching. They are the instruments with which a teacher teaches and from which students learn. No one disputes the role and function of instructional materials in enhancing the quality of education.

The traditional method of learning which mainly relies on the experience of listening and reading limits the development of other experiences, which in turn, are instrumental to further learning. Still Dale in Amare (1999:55) has provided a comprehensive listing of the pedagogical uses of instructional materials. Some of them are facilitating active learning; encouraging creative thinking; effecting student skill development; overcoming the limitations of time and space; concretizing abstract experiences; creating the access to invisible realities; teaching and entertaining; relating theory with practice; making learning more functional by increasing retention; assisting learning of a method of learning; and encouraging responsibility.

In spite of the high importance attached to instructional materials, they are not accessible to the TVET institutions. Regarding this, UNESCO (1997:12) explains that many institutions suffer from insufficient resources to purchase the complex and expensive equipment needed for their workshops and laboratories. Thus, a close liaison with employing institutions in the world of work needs to be established so that effective on-

the-job programs for students may be worked out cooperatively between the education institution and the employing enterprise.

Lack of or inadequacy of training materials hampers the normal learning/training process. It is impossible to expect competent graduates from training institutions that suffer from the inadequacy or lack of training materials. The graduates would not be competent in the world of work. Therefore, it is important to furnish, as much as possible, the institutions with training materials for better achievement of the trainees.

2.7.4. Training Facilities in TVET

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial, and service delivery elements. Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure.

The quality of any TVET program is largely dependent upon the degree of the organization of its training facilities. They are characterized by the presence of adequate, well planned, and properly equipped physical facilities, which are very much similar in nature and operation to the facilities in the actual working places (Coe, 1973:78).

TGE (1994:5) elaborates that due attention is given to the provision and appropriate usage of educational facility, technology, materials, environment, organization and management to strengthen the teaching-learning process and the expansion of education. Physical facilities are important for the proper functioning of training institutions. A functional as well as pleasant working environment may contribute a great deal to training.

Thus, considerable thought should go into the planning and construction of physical facilities in order to create the appropriate environment. Among the important elements of these facilities are lecture rooms with good lighting and acoustics; classrooms designed for the particular function they will serve; small rooms for study groups and seminar work; space for individual work, e.g. study cubicle, best placed in library; well-organized library facilities conducive to individual research work and study; conference room; staff rooms; and of course, well-planned and equipped workshop facilities.

The creation of appropriate physical facilities is not just a matter of providing the necessary funds and materials. They should be planned and designed by experienced

specialized architects in conjunction with teacher educators in order to best serve the education process (UNESCO, 1973:199).

It has been seen, in this section, that training facilities have to be created and organized by bringing together individuals with the best knowledge about them. The effect of training facilities on the achievement of the trainees is not measurable. Making the facilities conducive for learning/ training may result in better training and competence of graduates.

2.7.5. Financial Resource in TVET

Traditionally, the burden of the TVET financing system was left alone to the trainee themselves, to the enterprises and to the state (Ziderman, 2001). However, to date the public spending of TVET, as observed in some nations, is high and the most common basic funding model consists of two separate systems only. The first kind raises public and private funds to finance public provision of training and the other funding system relies on private funding for private provision.

In public provision, the sources of funding are direct budget allocations, cost recovery (trainee fees), and in some countries, revenues from a training levy paid by businesses. In private provision, the sources of funding are tuition and fees paid by trainees (EC, 2006). However, the financial requirement for running TVET program is expensive. Due to this reason, the need to cover the cost of public TVET institutions is high. This approach causes severe budgetary burden on the part of public resources. Since financing for training in TVET comes from direct budget allocations of the treasury to the training authorities (EC, 2006). As a result, various financial generating means have been suggested in the area. Cost sharing method has been proposed and implemented as one means of financial source in some countries of the world.

The justification for cost-sharing with trainees is that since TVET graduates benefit from higher incomes, due to increased employability and better payment, they should contribute to bearing the cost of TVET. On the other hand, if TVET fees decrease then it may exclude some trainees from accessing TVET program. These risks can, in fact, be mitigated by selective exemptions and selective grants to trainees. This trend creates a considerable burden on public budgets when the number of deserving candidates increases. However, equitable cost-sharing through loan schemes can be implemented to solve this problem to a certain degree (GTZ, 2006).

There is also another method of raising finance for TVET program in the form of tax raised by apprenticeship providing institutions. This kind of tax system is imposed by governments. Accordingly, enterprises can raise fixed percentile value of finance in the form of levy system for TVET programs. Stakeholders who are responsible for this payment raise the money too (GTZ, 2006).

Another way to develop resources required in the TVET system is increasing the income generating capacities of TVET institutions. Various incomes generating schemes can be designed and implemented in each TVET institution. This kind of approach enables TVET institutions not to stick to one means. This may be realized by improving the management of TVET institutions and by introducing regulations regarding the use of generated funds (MoE, 2008).

Income-generating schemes can also be realized by selling TVET services to enterprises in an effort to diversify and expand sources of income. However, this kind of income generation system raises concern which subsidized public provision of training that creates unfair competition with private providers who must compete on the basis of cost (EC, 2006). A different financing mechanism was proposed by UNESCO-UNEVOC. These mechanisms were enterprise financing for training its own labor force, private and public sponsored financing, and international donor assistance.

The other method of generating financial incentives for trainees who participate in the TVET is motivating them to stay in the training. In countries like Belgium, the Czech Republic, Germany, Estonia, Ireland, Spain, Italy, the Netherlands and UK, money is directly allocated to trainees. This approach enables learners to take part in the training. Besides, it contributes for the development of positive attitude, motivation and participation of trainees toward TVET (Cedefop, 2010).

A new funding mechanism, such as performance-based allocations for training institutions, training funds directed to end-users of training services, and increased cost-recovery with targeted assistance to the poor should be applied. This would require empowering training centers, letting active participation of the private sector in the management of the training fund, establishing new management models for training centers development of a voucher system, implementing new indicators and benchmarks for measuring performance, and creating a field for public-private competition for funds (EC, 2006).

To sum up, as seen above, there are different ways of generating fund for the implementation of apprenticeship training. These are proposed and applied by various institutions. However, the choice of applying the right method depends on the consideration of different conditions of a given country. Despite this fact, the implementation of TVET or apprenticeship training ever requires finance.

2.8. Cooperative Training in TVET

Cooperative training system in Ethiopia is derived from the "dual training system" of Germany and refers to mode of training delivery of technical and vocational education and training that combines training in enterprise and institution based on a training plan collaboratively designed and implemented by industries and respective TVET institutions.

When applied to TVET, cooperative training shows all forms of training conducted in collaboration with TVET institutions, enterprises and other stakeholders. The training takes place simultaneously in TVET institutions and in the workplace. The training in the enterprises is believed to encompass practical skills and the application of theory. Accordingly, the trainee goes to TVET institutions for a specific period of time to acquire specific theoretical knowledge and basic skills in some selected training topics. It requires a general agreement between TVET institutions and enterprises. It is thus a group of training that is accomplished with TVET institutions, enterprises and other stakeholders (MoE, 2007).

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, 2010:6).

Cooperative training is expected to play its role in improving the quality of the current Ethiopian TVET system. Any enterprise who can provide a working place to trainees, machines for training, tools, consumables, materials and which can also assign a training coordinator/ supervisor can be a cooperative training partner. As far as occupational

activities of the enterprises, in one way or another, if the activities of an enterprise have similarity with occupational training, any enterprise, large or small, can take part in cooperative training (MoE, 2010:6).

Those parties who participate in cooperative training are given each their responsibilities. The enterprise, the TVET institution, the trainer, and the trainee are all responsible for the proper execution of cooperative training.

To make the enterprises and other business organizations cooperate with the TVET institutions, they have to be involved in planning, developing the objectives and strategies, etc. of the system. In Ethiopia, despite the due emphasis given to technical and vocational system by the government, the participation of enterprises in cooperative training programs is still very low.

In order to keep current with the state of the art practice, there is a need for collaboration between TVET institutions and enterprises to enable students gain skills and to enable teachers to retool in their own occupations. In this relationship, tangible benefits accrue to both educational institution and the informal/formal sector (UNESCO, 1997:73-74).

2.9. Quality Assurance in TVET

The concept of quality has been one of the most important concepts in contemporary educational terminology. In terms of general concept, quality is as the ability or degree with which a product, service, or phenomenon conforms, to an established standard, and which make it to be relatively superior to other. It can also be described as standards of something as compared to other things that is the degree of goodness or excellence.

With respect to education, African Union (2007) stated that quality is a multidimensional concept, embracing all functions and activities of education system, including teaching and academic programs, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community, academic environment; taking into account national cultural values and circumstances and international dimensions such as exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects.

In TVET, quality is directly related to the achievement of the learning outcomes (knowledge, skills and competence achieved at the end of the learning process) that fulfils the key stakeholders' expectations: - students, parents, employers and community in general (Romanian Ministry of Education, Research, and Youth, 2009). Continuous

enhancement of the quality of TVET system is a key priority to any nation that desires to reap the benefits of this all important aspect of education system. In fact, quality enhancement is viewed as one of the main objectives of TVET system.

In order to ensure quality in TVET, it is essential to establish quality assurance frameworks applying to all aspect of TVET. Globally, the focus today is on strengthening quality assurance at all levels. Quality Assurance is a generic term that can mean different things in different national and regional contexts. In a broad sense, quality assurance as the management of goods, services and activities from the input stage, through processes to the output stage of production. It involves series of operational techniques and activities which includes all actions taken when requirement for quality are met. Similarly, quality assurance is described as the process of verifying or determining whether products or services meet or exceed customer expectations. They maintained that QA is a process-driven approach with specific steps to help define and attain goals (Solla, 2010).

2.9.1. Occupational Assessment and Certification

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 (MoE, 2008).

2.9.2. Accreditation of TVET Institutions

The system of accreditation of TVET institutions will be reorganized in order to establish a supportive and encouraging accreditation structure geared towards maintaining quality TVET institutions. Accreditation serves two purposes. These are:To set quality benchmarks for TVET institutions, to identify and offer support to institutions so that they meet the required quality standards and to assess the level of achievement;to attain transparent working systems in the TVET market, thereby protecting trainees from low quality TVET provision.

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. The new indicators for accreditation will focus on internal quality management processes in the TVET institutions, such as

capacities for labor market analysis and curriculum development, personnel management and human resource development strategies and financial management.

2.9.3. The Quality Assurance Core Process in TVET

TVET quality assurance core process are accreditation (Licensing and relicensing TVET Institutions, providing supervision, quality audit, authentication and solving compliant of customers.

Accreditation: To be accredited the minimum requirement of the standard should be fulfilled and the college has to provide the project proposal to the quality assurance core process.

Quality Audit: there are two types of quality audit the internal quality audit and the external quality audit. The internal quality audit should be performed by a committee with in the institution while the external quality audit is carried out by external and authorized body (from Zone TVET office or Oromia TVET agency)

Authentication: Dean and registrar office of the TVET institution should sign on student copy and the certificate should be signed & sealed.

Supervision: Carried out by team organized from Oromia TVET agency monthly. After each supervision program there will be discussion and points of agreement will be stated and sealed on the check list.

The TVET system strives for the highest quality and relevance of all TVET offers. It will develop effective means of quality management, will continuously monitor the relevance of TVET programs and will provide support and guidance to TVET institutions to achieve defined quality standards. An important mechanism for this will be the introduction of the system of occupational standards, assessment and certification.

2.10. Management and Leadership in TVET

In order for vocational education to be carried out properly, one of the preconditions that need to be fulfilled is the existence of efficient management and leadership, especially human resource management. Williams (2006:203-204) states that people need to be managed in the same way as equipment, materials, and information are managed. However, people are unique andspecial resource and managing them is not simply a control process.

Managing people is a challenging task. To this end, Cheatle explains as follows:

> *Above all else, of course, managing people is a dynamic, endlessly changing, complex, and sometimes a downright frustrating business (Cheatle, 2001:1).*

Leadership is the process of leading individuals as a group to achieve a common objective. The objective of leadership are geared towards bringing out the best in employees by communicating effectively about what needs to be done and why it matters. In addition, effective leaders strive to bring out the best in employees through carful instruction as well as management practice aimed at motivating workers to do their best. Successful leaders achieve these objectives through amixture of natural ability and commitment to improving their leadership skills (Devra, 2012).

If technical education at all levels is to function efficiently and if there is to be a constant attention given to ensuring the quality of instruction, highly competent leaders and management personnel are a prime condition in TVET institutions. Although both leaders and managers should be drawn from the ranks of experienced teachers, the knowledge and talents needed for performing their tasks are different.

In-service courses on the post-graduate level for teachers of proven ability are an excellent way of preparing these directors. Also, just as in-service training of various types-particularly the conference or seminar-serve to bring teachers together for discussion of common problems and mutual stimulation, so these types of courses may serve the same function for administrators and supervisors. In addition to a thorough knowledge of the teaching profession, the leaders need a certain breadth of vision as well as knowledge of handling certain problems of administration. He will be dealing with teachers in a number of different specialties (UNESCO, 1973:175-176).

Trainers are one group of the human resources available in TVET institutions. These have to be properly managed in order to let them contribute their best. According to a report by UNESCO (1994:31), teachers at all levels of education require regular opportunities for further study, for both personal and professional growth so that they can maintain their commitment and motivation, update knowledge and skills, be exposed to new curricula and teaching materials, and have access to a reorientation program if they wish to move into different field of teaching. Teachers have to be treated as individuals.

Regarding this, Anderson writes: Teachers are repeatedly told to treat their students as individuals. However, all teachers typically are given this advice in exactly the same way. That is, we consistently fail to recognize individualdifferences among teachers even as we admonish them to adjust their teaching to individual differences among students

(Anderson, 1991:91).Efficient management and leadership can perform the above stated activities and retain TVET trainers in its respective institution.

2.10.1. Leadership Commitment in Private TVET

As a character trait, commitment is one of sincere and steadfast fixity of purpose. It is the act of bindingand engaging oneself (emotionally or intellectually) to a particular course of action. Commitmentseparates doers from dreamers. It is important because on the journey of life, and pursuing our dreamsand goals, there are many obstacles. Commitment will keep us going in the face of adversity andchallenges (Beverly, 2011)

Commitment is a word that often strikes fear in the hearts of people. We frequently relate fear ofcommitment to romantic relationships and marriage; however, it has application to other relationshipsas well. There is the relationship we have with ourselves, including the promises we make. There arerelationships with family and friends that require commitment. And there are the relationships a leaderhas with those he or she leads or influences.

When it comes to commitment, people tend to cop out, drop out, hold out, sell out, or go all out. As aleader, commitment is essential. A great leader cannot afford to cop out, drop out, hold out, or sell out.If one aspires to leadership, he or she must evaluate his or her willingness to commit to people, or to acause or purpose. He must question whether he is willing to go all out.Someone has said, "There's a difference between interest and commitment. When you're interested indoing something, you do it only when circumstances permit. When you're committed to something, youaccept no excuses, only results."

Leadership is a great responsibility that requires constant courage. Once committed to, it is not easily discarded. The influence of a leader whether for good or for bad continues to make ripples within his or her circle of influence? This is one reason some would prefer to follow. They would prefer to stay in the shadows out of the limelight. Hidden or not, we all influence others in some way. While we may not be in a highly visible position of leadership, there are still those counting on us. Commitment ignites action(Beverly, 2011) Unfortunately, leaders often underestimate the power of commitment. There is something very powerful about truly being committed to a people, a vision, cause, or meaningful purpose.Very often people do not try new things because they are afraid they are going to fail. If they fail, they might not feel good about themselves, and we all want to feel good about ourselves. Or if they fail, maybe other people will ridicule them or lose respect for

their abilities. This can be a big problem. When someone is afraid to take a chance of failing, he also loses the chance of learning something new and feeling good about his success (Beverly, 2011)

Every leader faces many new experiences and challenges. Fatigue, discouragement, criticism, isolation, self-denial, and pressures of all sorts assail him or her. Sometimes he or she may not even "like" those being lead. But commitment to an unerring purpose enables one to pour out passion, energy and enthusiasm in his or her endeavors. If you are passionately committed, then you will experience success regardless of the outcome. Commitment is persistence with purpose.

The character of true commitment is demonstrated in life's storms. Wavering commitment is usually seen as no commitment at all. Granted, it isn't easy to deny self for the benefit of others, but commitment sustains. Genuine commitment stands the test of time and the storms that life brings. It gives us the motivation to be responsible and care for those we lead, unselfishly giving them our best and empowering them to grow and develop into their best. It enables us to create an environment in which people can accomplish things that otherwise they would not accomplish. With determination and persistence, we can finish our course and achieve our purpose (Beverly, 2011).

2.11. Public versus Private Provision of TVET

TVET in Africa is delivered by both government and private providers, which include for-profit institutions and non-profit, NGO and church or faith-based institutions. School-based government training institutions are generally fewer in number than those in the private sector, although Kenya with its over 600 Youth Polytechnics is a notable exception. In Ghana, government TVET institutions include 23 technical institutes under the Ministry of Education with a total enrolment of about 19,000 students and 38 National Vocational Training Institutes run by the Ministry of Manpower Development and Employment. There are an estimated 500 private establishments of diverse quality that enroll over 100,000 students. The Catholic Church is the single largest private provider of TVET in Ghana, enrolling about 10,000 students in its 58 technical and vocational training institutions.

In almost all countries, non-government provision of TVET is on the increase both in terms of number of institutions and student numbers. This trend is linked to the fact that private providers train for the informal sector (which is an expanding job market all over Africa) while public institutions train mostly for the more or less stagnant industrial

sector. Private providers also target "soft" business and service sector skills like secretarial practice, cookery, and dressmaking that do not require huge capital outlays to deliver. On the other hand, the first choice of students is the public vocational schools because of the lower fees charged and the perception of better quality. Women constitute the majority of students in private institutions (76 percent in Ghana; 60 percent in Tanzania and Zimbabwe; 55 percent in Senegal). For obvious reasons, for-profit private providers are often concentrated in the urban centers, while Church-based institutions tend to be based in rural and economically disadvantaged locations.

In Tanzania, public institutions account for only 8 percent of the total number of institutions, while enterprise-based training (at 22 percent), for-profit institutions (at 35 percent), and Church/NGO providers (at 31 percent) make up the bulk of the private sector institutions. In Zambia, public TVET provision is at 18 percent, while Church, NGO and for-profit providers take up 18 percent and 36 percent, respectively. It is important to distinguish within the private providers, in-company or enterprise-based training that is often dedicated to the sharpening of specific skills of company employees or is designed to train potential employees to perform professional tasks related to the company's activities.

State support for non-government providers vary from country to country. In Ghana, government support is currently limited to the payment of salaries of selected key management and teaching staff and small grants for administrative purposes. In some francophone countries (Cote d'Ivoire and Mali), non-government providers receive much more substantial support.

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

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

However, considering the current weak state of private and non-public sector development in Ethiopia, government must still play a major role as TVET provider in the foreseeable future. This will mainly apply to those TVET areas where the private sector is unlikely to venture at the moment and where strategic economic and social objectives have to be safeguarded. Hence, various government institutions will remain major TVET providers in long-term initial TVET, specialized technology training, TVET provided in remote areas, and other fields.

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

2.12. Stakeholders in Private TVET

It is crystal clear that stakeholders are groups and individuals who have legitimate personal or professional interest in the operation of the scheme (Hodkinson, Sparkes & Hodkinson 1996). The term is more popular in TVET and may mean persons or groups that have a stake in TVET activity. TVET operates at the interface of different sectors of society, notably the education sector, the labour market, industry, MSE sectors, agriculture and rural development, and public administration. In order to serve and relate to all these sectors through high quality and demand-responsive instruments, the TVET system must be steered and implemented with the involvement of a wide stakeholder group. Different stakeholders will each contribute their own expertise, experience and capacities, in order that their combined efforts improve the relevance and effectiveness of the TVET system (MoE, 2008).

From policy point of view, some major roles of stakeholders for TVET program, in the Ethiopian context, were also cited (MoE, 2008). These functions of stakeholders were

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

However, there is a major criticism by educators on the weak link between TVET institutions and stakeholders especially with the enterprises. Thus, some enterprises/industries do not trust schools in teaching trainees what they know. As a result, enterprises/industries have little faith in the training style of TVET institutions as they lack skill. TVET institutions, on the other hand, question the interest of enterprises/industries toward them since they do not consult them the skill demand. This kind of negative attitude hampers the ultimate production of skillful person (Olson, 1997).

In a research to investigate the training requirements of an industry, it was proposed that proper collaboration between the industry and TVET institutions is vital in the face of changing technological trends. Its implication is that the link between the TVET training institutes and the potential employing institutes should be strengthened to produce graduates with the right kind of occupational skills (Omondi, 2008).

Although the interest of different actors may change over time in accordance with the development of the national socio-economy along with the demands for TVET changes, the most key players identified by the MoE, (2008) at present day include: The government; Both private and public employers; The business sector, MSEs and different cooperative associations; The chambers of commerce and sectorial associations; Trade unions and professional associations; Public and private TVET providers; Civil societies and NGOs; and Instructors, trainees and their families.

Government: Stakeholders should agree on sort of "Task-sharing" depending on their abilities and strengths. Government should participate in funding, provide legislation and regulations, put down policies and laws and enforce them to ensure the empowerment and proper function of the TVET system.

Local Communities: Local communities should support and promote TVET, participate in policy making processes, identify priorities, participating in monitoring of the outcomes of the TVET, and be part of assessment and evaluation of the system.

Industries: The industries should act as partner in policy making, funding, implementing, and participate in cooperative training (apprenticeship), developing programs and curricula, testing, assessment, and monitoring and evaluation. The industries should be encouraged to participate in changing the culture in TVET for mutual cooperation and to allocate in-house resources for training. Deepened involvement of employers in the delivery of TVET, through cooperative and in-company training has a significant potential to increase cost-effectiveness in the TVET system and specifically to reduce the relative share of expenditure for public TVET provision. The focus is not on reducing the total amount of public spending on TVET but to tap into other financing sources in order to expand the quantity and quality of TVET provision.

Micro and Small Enterprises(MSEs): Skills and knowledge are the engines of economic growth and social development of any nation, and Technical Vocational Education and Training (TVET) holds the key to training the skilled and entrepreneurial workforce needed for the changing technological workforce.

According to Mclean and David (2009) TVET is concerned with the acquisition of knowledge and skills for the world of work to increase opportunities for productive empowerment and socio-economic development in knowledge economics and rapidly changing work environment.

TVET institutions are expected to become agents of technology capability and transfer to micro- and small enterprises (MSEs). With this in mind, it will be necessary to include this new function in the pre-service and in-service training of TVET trainers, taking care of females' participation. The MSEs are also expected to provide cooperative training opportunities for the TVET college trainees.

Local labor Market Institutions: Local labor market institutions should be supported to deliver all needed services to all from one place (One-Stop-Shop concept). Private initiatives should be promoted, supported and motivated to deliver additional services to the public labor market institutions on complementary approach.

Other civil society organizations: Other civil society organizations should be involved in policy making and implementation of the system, promotion, awareness, support of the TVET system, participate in training, and ensuring the role of TVET in meeting the social needs, especially those of the marginalized groups.

Stakeholder participation, however, does not come without cost and efforts. Stakeholders who were previously mere consumers of TVET services are now expected to invest time,

thoughts, ideas and finances towards the improvement of TVET. In order to encourage stakeholders to undertake such investments, the government is prepared to share responsibility proportionate to the capacity of the respective stakeholders and entertain different interests and opinions.

There is also a need to involve all stakeholders of TVET in the planning, policy making, training delivery and monitoring and evaluation system. This may, in fact, result in the successful implementation of the TVET program. Besides, stakeholders will develop the feeling of belongingness to the TVET program as whole. If all stakeholders of TVET program are thus involved in all aspects of the design of the program, its implementation will be relatively easy.

For effective linkage of the TVET curriculum and future workplace ethics, skills and positive attitudes at workplace; it is advised that all stakeholders of education including industry and employers be involved in the process of curriculum development (GTZ, 2006).

2.13. International Challenges ofPublic and Private TVET

Quality and relevance of training programs; quantity and quality of TVET trainers and instructors; management of the TVET system and TVET institutions; and need for rapid expansion of TVET system are the existing challenges of TVET. In addition, a major challenge is to continue to flourish in a global economy in which individuals are expected to have well-developed technical skills, that allow high levels of flexibility and adaptability and an ability to work across a range of jobs.

Survey reports in Canadian international development agency (CIDA) state six challenges identified through international experience in TVET and these are presented hereunder:Thecrucial importance of the economic and social context; Limited access for disadvantaged groups; The stigma of vocational education; The issue of high costs and sustainability; Poor quality of primary and lower secondary education and Weak TVET Governance.

AU, (2007:52) states that the challenges of globalization for TVET in Africa is the tension it has created between developing skills for poverty eradication and skills for global economic competitiveness. Although the primary objective of technical and vocational training in Africa is to help alleviate poverty through the acquisition of

employable skills, a strategic approach to skills development on the content cannot ignore the effects of globalization.

In a globalized world economy, driven by the case of information exchange, financial flows, and the movement of people, labor, goods, and services across national boundaries, each country will have to adopt.

2.14. Major Challenges of Public and Private TVET in Ethiopia

The major challenges facing the TVET system nowadays have been documented in ESDP – IV (MoE, 2011). The TVET institutions, the TVET agencies and other stakeholders also reported various challenges that the TVET system is challenged with. With little modifications, the major ones are as enumerated hereunder:

Stakeholders' participation in the management and delivery of TVET is inadequate; Both the experts and trainers of the TVET system lack capacity and competence to implement the TVET strategy; The monitoring and evaluation systems is inadequate both in quality and quantity; TVET institutions have low capacity in adopting and transferring technology; Labor market information system to assess labor market demand is inadequate; The system for information sharing and coordination between the regional and federal TVET agencies is weak implying that there is a management problem in TVET; While there is a shortage of teaching materials especially in newly developed OSs on the one hand, there is inefficiency in the utilization of available resources and equipment on the other; TVET institutions are not adequately equipped in terms of both human and material resource supply and hence deliver low quality education and training; Most TVET provisions are said to be still 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 were not developed based on occupational standards; The plan for attaching the TVET programs to industrial plants has not fully materialized; A sizable number of TVET graduates remain unemployed even in those occupations that show a high demand for skilled workforce nor are they self-employed particularly due to low entrepreneurial competence; Most instructors have relatively low formal qualifications and inadequate practical skills revealing that they are not competent enough to provide TVET in accordance with the occupational standards. This is further threatened by the deep rooted traditional attitudinal outlook towards crafts and craftsmanship; there have not been documented evaluative studies ever since the new occupational standards have been implemented. The lack of

adequate and appropriate quantitative and qualitative information on labor market needs and other areas has created a gap in the generation of information that could have been used for improving practice and policy; and The integration of the TVET system with the MSEs is challenged with various problems as a result of which the employment problem of graduates is still prevalent.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part of the study deals with the research method, sources of data, samples and sampling techniques, data gathering tools, procedures of data collection , methods of data analysis and ethical considerations.

3.1. The Research Method

A research method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). The main objective of this study was to find out the practices and challenges of private TVET colleges in East Shoa Zone of Oromia regional state towards the training delivered in the colleges. To realize this descriptive survey method wasconsidered more appropriate and selected by the researcher to figure out what exists at present by determining the nature and existing situation of the issue in the study private colleges.

In this regards, Cohen et al. (2007:205) stated that many educational research methods are descriptive; that is, they set out to describe and to interpret the state of affairs of the issues understudy as it exists. It is concerned with conditions or relationships that exist; practices that prevail; beliefs and points of views that are held; processes that are going on; effects that are being felt; or trends that are developing. Moreover, as stated by Kothari (2004), descriptive research answers who, what, where, when and how questions. It helps to describe the situations of the issue under study quantitatively and qualitatively using the data collected for the study.

Thus, in order to properly analyze and identify the existing challenges of Private TVET colleges In East Shoa Zone; the researcher preferred and used descriptive survey research method in this study.

3.2. Source of Data

For this study the researcher used primary and secondary data sources. The primary data was gathered through questionnaires and interview from trainers, trainees and management bodies, Zone and Woreda TVET officers, Core process owners and department heads. The secondary data was gathered from different journals, research documents, government policy documents, websites, unpublished documents, magazines, newspapers, workshop presentations and books.

3.3. Population and Sampling Techniques

The target population of this study was private TVET colleges trainees, trainers, management bodies and Zone and Woreda TVET officials found in the Zone. According to the data obtained from East Shoa Zone TVET office, there are 5 private TVET Colleges. Namely Addis Ababa Medical College, Rift Valley College, Mary Help College, Sub Saharan college and Abyssinia College (Oromia East Shoa TVET Bureau, 2007). For the purpose of this study, the researcher selected 3 (60%) TVET. Since, this sampling technique gives equal chance for each of them the likelihood of being chosen for the study (Morrison and Scott, 2005), the researcher preferred simple random sampling technique in selecting the three private TVET colleges.These Private TVET colleges were: Addis Ababa Medical College, Rift Valley College and Abyssinia College.

It is obvious that the TVET institutions include Level I, II, III, and IV trainees. Among those levels, the researcher purposefully took level II, III and IV. This was because the researcher believes that level II, III and IV were senior or familiar with the college environment and they are supposed to have long relation with their teachers' and management bodies. With regard to trainee's occupation ICT, IEMD, Road Construction, Accounting, Surveying and Clinical Nursing were selected using proportionate stratified samplingtechnique. This method ensures a sample that accurately reflects the population being studied and also ensues each subgroup with in the population receives proper representation with in the sample (Morrison, 2005).

Finally, the selection of the respondents was based on sample population including trainers, trainees, management bodies and TVET bureau officials. The researcher usedsimple random sampling technique to select trainers. This sampling technique was used, because it gives equal chance for each members of the population and the likelihood of probability of being chosen for the study as a sample (Cohen et al., 2007). Management bodies and Zone/Woreda TVET officials were selected by Purposive sampling technique since they are few in number and the researcher believed that they have more detailed information to provide.

The total population of trainees in the three TVET colleges are relatively large in size; the selection of the trainees was made by using proportionate stratified sampling method. In proportionate stratified sampling, the number of elements allocated to the various strata is proportional to the representation of the strata in the target population. That is, the size of

the sample drawn from each stratum is proportional to the relative size of that stratum in the target population.

In this regards, to determine the number of trainees respondents, the formula developed by Kothari (2004) and a similar formula developed by Krejcie and Morgan (1970) and recommended by other authors like Cohen, Manion, and Morrison (2007:104), in educational research is considered by the researcher for this study. It helps to correctly determine appropriate sample size for the study. According to the suggestions of those authors, the required sample size was determined by using the following formula:

$$S = \frac{X^2 NP(1-P)}{(d^2(N-1)) + (X^2 P(1-P))}$$

Where*: S= required sample size.*

X^2= the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841 at 0.05 level of confidence).

N= the population size.

P= the population proportion (assumed to be 0.50; since this would provide the sufficient sample size).

d= the degree of accuracy expressed as a proportion (0.05).

Therefore;

$$S = \frac{(3.841 * 257) * 0.5 * (1-0.5)}{((0.05^2) * (257-1)) + ((3.841 * 0.5) * (1-0.5))} = 154.216$$

Accordingly; on the base of the above formula among 257 trainees; 154 of them were identified as a sample size (Table 3.2). The identified sample size was distributed to the three private TVET colleges included in this study proportionally as illustrated in Table 3.1.

The following table depicted respondents who participated in this study including officials from TVET offices.

Table 3.1 Total Population and Sample Size

No	Name of College	Total Population			Sample Size				
		Trainees	Trainers	Mgt Bodies	Trainees	Trainers	Management	TVETB Officials	Total Sample Size
1	Abyssinia College	**204**	**14**	**9**	**83**	**10**	**7**	**1**	**101(44.05%)**
2	Addis Ababa Medical College	**70**	**13**	**5**	**29**	**11**	**4**	**1**	**45(51.13%)**
3	Rift Valley College	**102**	**18**	**7**	**42**	**10**	**5**	**1**	**58(45.67%)**
Total		**376**	**45**	**21**	**154**	**34**	**18**	**3**	**209**

There are a total of 376 Level I, Level II, III and IV regular trainees in the three private TVET colleges. Among these trainees 119 were level I and 257 were Level II, III and IV. In this study level I trainees were excluded. 154of them were included in the study as calculated in the above formula suggested byKrejcie and Morgan. The selection of trainees were madeby way of stratified proportionate sampling. Level II, III and IV trainees were chosen with the assumption that they can provide reliable information due to their comparatively longer stay in their respective colleges. In addition, three senior East Shoa Zone TVETB officers with longer experience in TVET will be purposively included in the interview as they are expected to have accumulated knowledge of the Zone and Woreda TVET practices they observed via reports and supervision.Overall, 206respondentswere included in the study.Out of 206 questionnaires distributed to their categories of respondents, 201(97.57%)were properly filled in and returned. The information obtained from the senior TVETB officers, management bodies by way of semi-structured interview was used to compare and triangulate the responses given by the trainers and the trainees. The semi-structured interview was employed because it enables to get detailed answers by asking additional questions when necessary.

3.4. Instruments of Data Collection

In order to collect adequate and reliable data, the researcher used the following instruments, questionnaire, interview, document analysis and observation check list, as

data gathering tools,observation checklist, and document analysis also used. How each of the data gathering instruments used is discussed in detail below.

3.4.1. Questionnaire

The questionnaire is one particular type of survey which asks for responses to a set of questions. One can involve large numbers of people by using a questionnaire (Hult, 1986:37). Questionnaires were prepared in English and distributed to the respondents to make them more comprehensible. The questionnaires contained both closed-ended and open-ended items. Most of the closed-ended items were constructed in the form of multiple choice (of course some of them were in the form of rating scale). The open-ended questions were prepared in a form that enables to collect the respondents' suggestions, comments, and recommendations. The research instruments employed for data collection werethree sets of questionnaires for trainees, trainers and management bodies. The questionnaireswere employed as a principal data collection instrument, because factual information is better secured through the questionnaire. Moreover, questionnaire enables to obtain variety of opinions from a large size of population, relatively within a short period of time.

3.4.2. Interview

An interview is a data-collection method in which an interviewer (the researcher or someone working for the researcher) asks questions of an interviewee. That is, the interviewer collects the data from the interviewee, who provides the data (Johnson and Christensen, 2008:203). An interview guide was prepared in English and translated in to Afan Oromo, so as to get better detailed information from the senior TVETB officers, and management bodies.

The interview was conducted on a face to-face basis. Because it is a major way in which any researcher seeks to understand the perceptions, feelings and knowledge of people in programs is through in depth and intensive interviewing(Johnson and Christensen, 2008:203). So to gather more detailed information from the senior TVETB officers and management bodies wasemployed assemi structured interview, because these people are few in number and their position is important in describing and providing accurate and complete information.

Thus, it is with this assumption that interview was employed as a data gathering instrument for this study. Before starting the interview, the interviewees were informed about the purpose of the study. During the interview, the response of all interviewees

were recorded by using mobile phone. The response of the interviewees were analyzed and incorporated into the final report of the study.

3.4.3. Document Analysis

To secure facts and figures about the trainees, trainers and management bodies, a number of documents, among others, statistical information, reports, employees' lists, were thoroughly and sufficiently investigated. In addition, secondary sources such as official policy and strategy documents, guidelines, books, magazines, education statistical abstract, were referred.

3.4.4. Observation Checklist

Since it is important to secure additional facts through observation at the respective sites, an observation checklist was comprised points regarding the staffing, equipment, facilities, service, and the training process were prepared and employed. This was used to further strengthen the information collected by means of other data gathering instruments.

3.5. Procedure of Data Collection

As long as the procedure of data collection was concerned, the researcher went through the following steps, so as to collect the relevant data. The first thing to do was, getting permission from the deans/vice deans of the TVET colleges. After the researcher got permission,the questionnaires were pre- tested to maintain validity and reliability to evaluate the appropriateness before they were administered. The purpose of the try out was to check whether the investigator and the respondents were properly communicating through the instrument and add some value to the reliability and validity of the questionnaires on the base of the feedback obtained.

After getting all the corrected items and precise introduction of the purpose of the study, the questionnaires were distributed and followed up for collection according to the time line. Then the researcher was interview the senior TVETB officers and management bodies. Then, the researcher observed the colleges' compounds regarding staffing, equipment, facilities, services, and the training process and analyses the documents. Finally, the researcher expressed his gratitude for all respondents who were involved in the data gathering tools.

3.6. Validity and Reliability Test

According to Kothari (2004), and Morrison and Scott (2005), validity refers to the degree to which an instrument measures what it is supposed to measure. Reliability has to do with the consistency or repeatability of a measure or an instrument. High reliability is

obtained when the measure or instrument gives the same results if the instrument is repeated on the same sample.

Thus, in order to assure data quality, the questionnaire prepared for this study was validated and tested at pilot level for its reliability before distributed for sample respondents and used as data collection tools.

Primarily, the validity of the instrument was tested. In order to check the validity of the questionnaire, research advisor and teachers from the department were consulted. The comments forwarded from those professionals; to include additional open-ended questions in the questionnaire and to rewrite specific instructions for items presented in table form; were considered and the questionnaire was updated for pilot test.

The pilot test was conducted to assess whether or not the items included in the instrument enable the researcher to gather reliable and valid information. Besides, the purpose of pilot testing was to make necessary adjustment on data collection tools so as to correct confusing questions before it was used as data collection tool for the study.

In pilot testing, the amended questionnaire was distributed to 20 randomly selected trainees and eight trainers and four management bodies from Mary Help College in Batu town (which was not included as a sample for this study). Then, to measure the reliability of the questionnaire, Cronbach's alpha coefficient was calculated for each item of the questionnaire.

Concerning the acceptance level of Cronbach's alpha results Cohen et al. (2007:506), suggested to use the alpha coefficient results on the basis of the following guidelines: greater than 0.90=very high reliable; 0.80–0.89=highly reliable; 0.70–0.79=reliable; 0.60-0.69=marginally reliable; and <0.60= lowly reliable or unacceptable. The calculated Cronbach's alpha coefficient for all items of the questionnaire was found at 0.812. This showed the reliability level of the questionnaire was highly acceptable.

3.7. Method of Data Analysis

The data collected from all sources were organized with respect to basic research questions. The data were analyzed quantitatively and qualitatively. The quantitative data were processed using Statistical Package for Social Sciences (SPSS V-20). SPSS V-20 was used since it has the capacity and flexibility to process huge data within seconds and generates an ultimate range of simple and sophisticated statistical results. This was done

because; the researcher believed that using SPSS was appropriate in processing and analyzing the data in this research.

The analyses of quantitative data were made using descriptive statistics, like frequency, percentage, mean, and standard deviation. Besides, an association between the variables of the study was tested using t-test. In the interpretation of the quantitative data, tables and graphs was used for visual presentation of the results of the study.

Furthermore, the qualitative data obtained through interview and open ended questions of the questionnaire were discussed using the narrative technique in conjunction to the analysis of the quantitative data under each tables and graphs they are associated with.

3.8. Ethical Consideration

Throughout this study, the researcher was governed by the ethical principles of the research. Specially, the two most importantly emphasized ethical principles applied in this study were respecting the privacy of respondents and confidentiality of information revealed by the respondents.

A letter from Adama Science and Technology Universitywas used as introductory means to get permission to collect data from the sample private TVET colleges of the Zone. The data collection processes was conducted by informing the respondents' the right they have to participate or not in the research to respond the questionnaire or interview questions. They can withdraw from the study at any time without explaining their reasons. Thus, all data for this study were collected from sample respondents' by their own well and interest only.

Furthermore, confidentiality of information about the respondents was secured; no personal details of individual respondents are produced on any parts of this study documents. Besides, any confidential information revealed by the respondents will be kept secret except used for academic purpose.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

This chapter deals with the description of the sample population, analysis and interpretation of the data gathered from sample TVET officials, management bodies (deans/vice deans, process owners and department heads), trainers and trainees in East Shoa Zone of Oromia regional state private TVET Colleges. The data obtained through questionnaires, interviews, and observation check list were analyzed and interpreted. Out of 206 questionnaires distributed to their categories of respondents, 201(97.57%)were properly filled in and returned.

4.1. CHARACTERISTICS OF RESPONDENTS

Under this part, background information of the respondents; which includes: sex, age, levels of study and years of stay, qualification, occupationand work experiences of the respondents were presented and analyzed.Accordingly, the data in Table 4.1 and Table 4.2 illustrated demographic characteristics of trainees, trainers and management bodies who participated in this study to respond the questionnaires. The categories of management bodies includes deans, vice deans, core process owners and department heads of private TVET colleges.

4.1.1. TRAINEES

The following description of the characteristics of target population gives some basic information about the sample population of trainees involved in the study.Respondents were selected from three private TVET colleges. As illustrated in Table 4.1 While 47.40 % of trainees were male, 52.60 % were females. Regarding trainee participant's level of training 22.73% were level II, 33.12% were level III and 44.16% were level IV. The majority of trainee respondents (79.87%) were in age group of 17-20 years. This implies that, the respondents were matured enough to provide clear response to the instrument.

In addition, the trainees' respondent occupation of training were ICT, Clinical Nursing and Accounting 19.48% each and Road Construction and Industrial Electrical Machines Drives (IEMD) were 14.29% each. Thus, more or less equal chance was given for trainees in all occupations.

Table 4.1 Trainee respondents characteristics

Items		Trainees N=154	
		Frequency	%
Sex	Male	73	47.40
	Female	81	52.60
	Total	**154**	**100**
Age	17-20	123	79.87
	21-25	27	17.53
	26-30	4	2.60
	31-35	-	-
	35 & above	-	-
	Total	**154**	**100**
Level	Level II	35	22.73
	Level III	51	33.12
	Level IV	68	44.16
	Total	**154**	**100**
Occupation	ICT	30	19.48
	Surveying	20	12.99
	Road Construction	22	14.29
	IEMD	22	14.29
	Clinical Nursing	30	19.48
	Accounting	30	19.48
	Total	**154**	**100**
year	First year	30	19.48
	Second Year	55	35.71
	Third Year	69	44.81
	Fourth year	-	-
	Total	**154**	**100**

Source: Primarily data collected by the researcher from field Survey (June, 2015)

4.1.2. TRAINERS' & MANAGEMENT BODY'S

The following description of the characteristics of target population gives some basic information about the sample population of trainers and management bodies involved in the study. As showed in Table 4.2, majority of trainers (83.87%) and management bodies (100%) are male. Only 16.13% of trainers were female and particularly there is no female as a member of management bodies in the private TVET colleges of the Zone. The possible reason behind this might be the society's perception that vocational occupations are regarded as males' profession.

Regarding age of the respondents, the data in Table 4.2 showed that, the age of 51.61% of trainers were found under 25 years. Next to this, the age of 25.81% of trainers were found between 26 and 30 years. Moreover the data illustrated in Table 4.2 showed that insignificant number of teachers 6.45% and 3.23% were age between 36 & 40 and above 40 years old respectively.

With regards to the age of management bodies, the age of majority 53.49% and 31.25%werefound between 31-35 years. Moreover, 25.58% of them were found at the age

of 26-30 years. On the contrary, the age of few management members (2.33%) was above 40 years.

From the total respondents 44.68% fall in age ranges from 21 to 25 years and 29.79% fall in age range from 26 to 30 years. This indicates that less experienced trainers and management bodies are involved at the private TVET colleges in the Zone. Regarding the qualification, from the total of the respondents 41.94% were level III/IV, 54.84% first degree holders and 3.22% were MA/MSC.

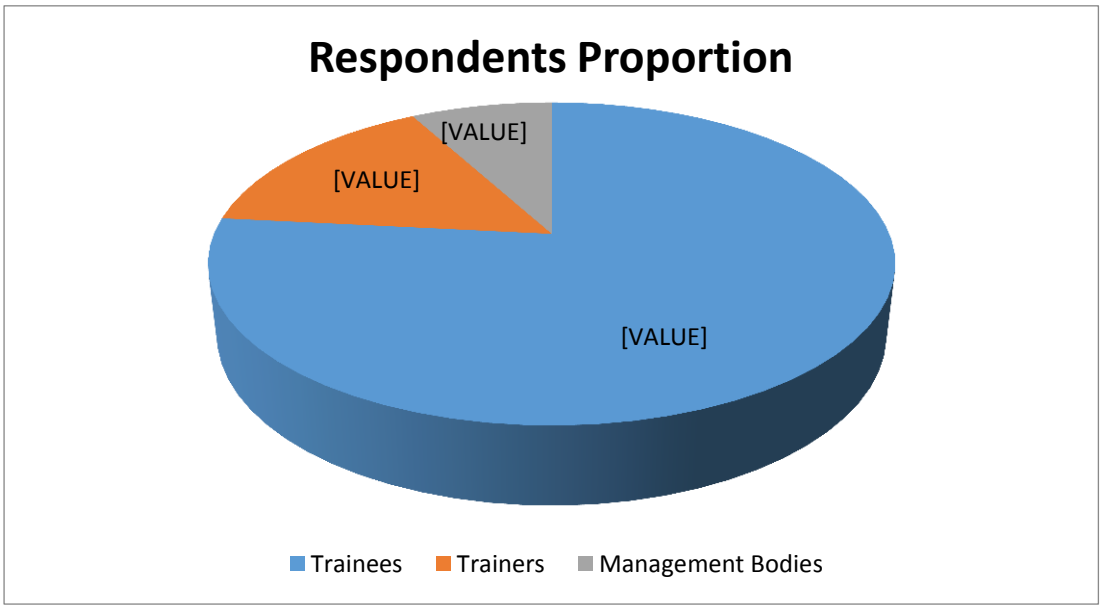


Figure 4.1 Respondents proportion

Source: Primarily data collected by the researcher from field Survey (June, 2015)

According to the new education and training policy, the minimum qualification requirement for trainers to train at level I & II is level IV and for Level III & IV is first degree. Deans and department heads of TVET at this level ought to be second degree (MA/MSC).

From document analysis at the private TVET Colleges, two trainers who have first degree have started summer and distance program of MA/MSE to upgrade their qualification and three level IV trainers have joined extension program to upgrade their qualification in to first degree on self-sponsored base. This implies that the private colleges were weak in fulfilling the standard set for the level concerning trainers' qualification. But among management bodies, there was no one joined the upgrading training as stated from the interview made with management bodies of the colleges.

Table 4.2 Trainers and management bodies' characteristics

Items		Trainers N=31		Management N=16		Total	
		freq	%	freq	%	freq	%
Sex	Male	26	83.87	16	100	42	89.36
	Female	5	16.13	0	0	5	10.64
	Total	**31**	**100**	**16**	**100**	**47**	**100**
Age	21-25	16	51.61	5	31.25	21	44.68
	26-30	8	25.81	6	37.5	14	29.79
	31-35	4	12.90	3	18.75	7	14.89
	36-40	2	6.45	2	12.5	4	8.51
	40 & above	1	3.23	-	-	1	2.13
	Total	**31**	**100**	**16**	**100**	**47**	**100**
Educational Qualification	Level III/IV	13	41.94	6	37.50	19	41.94
	BA/BSC/BED	18	58.06	8	50.00	26	54.84
	MA/MSC	-	-	2	12.50	2	3.22
	Total	**31**	**100**	**16**	**100**	**47**	**100**
Field of Study	ICT	9	29.03	3	18.75	12	25.53
	MBA	3	9.68	3	18.75	6	12.77
	Surveying	3	9.68	1	6.25	4	8.51
	Road Construction	3	9.68	1	6.25	4	8.51
	IEMD	3	9.68	1	6.25	4	8.51
	Health	3	9.68	2	12.5	5	10.64
	Accounting	5	16.13	1	6.25	6	12.77
	Management	2	6.45	3	18.75	5	10.64
	Economics	-		1	6.25	1	2.13
	Total	**31**	**100**	**16**	**100**	**47**	**100**
Work Experience	0-4 Years	21	68.42	8	50	29	61.70
	5-9 Years	7	21.06	5	31.25	12	25.53
	10-14 Years	-		3	18.75	3	6.38
	15-19 Years	2	5.26	-	-	2	4.26
	20 years & above	1	5.26	-	-	1	2.13
	Total	**31**	**100**	**16**	**100**	**47**	**100**

Source: Primarily data collected by the researcher from field Survey (June, 2015)

With regard to work experience of the trainers and management bodies, 61.70% of the sample populations have below five years' service. This may show that there had been a high rate of labor turnover in the collegesand most TVET trainers and management bodies lack practical skills and experience.It should be noted here that the work experience of the TVET trainers and management is very important in the high performance and achievement of the college's objectives.

Relating to the trainers and management respondents field of studies 9(29.03%) and 3(18.75%) were qualified in ICT respectively. There were 3(18.75%) and 1(6.25%) of the

management bodies respondents studied field of management and economics respectively. Moreover, 3(9.68%) trainers respondents were qualified from each of the following fields MBA, Surveying, Road Construction, EMD and Health equally.

4.2. Extent of Availability of Resources in Implementing TVET

In this part the data collected related to the first basic research questions that is,the extent of availability of resources in implementing TVET in private colleges of East Shoa Zone were presented and analyzed briefly.

To measure the extent of availability of resources in private TVET colleges 48items were categorized in to four dimension of resources and used as a questionnaire for trainees, trainers and management bodies. In responding the questionnaire fivelikert scales(5=Very High/stronglyagree, 4=High/agree, 3=Moderate/undecided, 2=Low/disagree, 1=Very Low/strongly disagree) was used to rate the extent of availability of resources by trainees, trainers and management bodies.

Thus, the availability of resources in implementing TVET in private colleges was obtained from the summary of all respondents' responses given for the 48 items of the questionnaire, interviews and observation checklists.The analyses of all items were presented hereunder dividing in four parts: availabilities of skilled trainers and management bodies, the availability of training facilities,availability instructional materials and the availability of financial resources analyzed below.

4.2.1. AVAILABILITY OF SKILLED TRAINERS

The delivery of quality TVET is dependent on the competence of the trainers; competence measured in terms of theoretical knowledge, technical and pedagogical skills, individual work experience as well as being abreast with new technologies in the workplace (African Union, 2007:9).Quality training also requires adequate number and skilled manpower in general and qualified trainers/teachers in particular.

Moreover, Highly competent, qualified, motivated, flexible and creative TVET trainers and management bodies are the backbone of any TVET system, capable of adjusting to changingtechnological environments and creating conducive learning environments for differenttarget groups.

Table 4.3 Availability of skilled trainers

No	Items	Trainees N=154		Management N=16		Total		t- test	p-value
		Mean	SD	Mean	SD	Mean	SD		
1	The trainers provide training by relating theory with practice	2.99	0.91	3.44	1.36	3.21	1.14	-1.29	0.21
2	The trainers have adequate knowledge of their subject.	2.90	1.00	3.69	0.79	3.30	0.89	-3.67*	0.00
3	The trainers are competent in occupational assessment	2.56	1.16	3.50	0.52	3.03	0.84	-5.87*	0.00
4	The trainers cover the contents prescribed in the course out line.	3.25	1.38	3.81	1.11	3.53	1.24	-1.87	0.08
5	The trainers have adequate experience in training	2.82	1.00	2.31	0.48	2.57	0.74	3.51*	0.00
6	The trainers use appropriately available instructional material.	2.89	1.08	3.94	0.93	3.41	1.01	-4.23*	0.00
7	The trainers assist their trainees willingly both during classroom & field training	2.31	1.16	2.94	0.93	2.62	1.04	-2.53*	0.02
8	The trainers evaluate trainees achievement continuously	2.75	1.15	3.81	1.60	3.28	1.38	-2.59*	0.02
9	The trainer returns the assessment, assignments, project results, etc. in a reasonable amount of time.	2.13	0.92	3.56	1.41	2.85	1.17	-3.97*	0.00
10	The trainers provide guidance and counseling service.	1.92	1.03	3.06	1.06	2.49	1.05	-4.10*	0.00
11	The trainers encourages trainees' participation in class discussion and asking questions	2.38	1.12	2.75	1.00	2.57	1.06	-1.38	0.18
12	The trainers implement outcome based training	2.49	1.08	3.81	1.11	3.15	1.09	-4.54*	0.00
13	The TVET College you belong to has enough skilled teachers/trainers.	2.53	1.28	2.31	0.48	2.42	0.88	1.35	0.18
14	The upgrading program conducted for the TVET teachers is encouraging.	2.27	0.85	2.06	0.85	2.16	0.85	0.91	0.38
15	Most of the trainers in the college are full time trainers.	2.82	1.15	2.94	0.93	2.88	1.04	-0.48	0.64
16	The trainers prepare well organized TTLM	2.57	0.68	2.69	0.79	2.63	0.73	-0.56	0.58
17	The trainers prepares session plans regularly	2.02	1.27	2.94	0.68	2.48	0.97	0.41	0.68
18	Trainers Promote technology transfer in the college	2.38	0.71	2.63	0.62	2.50	0.67	-1.50	0.15
All Items		**2.61**	**1.05**	**3.12**	**0.93**	**2.87**	**0.99**	**-1.80***	**0.17**

*Significant at the 0.05 level (2-tailed)

Source: Primarily data collected by the researcher from field Survey (June, 2015)

Realizing those facts trainee and management body respondents were asked to rate the competency of the trainers found in private TVET colleges of East Shoa Zone. Eighteen positively stated items related with the availability of skilled trainers were given to trainees and management bodies to rate their level of agreement using likert scale.

Accordingly, in the illustratedTable 4.3, the highest rating of traineeswere (M=3.25, SD=1.38) was identified for the fourth item "The trainers cover the contents prescribed in the course out line." The lowest rating of the trainees (M=1.92, SD=1.03) were identified for tenth item "The trainers provide guidance and counseling service" and a mean score (M=2.13, SD=0.92) was also identified for the ninth item "The trainer returns the assessment, assignments, project results, etc. in a reasonable amount of time".

Other critical items such as "The trainers have adequate knowledge of theirsubject." was rated (M=2.90, SD=1.00).They also rated a mean score of (M=2.56, SD=1.16) for the item "The trainers are competent in occupational assessment" and another item"The trainers have adequate experience in training was rated (M=2.82, SD=1.00).

On the other hand, the management bodies rated relatively high (M=3.94, SD=0.93) for the item "The trainers use appropriately available instructional material." And the least rating of the management bodies were (M=2.32, SD=0.48)for the items "The trainers have adequate experience in training."and (M=2.31, SD=0.49) for item "The TVET College you belong to has enough skilled teachers/trainers"

The total rating of both trainees and Management bodies about the availability of skilled trainers was (M=3.53, SD=1.24) relatively high for the item "The trainers cover the contents prescribed in the course out line." And the least rating was (M=2.42, SD=0.88) for the item "The TVET College you belong to has enough skilled teachers/trainers."

The items that showed statistically significant difference between the responses of the trainees and the management bodies were

i. The trainers have adequate knowledge of their subject (M=3.30, SD=0.89) and the t-test ($t(154, 16) = -3.67$, $p=0.01<0.05$).
ii. The trainers are competent in occupational assessment (M=3.03, SD=0.84) and the t-test ($t(154, 16) =-5.87$, $p=0.01<0.05$).
iii. The trainers use appropriately available instructional material (M=3.41, SD=1.01) and the t-test ($t(154, 16) = -4.23$, $p=0.01<0.05$).

iv. The trainers evaluate trainees achievement continuously (M=3.28, SD=1.38) and the t-test (t(154, 16) = -2.59, p=0.02<0.05).

v. The trainer returns the assessment, assignments, project results, etc. in a reasonable amount of time. (M=2.85, SD=1.17) and the t-test (t(154, 16) = -3.97, p=0.01<0.05).

vi. The trainers provide guidance and counseling service. (M=2.49, SD=1.05) and the t-test (t(154, 16) = -4.10, p=0.01<0.05). and

vii. The trainers implement outcome based training. (M=3.15, SD=1.09) and the t-test (t(154, 16) = -4.54, p=0.01<0.05

The overall rating of trainees for all item was (M=2.61, SD=1.05) and the management overall rating was relatively higher (M=3.12, SD=0.93). However, the total overall results of all items was(M=2.87, SD=0.99) below moderate value.The t-test (t(154,16)=-1.80, p=0.03>0.05) showed there was statistically significant difference between the responses of the trainees and management bodies.

UNESCO (1990:50) asserts that now, more than ever before, it is essential to insure vocational and technical education trainers possess appropriate, up-to-date knowledge, and skills to meet the training needs of all trainees. This would help to meet all current and future requirements in the world of work. UNESCO further points out that the teaching staff should possess appropriate academic and pedagogical qualifications and coupled with industrial experience.

However, the realityaboutacademic and pedagogical qualificationsand coupled with industrial experiencein the private TVET colleges in the Zone was much different from what was stated by UNESCO.

Both respondents rated the competency of the trainers below the moderate value. The reason for lack of the required skill, especially for B-level trainers, might be they have been certified from universities through theoretical knowledge rather than practical skills. In relation to the above issue, from the observation check list and the researcher's knowledge there were only few Level IV trainers certified by the center of competency (COC). As most of the trainers are fresh to their jobs, they have difficulty in the training process.

Deans and TVETB officials were asked to comment on the skills of the private college trainers. *They pointed out that with regard to skilled trainers there is a big problem in private colleges; and the availability of competent trainers in private TVET colleges*

in the Zone was not to the desired level. But equitable skill for each trainer by giving skill gap training is strongly needed.

At last, one can deduce that as TVET program is conducted mostly through practical work, having trainers with such qualification and skills could be a challenge in the training program in the Zone.

As it was explained by the Zone TVET officials on interview "Private TVET college's trainers in East Shoa Zone have got less chance of upgrading. The owners of the colleges were not positive to provide grants for trainers. As a result the upgrading of trainers in private TVET colleges is discouraging". But to run the TVET program effectively upgrading of trainers and TVET leaders into MA/MSC is a serious issue.

4.2.2. Availability of CompetentManagement Bodies

In this part, issue related with availability of skilled management bodies were presented and analyzed using quantitative data illustrated in table, interview response and observation check lists.In table 4.4 trainers and management bodies responded on the competency of management bodies in private TVET colleges of East Shoa Zone were analyzed.According to the data of this table, among all factors listed in the table, statistically significant difference were observed between trainers and self-assessment of management bodies.

Table 4.4 Items related with the competency of management bodies

No	Item	Trainers N=31		Management N=16		Total		t-test	p- value
		Mean	SD	Mean	SD	Mean	SD		
1	The management bodies are qualified in their respective position	2.26	1.03	3.94	0.85	3.10	0.94	-5.94*	0.00
2	The upgrading training is provided to management bodies.	2.39	0.99	1.81	0.66	2.10	0.82	2.38*	0.02
3	The management bodies of the college promote quality training	2.23	0.76	3.44	1.03	2.83	0.90	-4.15*	0.00
4	The management communicate effectively with trainers and trainees	2.65	1.05	3.75	1.00	3.20	1.03	-3.53*	0.00
5	The management bodies have the necessary leadership skills	2.65	0.91	3.69	0.95	3.17	0.93	-3.62*	0.00
6	The management motivates trainers and trainees to achieve the college goals	2.52	0.96	3.81	0.75	3.16	0.86	-5.09*	0.00
7	Management bodies Promote technology transfer in the college	2.32	1.05	2.50	0.89	2.41	0.97	-0.61	0.55
8	Management bodies gives recognition to trainers and trainees achievement	2.16	0.69	3.38	0.81	2.77	0.75	-5.13*	0.00
Total		2.40	0.93	3.29	0.87	2.84	0.90	-3.21*	0.03

*Significant at the 0.05 level (2-tailed)

Source: Primarily data collected by the researcher from field Survey (June, 2015)

The highest rating of trainers respondents were (M=2.65, SD=1.05) for the fourth item "Management communicate effectively with trainers and trainees"and (M=2.65, SD=0.91) for the fifth item "The management bodies have the necessary leadership skills." And the least rating of trainers respondents were (M=2.16, SD=0.69) for the eighth item "Management gives recognition trainers and trainees achievement" and the other least rating of self-assessment of the management bodies were (M=1.81, SD=0.66) for the second item "Management bodies are taking updating training regularly."

The management bodies rated relatively high (M=3.94, SD=0.85) for the item "The management bodies are qualified in their respective position." And their least rating was (M=1.81, SD=0.66) for the item "The upgrading training is provided to management bodies."

The total rating of the trainers and management bodies were (M=3.17, SD=0.93) for item "The management bodies have the necessary leadership skills" which was relatively high. The least rating of the respondents were (M=2.10, SD=0.82) for the item "The upgrading training is provided to management bodies".

The overall rating of the trainers response about the competency of the management bodies identified low level of rating (M=2.40, SD=0.93) and the management bodies self-assessment were high (M=3.29, SD=0.87). The total rating of both trainers and management bodies were M=2.84, (SD=0.90) which was below moderate value and the t-test($t(31,16)=-3.21$, $p=0.03<0.05$) showed that there was statistically significant difference between the responses of the trainers and management bodies.

This showed that, trainers considered the management bodies as they lack competency in items such as promoting quality training, communication with trainers and trainees, leadership skills, motivation, promotion of quality training and recognition of trainers and trainees achievements.

However, the management bodies considered themselves competent in items like the management bodies are qualified in their respective position, the management communicate effectively with trainers and trainees, the management bodies have the necessary leadership skills and the management motivates trainers and trainees to achieve the college goals.

One of the senior Zone TVET official in his interview response indicated that;

> *Most of the private TVET college owners don't assign a skilled management bodies who have the necessary qualification and experience for their respective positions. This affects the overall effectiveness of the colleges in providing quality training. Therefore, the private colleges need to assign management bodies' by considering their qualification and experience.*

The researcher also identified from the document analyses in the college, there was no management bodies with educational management qualification found in any of the three private colleges of the Zone.

The above discussion showed that the availability of skilled trainers and management bodies is a challenge in private TVET colleges of the Zone.

4.2.3. Availability of Training Materials &Facilities

Lack of training materials hampers the normal learning/training process. It is impossible to expect competent graduates from training institutions that suffer from the inadequacy or lack of training materials. The graduates would not be competent in the world of work. Therefore, it is important to furnish, as much as possible, the institutions with training facilities, instructionalmaterials and machines/equipment, for better achievement of the trainees.

The quality of any TVET program is largely dependent upon the degree of the organization of its training facilities. They are characterized by the presence of adequate, well planned, and properly equipped physical facilities, which are very much similar in nature and operation to the facilities in the actual working places (Coe, 1973:78).

To explore the extent to which the resource are available in private TVET colleges of the Zone; both trainees and trainers were asked to indicate their level of agreement using twenty positively stated items related to the availability of resources in the questionnaire; and their responses for all items were presented in Appendix-F. The data in Table 4.5 illustrates summary of their responses categorized in to three (availability of training facilities, training materials and machines/equipment).

In Appendixes-F,under the sub category of training facilities, nine items were rated by both trainees and trainers about the availability of training facilities in private colleges of the Zone.

Table 4.5 Summary of the availability of training materials, training facilities & machines/equipment

No	Items	Trainees N=154		Trainers N=31		Total		t-test	p-value
		Mean	SD	Mean	SD	Mean	SD		
1	Availability of training facilities	2.80	0.93	2.67	1.05	2.73	0.99	0.60	0.25
2	Availability of instructional materials	2.68	0.99	2.47	1.09	2.57	1.04	0.94	0.30
3	Availability of machineries and equipment	2.35	0.96	2.53	1.04	2.44	1.00	-0.85	0.50
Total		2.61	0.96	2.56	1.06	2.58	1.01	0.23	0.35

*Significant at the 0.05 level (2-tailed)

Source: Primarily data collected by the researcher from field Survey (June, 2015)

With regard to the availability of training facilities the trainees respondents rated relatively high (M=3.42, SD=1.08)for the item"Library services and facilities are available in your college" and the least rating was (M= 2.22,SD=0.98) for the item"Workshops/laboratories are equipped and adequately available for all occupations".

The trainers rated relatively high (M=4.13, SD=0.85) for the item "Electricity service and water services are adequately available in the college"and the least rating was (M=2.23, SD=0.99) for the item "Workshops/laboratories are equipped and adequately available for all occupations"

The total rating of both trainees and trainer respondents were high for item "Electricity service and water services are adequately available in the college"(M=.3.71, SD=0.87). And the least rating were (M=2.23, SD= 0.99) for item"Workshops/laboratories are equipped and adequately available for all occupations."

Accordingly, the data in the Table 4.5 showed, the availability of training facilities ratedby trainees was found at 2.28 mean score (SD=0.93); which was relatively less than trainers' rating (M=2.67, SD=1.07) about the availability of training facilities.

Besides, the mean score calculated for both group of respondents responses showed the availability of training facilities was found at 2.73 mean score (SD=0.99); indicating lower level of availability of training facilities. Moreover, the calculated t-test results (t(154,31)=0.60, p=0.25>0.05) regarding the availability of training facilitiesshowed statistically no significant differences between trainees and trainers responses.

In Appendixes-F,under the sub category of instructional materials, seven items were rated by both trainees and trainers about the availability of instructional materials in private colleges of the Zone.

With regard to the availability of instructional materials the trainees respondents rated relatively high (M=2.98, SD=1.13)for the item"Projectors areavailable for lecture rooms" and the least rating was (M= 2.08,SD=0.90) for the item "Instructional materials for training are provided at the right time".

The trainers rated relatively high (M=2.90, SD=1.08) for the item "TTLM and reference books are adequately available."and the least rating was (M=2.10, SD=1.14) for the item "Projectors are available for lecture rooms"

The total rating of both trainees and trainer respondents were high for item "TTLM and reference books are adequately available." (M=2.88, SD=0.98). And the least rating were (M=2.21, SD= 0.97) for item "Training materials that helps for practical learning are adequately available."

With regards to the availability of instructional materials, as it is described in Table 4.5, the trainees were found at 2.68 mean score (SD=0.99); and that of trainers' rating was found at 2.47 mean score (SD=1.09). Moreover, the responses of all respondents' rating about the Availability of instructional materials was identified below moderate value of meanscore2.57 (SD=1.04). Likewise, the calculated t-test result (t(154,31)= 0.94, p=0.30>0.05) showed that statistically no significant differences between trainees and trainers response.

In Appendixes-F,under the sub category of machines and equipment, four items were rated by both trainees and trainers about the availability of machines and equipment in private colleges of the Zone.

With regard to the availability of machines and equipment the trainees respondents rated relatively high (M=2.74, SD=0.81) for the item "Spare parts are available for maintenance of facilities and equipment" and the least rating was (M= 1.68, SD=1.05) for the item "The training center equipped with modern and adequate tools and equipment in relation to the current TVET policy.".

The trainers rated relatively high (M=2.97, SD=1.11) for the item "Spare parts are available for maintenance of facilities and equipment" and the least rating was (M=2.19,

SD=1.08) for the item “The training center equipped with modern and adequate tools and equipment in relation to the current TVET policy.”

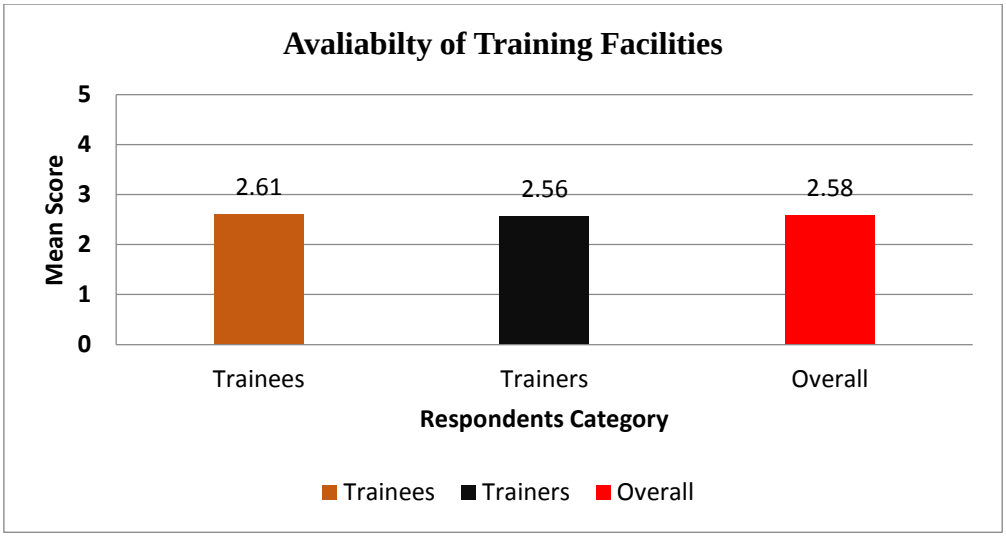
The total rating of both trainees and trainer respondents were high(M=2.85, SD=0.96) for item “Spare parts are available for maintenance of facilities and equipment.” And the least rating were (M=1.94, SD= 1.06) for item “The training center equipped with modern and adequate tools and equipment in relation to the current TVET policy.”

The data in the Table 4.5also showed, the availability of machineries and equipment rated by trainees was found at 2.35 mean score (SD=0.96); which was relatively less than trainers’ rating (M=2.53, SD=1.04) about the availability of machineries and equipment.

Besides, the mean score calculated for both group of respondents responses showed the availability of machineries and equipmentwas found at 2.44 mean score (SD=1.00); indicating lower level of availability of machineries and equipment. Moreover, the calculated t-test results (t(154,31)= -0.85, p=0.50>0.05) regarding the availability of machineries and equipmentshowed statistically no significant differences between trainees and trainers responses.

Furthermore, the overall results of the Table 4.5 clearly indicated that, private TVET colleges trainees rated the availability of non-human resources below moderate value (M=2.61, SD=0.96) and the trainers also rated below the moderate value (M=2.56, SD=1.06).

In general, the overall rating of the trainees and trainers werefound at low level with a mean score of 2.58 (SD=1.01). Moreover, the results of t-test illustrated in the last row of Table 4.5. (t(154, 31)= 0.23, p=0.35>0.05) showed that, statistically there wereno significant difference between them in rating the availability of non-human resources. This implies that the availability of non-human resource was insufficient.



Source: Primarily data collected by the researcher from field Survey (June, 2015)

Figure 4.2 Availabilities of training facilities in private TVET colleges

In addition to the above responses given by the trainees and trainers, when interview was carried out with the Zone TVET experts and college deans, all of them agreed with what was said above. One respondent from deans has stated that "training facilities,instructional materials, different machineries, accessories, computers, workshop/laboratories, etc are not fulfilled even at a minimal figure". Another respondent from the TVET experts has pointed out the following:

> *To begin with there is material and facility constraint in the private TVET colleges to satisfy the strategy set at a national level and different resource requirements are not fulfilled at the rate it is to be.*

The researcher also clearly identified the lack of the training facilities, training material and machineries/ equipment through the observation checklists.

Finally, TVET experts and deans pointed out that the main reason for the lack of the availability of these resources was budget constraint, lack of other source of income than trainee's tuition fees, poor management, and lack of highly committed, experienced, and dedicated TVET leaders and experts.

One can infer from the above discussion that the availability of training facilities (electric service, training materials, and machineries/equipment,water service, cafeteria, standard workshop, library service and classrooms), equipment,heavy and simple machines for industrial training area were not sufficient for implementing TVET inthe Colleges. On the contrary to bring about quality organized training workshops, modernmachines, equipment, material supply and other training facilities should be considered.

4.2.4. Availability of Financial Resources

The financial resource of private TVET colleges consists of their own capital, tuition fees, the profits from various activities conducted by the college and any subsides received from the state or from other donors. If a private college receives no subsides, then its tuition receipts, and possibly other self-generated income, must at least, cover its operating expenses.

All the three selected private TVET colleges charge fees for occupations offered in the college.Tuition fees paid by trainees at the selected three colleges are providedin Table4.6 below.

Table 4.6 Private TVET colleges tuition fees per month

No	College	Occupation	Tuition fees per month
1	Addis Ababa Medical College	ICT	230.00 Birr
		Clinical Nursing	330.00 Birr
		Accounting	230.00 Birr
2	Rift Valley College	ICT	245.00 Birr
		Accounting	245.00 Birr
3	Abyssinia College	ICT	250.00 Birr
		Accounting	250.00 Birr
		Road Construction	250.00 Birr
		Surveying	250.00 Birr
		IEMD	250.00 Birr

Source: Primarily data collected by the researcher from field Survey (June, 2015)

The highest fee paid by trainees were for clinical nursing occupation which is 330.00 Birr per month. And the minimal fee for ICT occupation which was 230.00 Birr per month. Although fees represent the largest single source of income for private TVET Colleges, some college deans confessed that if it were not for internally generated revenue (offering different degree courses, sale of owngoods and services, rental of space, tools and equipment, access to catering, facilities,etc.) , they would not have been able to pay their staff.

To explore the extent to which financial resource are available in private TVET colleges of the Zone; both trainers and management bodies were asked to indicate their level of agreement using positively stated ten items related to the availability and sources of financial resources in the questionnaire; and their responses for all items were presented in Table 4.7.

Table 4.7 Items related with availability of finance

No	Items	Trainers N=31		Management N=16		Total		t-test	P- value
		Mean	SD	Mean	SD	Mean	SD		
1	Finance is adequately available in our college	2.52	0.89	2.75	1.00	2.63	0.94	-0.79	0.44
2	Tuition and fees paid by trainees are sufficient sources of finance to run the college effectively and efficiently.	2.87	1.12	2.44	0.73	2.65	0.92	1.60	0.12
3	The college generates income through selling TVET services to other enterprise.	2.87	1.28	2.88	1.45	2.87	1.37	-0.01	0.99
4	The college generates income through selling student products	1.81	0.60	1.75	0.58	1.78	0.59	0.31	0.76
5	The college generates income through renting equipment, machineries houses	2.65	1.17	3.00	1.21	2.82	1.19	-0.96	0.34
6	There are sufficient number of trainees in your college to work with full capacity and to earn reasonable profit.	2.29	0.97	2.19	0.83	2.24	0.90	0.38	0.71
7	The government supports private TVET colleges financially.	2.84	1.04	2.44	0.73	2.64	0.88	1.54	0.13
8	Adequate budget is allotted for purchasing capital goods	2.74	1.32	2.38	1.26	2.56	1.29	0.93	0.36
9	There is adequate budget for running cost	2.10	1.33	1.94	1.18	2.02	1.25	0.42	0.68
10	There is sufficient budget for future expansion	2.39	1.09	2.38	0.96	2.38	1.02	0.04	0.97
TOTAL		**2.51**	**1.08**	**2.41**	**0.99**	**2.46**	**1.04**	**0.35**	**0.55**

*Significant at the 0.05 level (2-tailed)

Source: Primarily data collected by the researcher from field Survey (June, 2015)

The availability of finance was rated by both trainers and management bodies. Trainer respondents rated relatively high (M=2.87, SD=1.12) for the seconditem “Tuition and fees paid by trainees are sufficient sources of finance to run the college effectively and efficiently” and for the third item (M=2.87, SD=1.28) “The college generates income through selling TVET services to other enterprise”. The trainer respondents rated least (M=1.81, SD=1.75)for the fourth item “The college generates income through selling student products.

On the other hand, the management bodies rated high (M= 3.00, SD=1.21) the item “The college generates income through renting equipment, machineries houses” and the least rating of the management bodies were (M=1.75, SD=0.58) for the fourth item “The college generates income through selling student products”.

The trainer and management body respondents totally rated relatively high (M=2.87, SD=1.37) forthe item “The college generates income through selling TVET services to other enterprise.” which was below moderate score. The least rating was (M=1.78, SD=0.59) for the item “The college generates income through selling student products”.

Furthermore, the overall results of the Table 4.7 clearly indicated that, private TVET colleges trainers rated all items related with the availability of financial resources below moderate value (M=2.51, SD=1.08) and the management bodies also rated below the moderate value (M=2.41, SD=0.99).

In general, the overall rating of all the items related with the trainers and management bodies were found at low level with a mean score of 2.46 (SD=1.04). Moreover, the results of t-test illustrated in the last row of Table 4.7 ($t(31, 16)= 0.35$, $p=0.55>0.05$) showed that, statistically there were no significant difference between them in rating the availability of finical resources.

Moreover, the private TVET management bodies and TVETB officials who were interviewed about the issue emphasized the importance of financialresourcefor smooth running of the colleges as well as for achievement of organizational goals.But there were financial deficiency in private TVET colleges in the Zone to implement what was planned on paper.

On similar issue one department head respondent from ICT sector responded that there was no sufficient financial resource to purchase up-to-date instructional instruments, sufficiently furnished workshops and instructional rooms and running cost for purchase of training materialsto integrate teaching learning activity with the current TVET policy.

The deans were also asked to indicate the causes of shortage of finance, one respondent stated that;

> *First the number of trainees who were joining the TVET program were getting low and low every year. Another reason was that Private TVET colleges were only dependent on trainees’ tuition fees and they were weak in developing strategies to create other sources of income.*

From the above discussion, we can conclude that the availability of financial resource in private TVET College was a challenge which hinders the achievement of their objectives.

4.3. Government Support to Private TVET Colleges

To investigate the extent to which the government provides support to private colleges to enhance TVET in the Zone; both trainers and management bodies were asked to indicate their level of agreement using nineteen items related with supports provided by the government in the questionnaire; and their responses for all items were presented in Appendix-G. The data in Table 4.8 illustrates summary of their responses categorized in to four (government support in supervision,curriculum, assessment & accreditation,capacity building of trainers and management bodiesand motivation, access to facilities & information).

Table 4.8Summary of Items related with government support to private TVET colleges

No	Items	Trainers N=31		Management N=16		Total		t -test	p - value
		Mean	SD	Mean	SD	Mean	SD		
1	Supervision	2.65	1.09	2.82	1.24	2.73	1.17	-0.25	0.31
2	Curriculum, assessment & accreditation	2.84	0.93	2.57	0.64	2.97	0.79	-0.11	0.48
3	Capacity building of trainers and management bodies	2.36	1.00	2.38	1.02	2.37	1.01	0.31	0.40
4	Motivation, access to facilities & information	2.18	0.88	2.35	0.42	2.27	0.65	-1.78	0.14
Total of all items		**2.46**	**0.94**	**2.52**	**0.68**	**2.56**	**0.81**	**-0.98**	**0.21**

*Significant at the 0.05 level (2-tailed)

Source: Primarily data collected by the researcher from field Survey (June, 2015)

In Appendixes-G, the support provided by the government in supervision was rated by both trainers and management bodies. Trainer respondents rated high (M=3.42, SD=0.85) for the second item "Supervision is carried out frequently in our college" and the same item was rated (M=3.69, SD=0.79) by the management bodies.

The management body respondents rated least (M=1.88, SD=0.62) for item one "There is sufficient and supportive supervision".And the trainers also rate least for item "Maintaining continuous consultation processes with representatives of private TVET college leaders"

The overall rating of the trainer and management body respondents (M=3.55, SD=0.82) for the item "Supervision is carried out frequently in our college." which was a bit higher than moderate score. Moreover, the t-test result (t(31,16)= -0.07, p=0.29>0.05) regarding the frequency of supervision showed statistically no significant difference between the response of the trainers and the management bodies.

With regards to supervision, as it was described in Table 4.8,the trainers was found at 2.65mean score (SD=1.09); and that of management bodies' rating was found at 2.82mean score (SD=1.24).

Moreover, the responses of all respondents' rating about the supervision was identified as 2.73mean score (SD=1.17) which was lower than the moderate value. Likewise, the calculated t-test result showed statistically no significant differences between trainers and management bodies response ($t(31,16)= -0.25$, $p=0.31>0.05$); trainers' rating of the availability of supportive supervision had no significant difference with the management bodies.

The above discussions implied that there was frequent supervision in private TVET colleges in the Zone but it was not supportive supervision that maintains continuous consultation and facilitate a conducive and stimulating environment.

Some private TVET collegesdeans were also supported the above respondent's response and one of the private dean stated that;

> *There is no supportive supervision because technical person who is assigned to follow and assist the private college emphasizes on fault finding rather than supporting and suggesting the right directionsin the Zone.When there is no supportive supervision activity the problem could be more serious.*

Simon(2002:43), points out that many teachers of TVET have little or no direct supervision. Consequently, these people are often confronted with the challenge of working alone.

With regards to government support related to Curriculum, assessment & accreditation, as it was described in Table 4.8, the trainers and management bodies were asked to rate five items that were sub grouped under the category curriculum, assessment & accreditation.

Accordingly, in Appendixes-G, trainer respondents rated high (M=3.71, SD=0.94) for item six "Making occupational standards available to the private TVET colleges" and item five (M=2.94, SD=0.89) "The government provide support in curriculum updating and revising activities to make the curriculum relevant to the current labor market demand". The trainer respondents rated least (M=2.35, SD=1.17) item seven "The government responds appropriately for private college request for occupational assessments and accreditation of providing training.

On the other hand, the management bodies rated relatively high (M= 3.13, SD=0.81) for the item "Making occupational standards available to the private TVET colleges" and the relatively least rating of the management bodies were (M=2.00, SD=0.01) for item eight "Ensure private TVET colleges have access to curriculum guides and training and teaching materials"

Furthermore, the overall results of the table 4.8 clearly indicated that, private TVET colleges trainers rated the support provided by the government on curriculum, assessment & accreditation below moderate value (M=2.84, SD=0.93) and the management bodies also rated below the moderate value (M=2.57, SD=0.64).

In general, the overall rating of the trainers and management bodies about the support provided by the government on Curriculum, assessment & accreditation combined were found at low level with a mean score of 2.97 (SD=0.79). The results of t-test illustrated in Table 4.8 (t(31, 16)= -0.11, p=0.48>0.05) showed that, statistically there were no significant difference between them in rating the support provided bythe government related with Curriculum, assessment & accreditation . From the above figures we can conclude that there is insufficient government support related with Curriculum, assessment &accreditation in private colleges of the Zone.

With regards to Capacity building of trainers and management bodies, as it was described in table 4.9, the trainers and management bodies were asked to rate seven items that were sub grouped under the category capacity building of trainers and management bodies.

Hence, in Appendixes-G, trainer respondents rated relatively high (M=2.97, SD=1.20) for item sixteen "Ensuring that capacity building initiatives for private TVET college" and item fifteen (M=2.65, SD=1.15) "The government regularly provides upgrading and on job training for TVET Leaders in private colleges." The trainer respondents rated least (M=1.87, SD=0.85) item thirteen "The government provides Scholarship/grants for TVET teachers/instructors in your college."

On the other hand, the management bodies rated relatively high (M=3.13, SD=0.34) for item "Ensuring that capacity building initiatives for private TVET college" and the least mean score of the management bodies was for item ten (M=1.69, SD=0.79) which was "The government regularly provides upgrading training for trainers in private colleges."

The trainers and management bodies rated relatively highest overall rating was (M=3.05, SD=0.77) for item sixteen "Ensuring that capacity building initiatives for private TVET

college" and the least mean score was (M=1.91, SD=0.71) for item "The government regularly provides upgrading training for trainers in private colleges."

Furthermore, the third row of Table 4.8 showed that the trainers and management bodies rated the sub category of government support related with capacity building of trainers and management bodies. Accordingly, the trainers "Government support on capacity building of trainers and management bodies" rated 2.36 mean (SD=1.00) and the management bodies also rated the same items with mean score of 2.38 (SD=1.02). The overall rating of both trainers and management bodies were M=2.37 (SD=1.01) which lower than the moderate value. The t-test result (t(31, 16)= 0.31, p=0.40>0.05) showed that there is no significant difference between the responses of the trainers and the management bodies.

From the above analysis we can simply conclude that there was insufficient government support in capacity building of the trainers and management bodies of the private TVET colleges in the Zone.In the interview the TVETB experts and college deans also asserted the above points. One of the dean stated that;

> *The government is always providing the upgrading training, on job training, pedagogical training and project based training only for government TVET colleges trainers and management bodies. Little attention is given for private colleges' trainers and management bodies but we are working for the same purpose.*

With regards to government support related with motivation, access to facilities& information, as it was described in Table 4.8, the trainers and management bodies were asked to rate three items that were sub grouped under the category motivation, access to facilities & information.

Hence, in Appendixes-G under the category motivation, access to facilities &information, trainer respondents rated below moderate for all items. Thus, item seventeen "The government gives recognition for high achievers private college", was rated (M=2.52, SD=1.39), item eighteen "Facilitating access to appropriate land and buildings, was rated (M=1.90, SD=0.54) and item nineteen "Making labor market information available to the private TVET colleges", also rated (M=2.13, SD=0.72).

Similarly, the management bodies also rated all the items,in Appendixes-G under the category motivation, access to facilities &information, below moderate valueas shown in item seventeen "The government gives recognition for high achievers private

college",was rated (M=2.56, SD=0.63), item eighteen "Facilitating access to appropriate land and buildings", was rated (M=2.00, SD=0.00) and item nineteen "Making labor market information available to the private TVET colleges", also rated (M=2.50, SD=0.63).

Overall rating of the trainers and management bodies were relatively high (M=2.54, SD=1.01) for item sixteen "The government gives recognition for high achievers private college". The t-test (t(31, 16)= -2.53, p=0.23>0.05)and the least mean score was (M=1.95, SD=0.27) for item "Facilitating access to appropriate land and buildings." And the t-test (t(31, 16)= -1, p=0.33>0.05). For the above items there were no statistically significant difference between the responses of the trainers and management bodies.

Furthermore, the fourth row of Table 4.8 showed that the trainers and management bodies rated the sub category of government support related with motivation, access to facilities &information. Accordingly, the trainers "Government support on motivation, access to facilities &information" rated 2.18 mean (SD=0.88) and the management bodies also rated the same items with mean score of 2.35 (SD=0.42). The overall rating of both trainers and management bodies were M=2.27 (SD=0.65) which was lower than the moderate value. The t-test result (t(31, 16)= -1.78, p=0.14>0.05) showed that there is no significant difference between the responses of the trainers and the management bodies.

From the above analysis we can simply conclude that there was insufficient government support in motivation, access to facilities &information of the private TVET colleges in the Zone.

4.4. Private TVET CollegeLeader'sCommitment to Enhance TVET

Leadership is the process of leading individuals as a group to achieve a common objective. The objective of leadership are geared towards bringing out the best in employees by communicating effectively about what needs to be done and why it matters. In addition, effective leaders strive to bring out the best in employees through carful instruction as well as management practice aimed at motivating workers to do their best. Successful leaders achieve these objectives through a mixture of natural ability and commitment to improving their leadership skills (Devra, 2012).

If technical education at all levels is to function efficiently and if there is to be a constant attention given to ensuring the quality of instruction, highly competent leaders and management personnel are a prime condition in TVET institutions.

Leadership commitment is one of sincere and steadfast fixity of purpose. It is the act of bindingand engaging oneself (emotionally or intellectually) to a particular course of action. Commitmentseparates doers from dreamers. It is important because on the journey of life, and pursuing our dreamsand goals, there are many obstacles. Commitment will keep us going in the face of adversity andchallenges (Ekselans, 2011).

Considering the above facts, in this study questionnaires were presented to both trainees and trainers to rate the privatecollege leader's commitment to enhance TVET in the Zonein theselected private colleges using 5 to 1 scales: 5= Very high; 4=High; 3=Moderate; 2=Low and 1= Very low. Accordingly, the data illustrated inAPPENDIXES-Hshowed the response of these trainees and trainers about the leadership commitment to enhance TVET.

To explore the extent to which the leaders of private TVET were committed in private TVET colleges of the Zone; both trainees and trainers were asked to indicate their level of agreement using nineteen positively stated items related to the leadership commitment in the questionnaire; and their responses for all items were presented in Appendix-H. The data in Table 4.9 illustrated the summary of their responses categorized in to three (Leaders commitment towards the college, Leaders personal commitmentand Leaders commitment towards college community).

In Appendixes-H, under leaders Commitment towards the college there are items such as Focused and concentrated to accomplish the vision and mission of the college, Hardworking and make vigorous effort to enhance TVET, Willing to scarifies his/her time and energy to realize the vision and mission of the college, Provide definite sense of direction and purpose to enhance TVET, Possess a strong sense of belonging to the college, Emotionally attached to the college, Discharge responsibility that requires constant courage and Promoting the responsible and efficient use of scarce resources of TVET institutions.

Table 4.9 Summary of items related with private college leaders commitment to enhance TVET

No	Items	Trainees N=154		Trainers N=31		Total		t -test	p - value
		Mean	SD	Mean	SD	Mean	SD		
1	Leaders Commitment towards the college	2.51	1.01	2.91	1.08	2.71	1.05	-1.96	0.18
2	Leaders Personal commitment	2.61	0.96	2.66	1.03	2.63	0.99	-0.10	0.27
3	Leaders commitment towards college community	2.66	1.06	2.90	1.18	2.78	1.12	-0.97	0.12
Total		**2.59**	**1.01**	**2.82**	**1.10**	**2.71**	**1.05**	**-1.01**	**0.19**

*Significant at the 0.05 level (2-tailed)

Source: Primarily data collected by the researcher from field Survey (June, 2015)

The trainees rated relatively high (M=2.74, SD=0.92) the item "Focused and concentrated to accomplish the vision and mission of the college". And the least rating of the trainees (M=2.23, SD=0.88) were item "Discharge responsibility that requires constant courage". Moreover, the trainers rated relatively high (M=3.55, SD=0.89) the item "Possess a strong sense of belonging to the college" and the minimum mean scoring of the trainers were (M=2.13, SD=0.99) for the item "Willing to scarifies his/her time and energy to realize the vision and mission of the college."

The overall rating of the trainee and trainer respondents (M=3.14, SD=0.95) for the item "Possess a strong sense of belonging to the college."The t-test for the same item was ($t(154, 31)= -4.59$, $p=0.01<0.05$) showed that there was significant difference between the responses of the trainees and the trainers. The least mean score identified for trainees and trainers were (M=2.22, SD=1.00) for item "Willing to scarifies his/her time and energy to realize the vision and mission of the college" with t-test ($t(154, 31)= 0.93$, $p=0.36>0.05$) showed that there was no significant difference between the responses of the trainees and the trainers.

Furthermore, the first row of Table 4.9 showed that the trainees and trainers rated all the items in sub category of leaders' commitment in private colleges related with commitment to the college. Accordingly, the leaders commitment towards the college was rated by trainees2.51 mean (SD=1.01) and the trainers also rated the same items with mean score of 2.91 (SD=1.08). The overall rating of both trainees and trainers were

M=2.71 (SD=1.05) which was lower than the moderate value. The t-test result (t(154, 31)= -1.96, p=0.18>0.05) showed that there is no significant difference between the responses of the trainees and trainers.

From the above analysis we can conclude that there was lack of leaders'commitment towards the college in the Zone.

In Appendixes-H, underleaders personal commitment items such as prepared for any challenge, self-disciplined, efficient use of time and demonstration of punctuality, open to ongoing learning and constantly studying to improve their weak areas, persistent through adverse conditions, possess a strong sense of personal integrity and confidence in the chosen path and possess passion, energy and enthusiasm in his/her endeavorswere rated through questionnaires by trainees and trainers.

Regarding personal commitment the trainee respondents rated (M=3.25, SD=1.l9) the item "persistent through adverse conditions" and the least rating of the trainees was (M=2.36, SD=0.95) for item "open to ongoing learning & constantly studying to improve their weak area".

On the other hand, the trainers rated (M=3.16, SD= 1.04) the item "self-disciplined" and another item was rated least (M = 2.23, SD=0.72) the item "possess passion, energy & enthusiasm in his/hers endeavors".

The total rating of the trainees & trainers respondents were relatively high (M = 2.82. SD=1.05) for item "persistent through adverse condition". The t-test (t(154, 31)) = 4.5, p=0.01 < 0.05) showed that there is statistically significant difference between the responses of the trainee & trainers on the above item. The trainees & trainers also rated minimum (M = 2.4, SD = 1.01) the item "prepared for any challenge". The t-test (t(154,31)= -0.18, p =086>0.05) showed that there is no significant difference between the responses of the trainees & trainers.

In table 4.9 the sub category of personal commitment, the trainees respondent rated all items (M=2.61, SD = 0.96) and the trainers also rated (M= 2.66, SD = 1.03). The overall rating of both the trainees & trainers on personal commitment of leaders as (M = 2.63, SD = 0.99). The t- test (t(154,31), =-0.10, p= 0.27>0.05) showed that there is no significant difference between the responses of the train & trainers.

Regarding leaders commitment towards college community five items were rated in Appendixes-Hby both trainees & trainers. The trainees rated (M= 3.06, SD =1.04) for the item "Inspire and motivate trainees, trainers & employees". The least rating was (M =2.16, SD=0.P2) for the item "Promote personal growth of trainees, trainers& employees". The trainers also rated (M = 3.23, SD = 1.09) for the item "Promote a high levels of cooperation among trainees, trainers & management". And minimum mean score was (M = 2.71, SD = 1.32) for the item "Promote personal growth of employees, trainers & employees".

The overall rating of both the trainee & trainers about leader's commitment towards the college community were presented in Table 4.9 row three. Accordingly the trainees ratedbelow the moderate value (M = 2.66, SD = 1.06) for the item"leader's commitment towards the college community." The trainers also rated (M = 2.90, SD = 1.18) the same item. The combined rating of the trainees & trainers (M = 2.78, SD = 1.12) which was below the moderate value too. The t-test (t(154,31) = -0.97, P=0.12 >0.05). This showed that there was no significant difference between the response of the trainees & trainers.

4.5. Stakeholders involvement in planning and implementation of TVET

There is a need to involve all stakeholders of TVET in the planning, policy making, trainingdelivery and monitoring and evaluation system (GTZ, 2006).This may, in fact, result in the successful implementation of the TVET program. Besides, stakeholders will develop the feeling of belongingness to the TVET program as whole. If all stakeholders of TVET program are thus involved in all aspects of the design of the program, its implementation will be relatively easy.

For effective linkage of the TVET curriculum and future workplace ethics, skills and positive attitudes at workplace; it is advised that all stakeholders of education including industry and employers be involved in the process of curriculum development (Anamuah-Mensah, Asabere- Ameyaw & Dennis, 2007).

Table 4.10 Summary of items related withStakeholders' involvement in planning & implementation of TVET

No	Items	Trainers N=31		Management N=16		Total		t-test	p- value
		Mean	SD	Mean	SD	Mean	SD		
1	Community involvement	2.50	0.96	2.59	0.85	2.54	0.90	-0.45	0.23
2	MSEs Involvements	2.15	0.74	2.39	0.96	2.27	0.85	-0.42	0.49
3	Industry Involvements	2.20	0.53	2.26	0.88	2.23	0.70	-0.17	0.37
4	Involvement of other different stakeholders	2.80	0.58	2.58	0.38	2.69	0.48	1.39	0.12
Total		**2.41**	**0.70**	**2.46**	**0.77**	**2.43**	**0.73**	**0.09**	**0.30**

*Significant at the 0.05 level (2-tailed)

Source: Primarily data collected by the researcher from field Survey (June, 2015)

To investigate the extent to which thecommunity is being involvement in planning and implementation of TVET in private colleges of the Zone; both trainers and management bodies were asked to indicate their level of agreement using eight positively stated items related to the community involvement in planning and implementation in the questionnaire; and their responses for all items were presented in Appendix-I.

The data in Table 4.10 illustrates summary of their responses categorized in to four (Community involvement, MSEs involvements, industry involvements, and involvement of other different stakeholders in planning and implementation of TVET in private colleges).

Regarding community involvement in planning and implementation eight items rated by both trainers and management bodiesas it is illustrated Appendixes-I. The trainers rated relatively high (M = 3.00, SD= 1.24) for the fourth item a "local communities are part of assessment & evaluation". The least rating of trainers was (M = 197, SD = 0.87) for the second item "The community is involved in TVET planning & implementation".

The management body rated relatively high (M=3.13, SD= 1.50) for the first item "The community has adequate awareness about private TVET". The least rating of the management was (M = 1.56, SD= 1.36) for the seventh item "local communities are part of assessment & evaluation of the TVET system".

Moreover, the total rating of the trainers & management was relatively high (M = 2.87, SD = 0.92) for the item "local community participating in monitoring & evaluation of the outcomes of the TVET". The t-test showed that (t(31,16) = -0.47), P= 0.64>0.05) statistically there is no significant difference between the responses of the trainers & the

management bodies. The least rating was (M = 1.94, SD = 1.17) for the seventh item "local communities are part of assessment & evaluation of the TVET system". The t-test showed that (t (31.16) = 1.98, P = 0.06 > 0.05) statistically there was no significant difference between the responses of the trainers & management bodies.

Furthermore, the overall rating of all items under the community involvement, the trainers rated (M = 2.50, SD = 0.96) the Local communities involvement in planning and implementation andthe management bodies rating was (M = 2.59, SD = 0.85) for the same item. Moreover, the trainers & the management bodies together rated (M = 2.54, SD = 0.90). The t-test (t(31,16)) = -0.45, P= 0.23 > 0.05) which showed that there was no significant difference between the responses of the trainers & the management bodies.

Regarding MSEs involvement in planning and implementation eight items rated by both trainers and management bodies as it is illustrated in Appendixes-I.The trainers rated relatively high (M = 2.43, SD = 0.13) for twelfth item "MSEs work with TVET colleges to promote technology transfer". The least rating of the trainers was (M = 1.18, SD = 1.20). The relatively high rating of management was (M = 2.69, SD = 66) and the least rating (M = 2.12, SD = 0.34).

The overall rating of the trainers & management bodies were (M = 2.43, SD = 0.85) and the least rating was (M = 213, SD = 1.43) for item "MSEs provides in the pre-service & in service training for item MSES work with TVET collages to promote technology transfer.

Furthermore, the combined rating of all items related with the involvement of MSEs in TVET planning & implementation was rated both by trainers & management bodies. The overall rating of trainers were (M = 2.15, SD = 0.74) and the management bodies also rated (M = 2.39, SD = 0.96). The combined rating of trainers & mgt bodies were (M = 2.27, SD = 0.85) below moderate value. The t-test (t(31, 16) = -0.42, P= 0.49>0.05) showed that there is no significant difference between the responses of the trainer & management bodies.

In Appendixes-I, the sub categories industries involvement there were eight items related with the industries involvement in planning & implementation of TVET in private collages were presented to both trainers and management bodies.

The rating of both trainers and management bodies were illustrated in Appendixes-I. The trainers rated relatively high (M=2.77, SD=0.72) for the item "The partnership among

public TVET colleges, the Industry, SMEs, community and private TVET colleges is strong". The least rating of trainers were (M=1.65, SD=0.49) for item "Stakeholders participate in monitoring and evaluation by taking key roles on the management boards of TVET institutions".

The management bodies also rated (M=2.88, SD=1.02) for the item "The college have agreement with other enterprise or stakeholders to conduct cooperative training." and the minimum rating were (M=1.44, SD=0.51) for the item "Stakeholders participate in Monitoring and Evaluation by taking key roles on the Management Boards of TVET institutions."

The total rating of the trainers and management bodies were relatively high (M=2.74, SD=0.76) for the item "The college have agreement with other enterprise or stakeholders to conduct cooperative training." and the minimum rating was (M=1.54, SD=0.50) for the item "Stakeholders participate in Monitoring and Evaluation by taking key roles on the Management Boards of TVET institutions."

Furthermore, the rating of all items under the sub category of industry involvements in planning and implementation by both trainers and management bodies were summarized in Table 4.10 of row three. The trainers rated the industries involvement in planning and implementation of TVET in private colleges was rated below moderate value mean score (M=2.20, SD=0.53) and the management bodies also rated below moderate value (M=2.26, SD=0.88). The combined overall rating of the trainers and management bodies were (M=2.23, SD=0.70). The t-test ($t(31,16)=-0.17$, $p=0.37>0.05$). This showed absence of statistical significant difference between the responses of the trainers and management bodies.

In a research to investigate the training requirements of an industry, it was proposed that proper collaboration between the industry and TVET institutions is vital in the face of changing technological trends. Its implication is that the link between the TVET training institutes and the potential employing institutes should be strengthened to produce graduates with the right kind of occupational skills (Omondi, 2008).

One the private TVET college department head stated that;

> *The involvement of the industry in planning and implementation of TVET is very important especial for providing cooperative training for the trainees so that they*

can acquire a practical skill in the real work place but it is difficult to find industries in our Woreda.

Besides the community, Micro and Small Enterprises and Industries there are other different stakeholders such as trade unions, professional associations, civil societies, NGOs, trainers, trainees, families, business sector, cooperative associations, chambers of commerce and sectorial associations in TVET that need to take part in planning and implementation of TVET.

In Appendixes-I, five items were rated by trainers and management bodies to investigate whether there were others stakeholders involvement in planning and implementation of TVET in private colleges of the Zone.

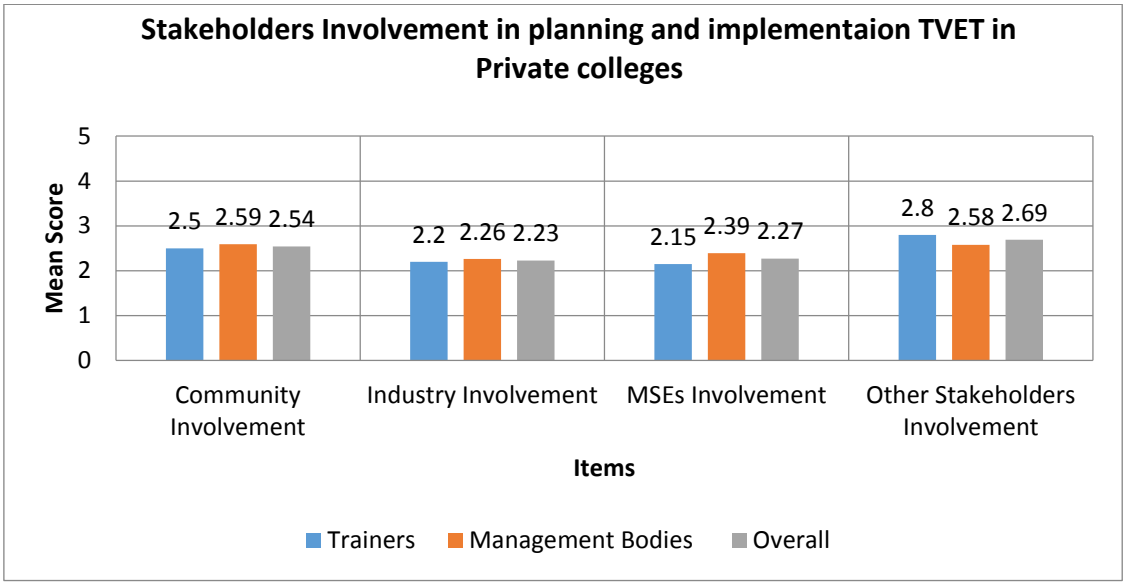


Figure 4.3 Stakeholders involvement in planning and implementation of TVET

Source: Primarily data collected by the researcher from field Survey (June, 2015)

Accordingly, the trainers rated high (M=4.35, SD=0.49) the item "Trainers, trainees and their families are involved in TVET planning & implementation." and the least rated (M=1.45, SD=0.72) item was "The chambers of commerce and sectorial associations are involved in TVET planning & implementation."

The management bodies also rated high (M=4.21, SD=0.60) for the item "Trainers, trainees and their families are involved in TVET planning & implementation." And least for item (M=2.00, SD=0.01) for item "The business sector and cooperative associations are involved in TVET planning & implementation."

The total rating of the trainers and management bodies were high (M=4.28, SD=0.54) for item "Trainers, trainees and their families are involved in TVET planning & implementation." And least for item (M=2.23, SD=0.25) for item "The business sector and cooperative associations are involved in TVET planning & implementation."

The data in Table 4.10 illustrated trainers and management bodies responded on the stakeholder's involvement in planning and implementation of TVET in private colleges in East Shoa Zone. The table constitutes 24 items that identified by all respondents as challenges of private TVET colleges.

One of the East Shoa Zone TVET official stated that;

> *It is clear that in order for TVET to develop in the Zone all actors should be aware. For example, it is possible to create awareness on the current national TVET policies and strategies to higher officials and to the society at grass root level. Opening departments without doing feasible study that fit with the resource available in the Zone creates a huge problem to alleviate the real life problems. Not making students at the secondary schools aware so that they can join TVET according to their own interest."*

Even though the entire research participant believes on requirement of strong linkage with industries it was hardly possible because of the fact that most industries located at a distance, which transportation needs cost.

It can be concluded from the above facts stakeholders involvement in planning and implementation of TVET in the Zone was weak and not to the required level.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter summary of major findings of the study, conclusions and recommendations forwarded to alleviate the practices and challenges of private TVET colleges of the Zone were presented.

5.1. Summary

The major purpose of this study was to investigate the practices and challenges of private TVET colleges in East Shoa Zone of Oromia Regional State. More specifically, objectives of the study gave emphasis to explore the extent of availability of resources, government support, leadership commitment and stakeholders' involvement in the Zone.

The data required for this study were collected from primary and secondary sources. The primary data were collected from private TVET college trainees, trainers, management bodies, and TVETB officials using questionnaire and interview. The questionnaires were initially distributed to 206 respondents. Among these 201 (97.57%) of the respondents were appropriately filled and returned. The collected quantitative data were processed using SPSS V-20. The data analyzed using descriptive statistics were mean, percentage, and standard deviation. Furthermore; t-test were used to analyze the presences or absence of statistical significant differences among trainees', trainers' and management bodies' responses.

Thus, based on the analysis made in accordance with study objectives, the results of data analysis and major findings of the study were summarized and presented as follows.

Concerning background information of the respondents, more or less the trainee respondents' sex were equal. The majority of the trainee respondents with age range 17 to 20 years old. Moreover, the majority of trainer and management body respondents were male with age range of 21 to 30 years. Majority of trainers and management bodies had bachelor degree level of education, and worked for about 0-4 years. This implies that, the respondents were young, educated, and inexperienced in their respective job position.

The extent of availability of resources in implementing TVET in private colleges was obtained from the summary of trainees', trainers' and management bodies' rating for 48 items categorized in to six groups related with the availability of resources in the questionnaire.

Accordingly, the findings of this study identified that, the availability of skilled trainers was found at 2.87 mean score with significant difference between the responses of the trainees (M=2.61) and management bodies (M=3.12) rating. The results of t-test calculated also, shows statistically significant difference between respondents. However, the mean score of trainees' and management body's ratings were identified below moderate level of availability of skilled trainers in private TVET colleges of the Zone.

About the availability of competent management bodies in private colleges was found at 2.84 mean score with significant difference between the responses of the trainers (M=2.40) and management bodies (M=3.29) rating. The results of t-test calculated also, shows statistically significant difference between respondents. However, the mean score of trainers' and management body's ratings were identified about below moderate level of availability of competent management bodies in private TVET colleges of the Zone.

With regard to the availability of training facilities in private TVET colleges was found at 2.73 mean score with no significant difference between the responses of the trainees (M=2.80) and trainers (M=2.67) rating. The results of t-test calculated also, shows no statistically significant difference between respondents. Moreover, the mean score of trainees' and trainers' ratings were identified about below moderate level of availability of training facilities in private TVET colleges of the Zone.

The availability of instructional materials in private TVET College was found at 2.57 mean score with no significant difference between the responses of the trainees (M=2.68) and trainers (M=2.47) rating. The results of t-test calculated also, shows no statistically significant difference between respondents. Moreover, the mean score of trainees' and trainers' ratings were identified about below moderate level of availability of instructional materials in private TVET colleges of the Zone.

Finally, the availability of finance in private TVET College was found 2.46 mean score with no significant difference between the responses of the trainers (M=2.51) and management bodies (M=2.41) rating. The results of t-test calculated also, shows no statistically significant difference between respondents. Moreover, the mean score of trainers' and management bodies' ratings were identified about below moderate level of availability of finance in private TVET colleges of the Zone.

The extent to which the government provides support to enhance TVET in private colleges was obtained from the summary of trainers' and management bodies' rating for

19items categorized in to four subgroup items about the government support in the questionnaires.

Regarding about government support in supervision, the trainers rating was found at 2.65 mean score and that of management bodies' rating was found at 2.82 mean score. Moreover, the responses of all respondents' rating about the supervision was identified as 2.73 mean score which was lower than the moderate value. Likewise, the calculated t-test result showed statistically no significant differences between trainers' and management bodies' response. Hence, the mean score of trainers and management bodies was identified below moderate level of government support in supervision to enhance TVET in the Zone.

On the other hand, the government support in curriculum, assessment & accreditation was found 2.97 mean score with no significant difference between the responses of the trainers (M=2.84) and management bodies (M=2.57) rating. Moreover, the mean score of trainers' and management bodies' ratings were identified about below moderate level of government support in curriculum, assessment & accreditation to enhance TVET in private colleges of the Zone.

The government support in capacity building of trainers and management bodies was found 2.37 mean score with no significant difference between the responses of the trainers (M=2.36) and management bodies (M=2.38) rating. Moreover, the mean score of trainers' and management bodies' ratings were identified about below moderate level of government support in capacity building of trainers and management bodies to enhance TVET in private colleges of the Zone.

Furthermore, the government support in motivation, access to facilities & information was found 2.27 mean score with no significant difference between the responses of the trainers (M=2.18) and management bodies (M=2.35) rating. The results of t-test calculated also, showed no statistically significant difference between respondents. Moreover, the mean score of trainers' and management bodies' ratings were identified about below moderate level of government support in motivation, access to facilities & information to enhance TVET in private colleges of the Zone.

The extent to which the private college leaders are committed to enhance TVET in the Zone was obtained from the summary of trainees' and trainers' rating for 19items

categorized in to three groups about the commitment of private colleges' leaders in the questionnaires.

Regarding leaders' commitment towards the college the trainees rating was found at 2.51 mean score and that of trainers rating was found at 2.91 mean score. Moreover, the responses of all respondents' rating about the leaders' commitment towards the college was identified as 2.71 mean score which was lower than the moderate value. Moreover, the calculated t-test result showed statistically no significant differences between trainees' and trainers' response. Hence, the mean score of trainees and trainers was identified below moderate level of leaders' commitment towards the college to enhance TVET in the Zone.

Regarding leaders personal commitment in enhancing TVET was found 2.63 mean score with no significant difference between the responses of the trainees (M=2.61) and trainers (M=2.66) rating. Moreover, the mean score of trainees' and trainers' ratings were identified about below moderate level of Leaders Personal commitment in enhancing in private colleges of the Zone.

Furthermore, leaders commitment towards college community in enhancing TVET was found 2.78 mean score with no significant difference between the responses of the trainees (M=2.66) and trainers (M=2.90) rating. Moreover, the mean score of trainees' and trainers' ratings were identified about below moderate level of Leaders commitment towards college community in enhancing TVET in private colleges of the Zone.

Finally, the overall rating of the trainees and trainers for all items about the leaders commitment in private colleges to enhance TVET in the Zone was found 2.71 mean score with no significant difference between the responses of the trainees (M=2.59) and trainers (M=2.82) rating. Moreover, the mean score of trainees' and trainers' ratings for all items were identified about below moderate level of private college Leaders commitment to enhance TVET in the Zone.

To investigate the extent to which stakeholders take part in planning and implementation of TVET in private colleges was obtained from the summary of trainers' and management bodies' rating for 25 items categorized in to four groups related with the stakeholders involvement in planning and implementation in the questionnaire.

Accordingly, community involvement in planning and implementation of TVET in private colleges was found 2.54 mean score with no significant difference between the

responses of the trainers (M=2.50) and management bodies (M=2.59) rating. Moreover, the mean score of trainers' and management bodies' ratings were identified below moderate level of community involvement in planning and implementation of TVET in private colleges of the Zone.

On the other hand, Micro and Small Enterprises involvement in planning and implementation of TVET in private colleges was found 2.27 mean score with no significant difference between the responses of the trainers (M=2.15) and management bodies (M=2.39) rating. Moreover, the mean score of trainers' and management bodies' ratings were identified below moderate level of MSEs involvement in planning and implementation of TVET in private colleges of the Zone.

The industries involvement in planning and implementation of TVET in private colleges was found 2.23 mean score with no significant difference between the responses of the trainers (M=2.20) and management bodies (M=2.26) rating. Moreover, the mean score of trainers' and management bodies' ratings were identified below moderate level of industries involvement in planning and implementation of TVET in private colleges of the Zone.

Furthermore, Involvement of other different stakeholders such as trade unions, professional associations, civil societies, NGOs, trainers, trainees, families, business sector, cooperative associations, chambers of commerce and sectorial associations involvement in planning and implementation of TVET in private colleges was found 2.69 mean score with no significant difference between the responses of the trainers (M=2.80) and management bodies (M=2.58) rating. Moreover, the mean score of trainers' and management bodies' ratings were identified below moderate level of trade unions, professional associations, civil societies, NGOs, trainers, trainees, families, business sector, cooperative associations, chambers of commerce and sectorial associations involvement in planning and implementation of TVET in private colleges of the Zone.

5.2. Conclusions

In order to provide TVET programs that can create an impact in the development of human resources who can be the driving force for technological and economic growth of the nation, quality training have to be provided for the trainees. Various factors have been identified as the challenges of attaining an outcome based quality TVET programs in private TVET colleges of the East Shoa Zone of Oromia Regional State.

Also strategies for addressing the challenges of resource constraints in private colleges, lack of sufficient support from government side, lack of private college leaders' commitment to enhance TVET and poor involvement of stakeholders in planning and implementation of TVET in private colleges were identified in this study. In addressing these factors both government and nongovernmental organizations need to work collectively to curtail these challenges which has led to the fall in quality of training in private colleges of the Zone. These can be achieved by avoiding the resource constraints, improving government support, enhancing private college leaders' commitment and strengthening stakeholders' involvement in planning and implementation of TVET in private colleges of the Zone.

The availability of experienced and skilled trainers and management bodies is a key element for the provisions of quality training. Contrary to its importance, the study revealed that majority of the private colleges lacked qualified trainers and management bodies with practical skill and they were not assessed by Center of Competency and, hence were not certified. Besides, it was identified that some trainers and management bodies had less working experience. It is obvious that less technical skill and experience affect the quality of training greatly.

To provide a quality TVET, the private colleges should be furnished with necessary training facilities, instructional materials, equipment, and machines. However, the study has shown that the colleges are still suffering from lack of sufficient training facilities, instructional materials, equipment, machines and tools. The TVET training being provided in the Zone is also constrained by in adequate facilities such as library, laboratories, workshops, class rooms, internets, clinics, and maintenance room. These affect the balance of theory and practice in the provision of the training process to be implemented as intended in the curriculum. Therefore, these are the challenges of providing quality training in private colleges of the Zone.

To implement current TVET curriculums, there needs to be enough resources especially finance. Moreover, the financial requirement for running TVET program is expensive. The result of the study shows, private colleges do not have enough financial resources. The majority of private colleges are dependent on tuition and fees paid by trainees as a source of finance. But this is insufficient to run the colleges effectively and efficiently. On the other hand, the owners of the college needs profit. Hence, these made the quality of training poor and financial constraints remained a challenge in the private colleges of the Zone.

The government has to play a major role in supporting the private TVET colleges through supervision; curriculum, assessment, and accreditation; capacity building of trainers and management bodies; and motivation, access to facilities & in providing information. The study revealed that however, there was effort from the government side to provide support in some areas, it is not to the required level. The government was weak in supporting private TVET colleges through providing the upgrading training for trainers and management bodies.

With regard to information support, a lack of up-to-date, reliable labor market data on which to base decisions on current and future skills needs is insufficient and training needs are not always identified and prioritized according to industry skills and workforce development.

Leadership commitment is one of sincere and steadfast fixity of purpose. It is the act of binding and engaging oneself emotionally or intellectually to a particular course of action. Commitment separates doers from dreamers. It is important because on the journey of providing a quality TVET, and pursuing our dreams and goals of producing a competent work force, there are many obstacles. Commitment will keep us going in the face of adversity and challenges. In contrary to the above fact, the study revealed that the leaders in private colleges lacks commitment to enhance TVET in the Zone. The majority of private college leaders lacks concentration, willingness to scarify their time and energy, emotional attachment to the college, self-discipline, passion and motivation. Consequently, leaders' lack of commitment is a challenge in private TVET colleges of the Zone.

There is also a need to involve all stakeholders of TVET in the planning, policy making, training delivery, implementation and monitoring and evaluation system. For a successful TVET provision a strong link among private TVET colleges and stakeholders is needed.

However, as the study revealed Private TVET colleges suffer from weak links with stakeholders.

As majority of the trainers and management bodies responded local communities were not involved in planning and implementations, in policy making processes, identify priorities, participating in monitoring of the outcomes of the TVET, assessment and evaluation of the system of TVET.

The industries should act as partner in policy making, funding, implementing, and participate in cooperative training (apprenticeship), developing programs and curricula, testing, assessment, and monitoring and evaluation. However, the result of the study revealed that the involvement of the industries in planning and implementation of TVET in private colleges were not to the required level. Furthermore, private TVET colleges were expected to become agents of technology transfer to micro- and small enterprises and the MSEs are also expected to provide cooperative training opportunities for the TVET college trainees. In contrary to the above fact, the study revealed that MESs were found to be weak in providing cooperative training to private college trainees and the colleges were also found weak in transferring technology to MSEs.

The study also revealed that the involvement of stakeholders such as the civil society, professional associations, NGOs, trainers, trainees, families, business sector, cooperative associations, chambers of commerce and sectorial associations in planning and implementation of TVET in private colleges were found insufficient and weak.

Thus, the weak involvement of stakeholder in planning and implementation of TVET in private colleges of the Zone was a challenge in the Zone.

5.3. Recommendations

In view of the findings and conclusions made in this study, the following recommendations were forwarded:

5.3.1. This study identified that there was a lack of skilled trainers and management bodies in the private colleges of the Zone. In order to improve the skills of the trainers and management bodies the MOE, Oromia TVET Agency and East Shoa Zone TVET Bureau suggested to provide an opportunities of upgrading training, on job training, pedagogical training and a second degree programs both for the trainers and management bodies of the private TVET colleges of the Zone.

5.3.2. Training facilities, instructional materials, machines, equipment and tools were not adequate in private colleges of the Zone. Providing training in the absence of suitable facilities and sufficient instructional materials, machines and equipment strongly affect the quality of TVET. Thus, the private TVET college owner recommended to allocate adequate budget to fulfill the necessary facilities. Moreover, private TVET colleges must devise mechanisms to reduce financial constraints. This could be achieved by generating their own income from various possible sources. Some of the means could be selling of products produced by trainees, providing consultancy service, adapting and transferring new technologies to the user, and rendering maintenance service in their workshops.

5.3.3. The study identified that there were no sufficient support from the government side in supervision, curriculum, assessment, accreditation, capacity building of human resource, and motivation, access to facilities and information. Steps need to be taken by Oromia TVET Agency and Zone TVETB experts to enhance supportive supervision; curriculum updating and revising; provide continuous and on time occupational assessment & accreditation for private colleges; providing capacity building for private Colleges trainers & management bodies; provide incentives & recognition; provide access to some government facilities for training; provide up-to-date information; and conduct periodic monitoring and evaluation in a professional way in all private colleges of the Zone.

5.3.4. In this study the government was found weak in providing the required labor market information to the private TVET colleges. Hence, Oromia TVET Agency and East Shoa Zone TVET bureau have to provide the private TVET colleges with labor market information. These seems to be carried out by establishing network

system with employers, enterprises, other relevant stake holders, and different hierarchical level of the TVET system in the Zone. This helps to facilitate timely, adequate and reliable information exchange.

5.3.5. Leaders' commitment to enhance TVET was found insufficient in private colleges of the Zone. Leaders' commitment is a key factor for success of any institution. The study also revealed that it was difficult to say that the leadership in private colleges was carrying out its responsibilities as per the expectation. Therefore, TVET leadership positions are recommended to be occupied by people having the necessary professional preparation and experience on the basis of merit. The regional TVET had better set criteria for assigning individuals at TVET leadership positions based on demonstrated skills. Moreover, the owners of private colleges are also recommended to assign leader who have the professional qualification and provide motivation to enhance commitment.

5.3.6. Weak stakeholders' involvement in planning and implementation of TVET in private Colleges was revealed in this study. A strong link with stakeholders is needed to build competences among TVET graduates. The private college graduates suffers from high unemployment rate, industries worried about graduates unemployable skills, graduates from the TVET do not meet the expectation of industries, very low entrepreneurial initiatives on the part of fresh graduates and lack of access to modern equipment for training. Unfortunately, the private TVET colleges alone cannot provide the needed training for trainees to make them competent and that is why there is the need for other stakeholders to be involved in planning and implementation of TVET in the Zone.

Hence, the private TVET college need to create a strong link with the industries, MSEs, community, civic societies , trade unions, professional associations, NGOs, Trainers, trainees and their families business sector and cooperative associations, chambers of commerce and sectorial associations.

5.3.7. Besides, though the findings of this study identify some challenges of the private colleges of the Zone, there might be other challenges that hinder the provision of a quality outcome based training not assessed through this study. So, to identify such challenges and to take appropriate actions on time; it is advisable if further in-depth study is conducted at all private colleges of the Region on issues related to the challenges of private TVET colleges.

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Appendixes

Appendixes-A

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management

Questionnaire to be filled by the Trainees of private TVET Colleges

Dear respondents,

I am a candidate of MA at the university of Adama Science and technology, conducting research for thesis on the challenges of private TVET Colleges in East Shoa Zone of Oromia Regional State.

The aim of this questionnaire is to gather relevant information from trainers of private TVET College in East Shoa Zone. Your cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible.

Your participation in this study will not affect your present status in anyway. You will remain anonymous and your answers will be kept strictly confidential and will be used only for research purpose.

Instruction:

- No need of writing your name.
- Where alternative answers are given, answer by **circling the letter of your choice**.
- For the open-ended questions, try to give precise answers by writing your responses
- If you have any questions, please contact me by **0911709977**
- Thank you in advance for your cooperation

Amanuel Bedane

MA candidate (ASTU)

Part I. Items related to Background Information of the Respondents

1. **Name of the Private TVET College**

a) Addis Ababa Medical College ☐ b) Abyssinia College ☐ c) Rift Valley ☐ College

2. Sex: a) Male ☐ b) Female ☐

3. **Age range in years**: a) 15-20 ☐ c) 26-30 ☐

b) 21-25 ☐ d) 31 and above ☐

4.Occupation of training. a) ICT ☐ b) Accounting ☐ c) Road Construction ☐

d) Survey ☐ e) IEMD ☐ f) Clinical Nursing ☐

5. **The training program you attend is:**

a) Level II ☐ b) Level III ☐ c) Level IV ☐

6. In which year are you now?

a) 1st year ☐ b) 2nd year ☐ c) 3rd year ☐ d) 4th Year ☐

Part II -Items related to the availabilities of skilled trainers

In your college, how do you evaluate competency of trainers on the basis of the activities given in the table below? Put an "✓" mark in the space provided.

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

No	Items related to competency of trainers	Rating				
		5	4	3	2	1
1	The trainers provide training by relating theory with practice					
2	The trainers have adequate knowledge of their subject.					
3	The trainers are competent in occupational assessment					
4	The trainers cover the contents prescribed in the course out line.					
5	The trainers have adequate experience in training					
6	The trainers use appropriately available instructional material.					
7	The trainers assist their trainees willingly both during classroom & field training					
8	The trainers evaluate trainees achievement continuously					
9	The trainer returns the assessment, assignments, project results, etc. in a reasonable amount of time.					
10	The trainers provide guidance and counseling service.					
11	The trainers encourages trainees' participation in class discussion and asking questions					
12	The trainers implement outcome based training					
13	The TVET College you belong to has enough skilled teachers/trainers.					
14	The upgrading program conducted for the TVET teachers is encouraging.					
15	Most of the trainers in the college are full time trainers.					
16	The trainers prepare well organized TTLM					
17	The trainers prepares session plans regularly					
18	Trainers Promote technology transfer in the college					

Part III. Items related to availability of resources in private TVET College

Below are some statements about availability of resources. Please indicate the degree to which the resources are available. Please, rate by putting "✓" in the column of your choice for

5=Strongly Agree; 4=Agree; 3 =Undecided; 2= Disagree; and 1= Strongly Disagree

No	Items	Rating				
		5	4	3	2	1
I	**Items related with skilled human resources**					
1	The TVET College you belong to has enough skilled teachers/trainers.					
2	The upgrading program conducted for the TVET teachers is encouraging.					
3	The administrative staffs are qualified in their respective position.					
4	Most of the trainers in the college are full time trainers.					
5	There is professional guidance and counseling service in the college.					
6	The trainers in your college are competent in Occupational assessment					
7	The trainers prepare TTLM for all competencies providing training					
8	The trainers prepares sessions plans regularly					
II	**Items related with training materials and facilities**					
1	Machines and Computers for the training are adequately available.					
2	TTLM and reference books are adequately available.					
3	Sufficient lecture rooms are adequately available in your college.					
4	Workshops/laboratories are equipped and adequately available for all occupations.					

5	Training materials that helps for practical learning are adequately available.					
6	Library services and facilities are available in your college.					
7	Internet service is available in your college.					
8	Electricity service and water services are adequately available in the college.					
9	The training center equipped with modern and adequate tools and equipment in relation to the current TVET policy.					
10	All machines available in the college are working actively (no idle machine).					
11	There is regular maintenance program for the broken machines and tools.					
12	Instructional materials for training are provided at the right time.					
13	Spare parts are available for maintenance of facilities and equipment					
14	Consumable materials and Supplies are adequately available.					
15	Practice materials for workshops/laboratories are adequately available.					
16	There good lighting and acoustics					
17	Enough Black board/white board are available					
18	Projectors are for lecture rooms					
19	Conference room is available					
20	Staff room is available					

Part IV. <u>Items related with the Leadership Commitment in private TVET College</u>

Below are some statements abouttheLeadership Commitment traits. Please indicate the degree to which the leaders are committed and rate by putting "✓" in the column of your choice for

5= Always; 4= Often; 3 = Sometimes; 2= Rarely; & 1= Not at all

No	Items	Rating				
		5	4	3	2	1
1	Focused and concentrated to accomplish the vision and mission of the college					
2	Prepared for any challenge					
3	Self-disciplined.					
4	Hardworking and make vigorous effort to enhance TVET					
5	Efficient use of time and demonstration of punctuality					
6	Open to ongoing learn and constantly studying to improve their weak areas					
7	Persistent through adverse conditions					
8	Willing to scarifies his/her time and energy to realize the vision and mission of the college					
9	Promote personal growth of trainers and employees.					
10	Inspire and motivate trainees, trainers and employees.					
11	Promote a high level of cooperation among trainers, trainees and management					
12	Provide definite sense of direction and purpose to enhance TVET.					
13	Create strong work relationship in the training process between trainers and trainees; trainers and management.					
14	Possess a strong sense of personal integrity and confidence in the chosen path					
15	Possess a strong sense of belonging to the college					
16	Emotionally attached to the college					
17	Discharge responsibility that requires constant courage					
18	Possess a strong sense of belonging to the college					
19	Emotionally attached to the college					
20	Promoting the responsible and efficient use of scarce resources of TVET institutions					
21	Possess passion, energy and enthusiasm in his/her endeavors					

Appendixes-B

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management

Questionnaire to be filled by the Trainers of private TVET Colleges

Dear respondents,

I am a candidate of MA at the university of Adama Science and technology, conducting research for thesis on the challenges of private TVET Colleges in East Shoa Zone of Oromia Regional State.

The aim of this questionnaire is to gather relevant information from trainers of private TVET College in East Shoa Zone. Your cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible.

Your participation in this study will not affect your present status in anyway. You will remain anonymous and your answers will be kept strictly confidential and will be used only for research purpose.

General Instruction:

- No need of writing your name.
- Where alternative answers are given, answer by **circling the letter of your choice**.
- For the open-ended questions, try to give precise answers by writing your response.
- If you have any questions, please contact me by **0911709977**.
- Thank you in advance for your cooperation

Amanuel Bedane

MA candidate (ASTU)

I. Part I. Items related to Background Information of the Respondents

1. Name of the Private TVET College a) AMC ☐ b) RVUC ☐ c) Abyssinia ☐ College

2.Sex: a) Male ☐ b) Female ☐

3.Age range in years:

a) 20-25 ☐ b) 26-30 ☐ c) 31-35 ☐ d) 36-40 ☐ e) 40 & above ☐

4. Marital status: a) Married ☐ b) Single ☐ c) Divorced/separated ☐ d) Other ☐

5. Field of Study_____

6.Occupation you are currently providing training

a) ICT ☐ b) Accounting ☐ c) Survey ☐

d) Road Construction ☐ e) IEMD ☐ f) Clinical Nursing ☐

7.Educational qualification: a) MA/MSc ☐ b) BA/BSc ☐

c) Diploma or Level III/IV ☐ d) Certificate ☐ e) Other ☐

8.Work experience in years

a) 0-4 ☐ b) 5-9 ☐ c) 10-14 ☐ d) 15-19 ☐ e) 20 and above ☐

Part II. Items related to availability of resources in private TVET College

Below are some statements about availability of resources. Please indicate the degree to which the resources are available. Please, rate by putting "✓" in the column of your choice for

5=Strongly Agree; 4=Agree; 3 =Undecided; 2= Disagree; and 1= Strongly Disagree

No	Items	Rating				
		5	4	3	2	1
I	**Items related with skilled human resources**					
1	The TVET College you belong to has enough skilled teachers/trainers.					
2	The upgrading program conducted for the TVET teachers is encouraging.					
3	The administrative staffs are qualified in their respective position.					
4	Most of the trainers in the college are full time trainers.					
5	There is professional guidance and counseling service in the college.					
6	The trainers in your college are competent in Occupational assessment					
7	The trainers prepare TTLM for all competencies providing training					
8	The trainers prepares sessions plans regularly					
II	**Items related with training materials and facilities**					
1	Machines and Computers for the training are adequately available.					
2	TTLM and reference books are adequately available.					
3	Sufficient lecture rooms are adequately available in your college.					
4	Workshops/laboratories are equipped and adequately available for all occupations.					
5	Training materials that helps for practical learning are adequately available.					
6	Library services and facilities are available in your college.					
7	Internet service is available in your college.					
8	Electricity service and water services are adequately available in the college.					
9	The training center equipped with modern and adequate tools and equipment in relation to the current TVET policy.					
10	All machines available in the college are working actively (no idle machine).					
11	There is regular maintenance program for the broken machines and tools.					
12	Instructional materials for training are provided at the right time.					
13	Spare parts are available for maintenance of facilities and equipment					
14	Consumable materials and Supplies are adequately available.					
15	Practice materials for workshops/laboratories are adequately available.					
16	There good lighting and acoustics					
17	Enough Black board/white board are available					
18	Projectors are for lecture rooms					
19	Conference room is available					
20	Staff room is available					
III	**Items related with financial resources**					
1	Finance is adequately available in our college					
2	Tuition and fees paid by trainees are sufficient sources of finance to run the college effectively and efficiently.					
3	The college generates income through selling TVET services to other enterprise.					
4	The college generates income through selling student products					
5	The college generates income through renting equipment, machineries houses					
6	There are sufficient number of trainees in your college to work with full capacity and to earn reasonable profit.					
7	The government supports private TVET colleges financially.					
8	Adequate budget is allotted for purchasing capital goods					
9	There is adequate budget for running cost					
10	There is sufficient budget for future expansion					

Part III. Items related to Technical Support provided by the government

Below are some statements aboutthetechnical support provided by the government, Please indicate the degree to which the government provides the supports and rate by putting "✓" in the column of your choice for

5=Strongly Agree; 4=Agree; 3 =Undecided; 2= Disagree; and 1= Strongly Disagree

No	Items	Rating				
		5	4	3	2	1
1	There is sufficient and supportive supervision.					
2	Supervision is carried out frequently in our college.					
3	The government provide support to the private colleges in curriculum updating and revising activities to make the curriculum relevant to the current labor market demand.					
4	The government regularly provides upgrading training for trainers in private colleges.					
5	The government regularly provides on job training for trainers in private colleges.					
6	The government regularly provides pedagogical training for private TVET college trainers.					
7	The government responds appropriately for private college request for occupational assessments and accreditation of providing training.					
8	The government provides support for private TVET graduates in job creation and Self-employment.					
9	The government provides Scholarship/grants for TVET teachers/instructors in your college					
10	The government provides support to enhance technology transfer in private colleges.					
11	The government regularly provides upgrading and on job training for TVET Leaders in private colleges.					
12	Facilitate a conducive and stimulating environment to the further development of private TVET provision					
13	Provide capacity building for private TVET colleges					
14	The government gives recognition for high achievers private college					
15	Implementing accreditation of private colleges in a predictable andtimely manner following the relevant rules and regulations					
16	Facilitating access to appropriate land and buildings					
17	Maintaining continuous consultation processes with representatives of private TVET college leaders					
18	Making labor market information available to the private TVET colleges					
19	Making occupational standards available to the private TVET colleges					
20	Making TVET specific regulations and other relevant information available to the private TVET colleges					
21	Ensuring that capacity building initiatives for private TVET college					
22	Ensure private TVET colleges have access to curriculum guides and training and teaching materials					
23	providing financial incentives for private TVET colleges					

Part IV. <u>Items related with the Leadership Commitment in private TVET College</u>

Below are some statements abouttheLeadership Commitment traits. Please indicate the degree to which the leaders are committed and rate by putting "✓" in the column of your choice for

5= Always; 4= Often; 3 = Sometimes; 2= Rarely; & 1= Not at all

No	Items	Rating				
		5	4	3	2	1
1	Focused and concentrated to accomplish the vision and mission of the college					
2	Prepared for any challenge					
3	Self-disciplined.					
4	Hardworking and make vigorous effort to enhance TVET					
5	Efficient use of time and demonstration of punctuality					
6	Open to ongoing learn and constantly studying to improve their weak areas					
7	Persistent through adverse conditions					
8	Willing to scarifies his/her time and energy to realize the vision and mission of the college					
9	Promote personal growth of trainers and employees.					
10	Inspire and motivate trainees, trainers and employees.					
11	Promote a high level of cooperation among trainers, trainees and management					
12	Provide definite sense of direction and purpose to enhance TVET.					
13	Create strong work relationship in the training process between trainers and trainees; trainers and management.					
14	Possess a strong sense of personal integrity and confidence in the chosen path					
15	Possess a strong sense of belonging to the college					
16	Emotionally attached to the college					
17	Discharge responsibility that requires constant courage					
18	Possess a strong sense of belonging to the college					
19	Emotionally attached to the college					
20	Promoting the responsible and efficient use of scarce resources of TVET institutions					
21	Possess passion, energy and enthusiasm in his/her endeavors					

Part V. Items about the Stakeholders Involvement in Private TVET Colleges

Below are some statements aboutthe **stakeholders' involvement in TVET planning and implementation** of private TVET College. Please indicate the degree to which you agree on the statements by putting "✓" in the column of your choice for

5=Strongly Agree; 4=Agree; 3 =Undecided; 2= Disagree; and 1= Strongly Disagree

No	Items	Rating				
		5	4	3	2	1
1	The community has adequate awareness about private TVET.					
2	The community is involved in TVET planning and Implementation					
3	Local communities participating in monitoring of the outcomes of the TVET					
4	Local communities are part of assessment and evaluation of the TVET system					
5	Local communities participate in policy making processes and identifies priorities					
6	Local communities participating in monitoring of the outcomes of the TVET					
7	Local communities are part of assessment and evaluation of the TVET system					
8	Local communities support and promote private TVET colleges					
9	MSEs provide cooperative training opportunities for private TVET college trainees in their own work area.					
10	MSEs provides in the pre-service and in-service training of TVET trainers					
11	MSEs are involved in TVET planning and Implementation					
12	The industry provide cooperative training for private TVET trainees.					
13	The industry provide apprenticeship training for private TVET trainees.					
14	The industry provides to the private TVET colleges up-to-date and relevant information on the current labor market demand.					
15	The industries are involved in TVET planning and Implementation					
16	The college have agreement with other enterprise or stakeholders to conduct cooperative training.					
17	Stakeholders participate in Monitoring and Evaluation by taking key roles on the Management Boards of TVET institutions					
18	The partnership among public TVET, the Industry, SMEs, community and private TVET colleges is strong.					
19	Deepened involvement of employers in the delivery of TVET, through cooperative and in-company training					
20	Trade unions and professional associations are involved in TVET planning & implementation					
21	Civil societies and NGOs are involved in TVET planning & implementation					
22	Instructors, trainees and their families are involved in TVET planning & implementation					
23	The business sector, cooperative associations, the chambers of commerce and sectorial associations are involved in TVET planning & implementation					
24	Strong link between TVET institutions and stakeholders especially with the enterprises					

Appendixes- C

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management

Questionnaires to be filled by the private TVET college Management bodies Such as Deans/Vice Deans, Department Heads & Core Process Owners.

Dear respondents,

I am a candidate of MA at the university of Adama Science and technology, conducting research for thesis on the challenges of private TVET Colleges in East Shoa Zone of Oromia Regional State.

The aim of this questionnaire is to gather relevant information from trainers of private TVET College in East Shoa Zone. Your cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible.

Your participation in this study will not affect your present status in anyway. You will remain anonymous and your answers will be kept strictly confidential and will be used only for research purpose.

General Instruction:

- No need of writing your name.
- Where alternative answers are given, answer by **circling the letter of your choice**.
- For the open-ended questions, try to give precise answers by writing your response.
- If you have any questions, please contact me by **0911709977**.
- Thank you in advance for your cooperation

Amanuel Bedane

MA candidate ASTU

Part I. Items related to Background Information of the Respondents

1. **Name of the Private TVET College** a) AAMC ☐ b) RVUC ☐ c) Abyssinia ☐
2. **Sex:** a) Male ☐ b) Female ☐
3. **Age range in years:**
   a) 20-25 ☐ b) 26-30 ☐ c) 31-35 ☐ d) 36-40 ☐ e) 40 & above ☐
4. **Marital status:** a) Married ☐ b) Single ☐ c) Divorced/separated ☐ d) Other ☐
5. **Field of Study**_____
6. **Position** _____
7. **Educational qualification:** a) MA/MSc ☐ b) BA/BSc ☐ c) Level III/IV ☐
   d) Certificate ☐ e) Other ☐
8. **Work experience** in years
   a) 0-4 ☐ b) 5-9 ☐ c) 10-14 ☐ d) 15-19 ☐ e) 20 and above ☐

Part II. Items related to availability skilled trainers in private TVET College

In your college, how do you evaluate competency of trainers on the basis of the activities given in the table below? Put an "✓" mark in the space provided.

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

No	Items related to competency of trainers	Rating				
		5	4	3	2	1
1	The trainers provide training by relating theory with practice					
2	The trainers have adequate knowledge of their subject.					
3	The trainers are competent in occupational assessment					
4	The trainers cover the contents prescribed in the course out line.					
5	The trainers have adequate experience in training					
6	The trainers use appropriately available instructional material.					
7	The trainers assist their trainees willingly both during classroom & field training					
8	The trainers evaluate trainees achievement continuously					
9	The trainer returns the assessment, assignments, project results, etc. in a reasonable amount of time.					
10	The trainers provide guidance and counseling service.					
11	The trainers encourages trainees' participation in class discussion and asking questions					
12	The trainers implement outcome based training					
13	The TVET College you belong to has enough skilled teachers/trainers.					
14	The upgrading program conducted for the TVET teachers is encouraging.					
15	Most of the trainers in the college are full time trainers.					
16	The trainers prepare well organized TTLM					
17	The trainers prepares session plans regularly					
18	Trainers Promote technology transfer in the college					

Part III. Items related to Technical Support provided by the government

Below are some statements aboutthetechnical support provided by the government, Please indicate the degree to which the government provides the supports and rate by putting "✓" in the column of your choice for

5=Strongly Agree; 4=Agree; 3 =Undecided; 2= Disagree; and 1= Strongly Disagree

No	Items	Rating				
		5	4	3	2	1
1	There is sufficient and supportive supervision.					
2	Supervision is carried out frequently in our college.					
3	The government provide support to the private colleges in curriculum updating and revising activities to make the curriculum relevant to the current labor market demand.					
4	The government regularly provides upgrading training for trainers in private colleges.					
5	The government regularly provides on job training for trainers in private colleges.					
6	The government regularly provides pedagogical training for private TVET college trainers.					

7	The government responds appropriately for private college request for occupational assessments and accreditation of providing training.					
8	The government provides support for private TVET graduates in job creation and Self-employment.					
9	The government provides Scholarship/grants for TVET teachers/instructors in your college					
10	The government provides support to enhance technology transfer in private colleges.					
11	The government regularly provides upgrading and on job training for TVET Leaders in private colleges.					
12	Facilitate a conducive and stimulating environment to the further development of private TVET provision					
13	Provide capacity building for private TVET colleges					
14	The government gives recognition for high achievers private college					
15	Implementing accreditation of private colleges in a predictable and timely manner following the relevant rules and regulations					
16	Facilitating access to appropriate land and buildings					
17	Maintaining continuous consultation processes with representatives of private TVET college leaders					
18	Making labor market information available to the private TVET colleges					
19	Making occupational standards available to the private TVET colleges					
20	Making TVET specific regulations and other relevant information available to the private TVET colleges					
21	Ensuring that capacity building initiatives for private TVET college					
22	Ensure private TVET colleges have access to curriculum guides and training and teaching materials					
23	providing financial incentives for private TVET colleges					

Part IV. <u>Items about the Stakeholders Involvement in Private TVET Colleges</u>

Below are some statements aboutthe **stakeholders' involvement in TVET planning and implementation** of private TVET College. Please indicate the degree to which you agree on the statements by putting "✓" in the column of your choice for

5=Strongly Agree; 4=Agree; 3 =Undecided; 2= Disagree; and 1= Strongly Disagree

No	Items	Rating				
		5	4	3	2	1
1	The community has adequate awareness about private TVET.					
2	The community is involved in TVET planning and Implementation					
3	Local communities participating in monitoring of the outcomes of the TVET					
4	Local communities are part of assessment and evaluation of the TVET system					
5	Local communities participate in policy making processes and identifies priorities					
6	Local communities participating in monitoring of the outcomes of the TVET					
7	Local communities are part of assessment and evaluation of the TVET system					
8	Local communities support and promote private TVET colleges					
9	MSEs provide cooperative training opportunities for private TVET college trainees in their own work area.					
10	MSEs provides in the pre-service and in-service training of TVET trainers					
11	MSEs are involved in TVET planning and Implementation					
12	The industry provide cooperative training for private TVET trainees.					

13	The industry provide apprenticeship training for private TVET trainees.					
14	The industry provides to the private TVET colleges up-to-date and relevant information on the current labor market demand.					
15	The industries are involved in TVET planning and Implementation					
16	The college have agreement with other enterprise or stakeholders to conduct cooperative training.					
17	Stakeholders participate in Monitoring and Evaluation by taking key roles on the Management Boards of TVET institutions					
18	The partnership among public TVET, the Industry, SMEs, community and private TVET colleges is strong.					
19	Deepened involvement of employers in the delivery of TVET, through cooperative and in-company training					
20	Trade unions and professional associations are involved in TVET planning & implementation					
21	Civil societies and NGOs are involved in TVET planning & implementation					
22	Instructors, trainees and their families are involved in TVET planning & implementation					
23	The business sector, cooperative associations, the chambers of commerce and sectorial associations are involved in TVET planning & implementation					
24	Strong link between TVET institutions and stakeholders especially with the enterprises					

Part V. Interview Questions for Deans/Vice Deans, Department Heads & Core Process Owners of private TVET colleges

1. Does your college have adequate qualified trainers? How about their competence in occupational assessment? Do they take pedagogical training?
2. How are the availability of non-human resources such as finance, instructional materials and training facilities in your college? And are they being properly utilized?
3. Does the government provide support such as upgrading training, supervision, curriculum development and implementation to enhance TVET in your college?
4. Do the leaders of your college have the necessary leadership skills to play leadership roles effectively? If no, why? If yes? Are they fully committed to enhance TVET in your college?
5. Do you involve stakeholders (industries, government, communities, trainers, trainees, SME and etc.) in planning & implementation of TVET in your college?
6. Does your college involve stakeholders during planning and implementation of TVET in your college?

Thank you once again!!

Appendixes- D

Adama Science and Technology University
School of Educational Science and Technology Teachers Education
Department of Educational Planning and Management

Interview Guide for TVET Officials

The purpose of this Interview is to collect additional relevant information for the study of "**The challenges of private TVET Colleges in East Shoa Zone of Oromia Regional State**". Your cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible.

1. Do the private TVET Colleges in your Zone have adequate qualified trainers? How about their competency in occupational assessment? Did they take pedagogical training?
2. How do you evaluate the availability of instructional materials and training facilities in the private TVET colleges in your Zone? And are they being properly utilized?
3. Do the private TVET colleges have adequate budgets for smooth operation of the college's activities in your Zone? Are the tuition and school fees are the only sources of finance in the colleges? If no. what are the other sources of finance?
4. Do the leaders of the private TVET colleges in your Zone have the necessary leadership skills to play leadership roles effectively? If no, why? If yes? Are they fully committed to enhance TVET in the Zone?
5. Does your office provide support such as upgrading training, supervision, curriculum development and implementation to enhance TVET in private colleges?
6. Do stakeholders (industries, government, communities, trainers, trainees, SME and etc.) take part in planning & implementation of TVET in Private Colleges in your Zone? Do the industries and SMEs provide cooperative training for private TVET colleges?
7. Do you think that lack of resources, lack of leadership commitment, poor government support and poor stakeholders involvements are challenges of private TVET in your Zone? And kindly suggest possible solutions to alleviate the challenges.

Thank you again!

Appendixes- E

Adama Science and Technology University
School of Educational Science and Technology Teachers Education
Department of Educational Planning and Management

Observation Checklist

Purpose: The purpose of this checklist is to gather facts about the availability and appropriateness of staff, instructional materials, facilities, services, etc. through observation at the sites.

Part I

1. Name of the private TVET College _____
2. Geographical Setting: Zone_____Woreda _____ Town_____
3. Year of establishment as TVET College_____
4. Number of classrooms _____
5. Number of laboratories/workshops _____
6. Staff population: Academic staff: Male_____ Female _____ Total_____
7. Administrative staff: Male____Female _____ Total_____
8. Fields of study and level of training in the college

S. No.	Fields of Study	Levels of Training				Remarks
		I	II	III	IV	
i.	Accounting					
ii.	ICT					
iii.	Clinical Nursing					

9. Number of training staff for each field of study and their educational qualifications

S. No.	Fields of Specialization	M	F	T	Educational Qualification			
					Level III/IV	BA/BSc	MA/MSC	Other
i.	Accounting							
ii.	ICT							
iii.	Clinical Nursing							
Total								

10. Number of trainees in each field of study

S. No.	Fields of Study	Number of trainees												Total
		Level I			Level II			Level III			Level IV			
		M	F	T	M	F	T	M	F	T	M	F	T	
i.	Accounting													
ii.	ICT													
iii.	Clinical Nursing													
Total														

11. Number of trainees in all field of study _____

12. Tuition fee per trainee in month _____Birr

13. Annual income of the college from trainees' tuition and fees in birr _____

14. Annual income of the college from different saleable products or service made by the trainees in birr _____

Part II - Facilities and Services

No	Facilities	Adequately Available	Moderately Available	Not Available	Remark
1	Water supply				
2	Electricity				
3	Class Room				
4	Internet				
5	Library				
6	Administration Offices				
7	Department Office				
8	Teachers' Staff Room				
9	Guidance and counseling				
10	Meeting Hall				
11	Toilet for boys				
12	Toilet for girls				
13	Toilet for Staff				
14	Sports field				
15	Land for future expansion				
16	Duplicating room				
17	Cafeteria for trainees				
18	Cafeteria for trainers and employees				
19	laboratories/workshops				
20	Office for co –curricular activities				

a. Condition of the training institute

No	Condition of facilities and training materials	Yes	No
1	The compound is attractive		
2	There are adequate seats and blackboards		
3	The classrooms are clean and ventilated		
4	Number of trainees for each field of study is appropriate		
5	There is adequate store		
6	There are adequate reference books in the library		
7	The machines available are sufficient in quality and quantity		
8	There are adequate machines and equipment for critical competencies		

APPENDIXES-F

Rating of availability of training facilities, instructional Materials and machines equipment

No	Items	Trainees N=154		Trainers N=31		Total		t -test	p -value
		Mean	SD	Mean	SD	Mean	SD		
I	**Training Facilities**								
1	Machines and Computers for the training are adequately available.	2.72	0.76	2.12	1.11	2.42	0.93	1.91	0.06
2	Sufficient lecture rooms are adequately available in your college.	2.05	1.12	2.81	1.17	2.43	1.14	1.05	0.30
3	Workshops/laboratories are equipped and adequately available for all occupations.	2.22	0.98	2.26	1.00	2.23	0.99	0.84	0.41
4	Library services and facilities are available in your college.	3.42	1.08	3.00	1.00	3.21	1.04	2.08	0.04
5	Internet service is available in your college.	2.87	0.95	2.77	1.26	2.82	1.10	0.40	0.69
6	Electricity service and water services are adequately available in the college.	3.29	0.89	4.13	0.85	3.71	0.87	-4.98	0.00
7	There good lighting and acoustics	2.49	0.90	2.77	0.92	2.63	0.91	3.95	0.00
8	Conference room is available	2.40	0.94	2.10	0.98	2.75	0.96	-3.66	0.00
9	Staff room is available	2.36	1.02	2.55	1.26	2.45	1.14	-0.79	0.43
	All Items	**2.80**	**0.93**	**2.67**	**1.05**	**2.73**	**0.99**	**0.60**	**0.25**
II	**Training materials**								
10	Training materials that helps for practical learning are adequately available.	2.27	0.85	2.16	1.10	2.21	0.97	0.50	0.62
11	Instructional materials for training are provided at the right time.	2.08	0.90	2.52	1.09	2.30	0.99	-2.10	0.04
12	Consumable materials and Supplies are adequately available.	2.12	0.99	2.65	1.17	2.39	1.08	2.10	0.04
13	Practice materials for workshops/laboratories are adequately available.	2.48	1.06	2.26	1.06	2.37	1.06	1.06	0.29
14	TTLM and reference books are adequately available.	2.86	0.88	2.90	1.08	2.88	0.98	-0.19	0.85
15	Enough Black board/white board are available	2.95	1.15	2.71	0.97	2.83	1.06	1.24	0.22
16	Projectors are for lecture rooms	2.98	1.13	2.10	1.14	2.54	1.14	3.95	0.00
	All Items	**2.68**	**0.99**	**2.47**	**1.09**	**2.57**	**1.04**	**0.94**	**0.30**
III	**Equipment and machineries**								
17	There is regular maintenance program for the broken machines and tools.	2.53	0.94	2.48	1.03	2.51	0.98	0.24	0.81
18	Spare parts are available for maintenance of facilities and equipment	2.74	0.81	2.97	1.11	2.85	0.96	-1.08	0.29
19	The training center equipped with modern and adequate tools and equipment in relation to the current TVET policy.	1.68	1.05	2.19	1.08	1.94	1.06	-2.42	0.02
20	All machines available in the college are working actively (no idle machine).	2.45	1.05	2.48	0.93	2.47	0.99	-0.16	0.88
	All Items	2.35	0.96	2.53	1.04	2.44	1.00	-0.85	0.50
	TOTAL	**2.61**	**0.96**	**2.56**	**1.06**	**2.58**	**1.01**	**0.23**	**0.35**

APPENDIXES-G

Rating of government support to private TVET colleges

No	Items	Trainers N=31		Management N=16		Total		t -test	p- value
		Mean	SD	Mean	SD	Mean	SD		
I	**Government support in supervision**								
1	There is sufficient and supportive supervision.	2.58	0.85	3.25	1.84	2.92	1.35	-1.38	0.18
2	Supervision is carried out frequently in our college.	3.42	0.85	3.69	0.79	3.55	0.82	-1.07	0.29
3	Maintaining continuous consultation processes with representatives of private TVET college leaders	2.23	1.45	2.44	1.71	2.33	1.58	-0.42	0.68
4	Facilitate a conducive and stimulating environment to the further development of private TVET provision	2.35	1.20	1.88	0.62	2.11	0.91	1.87	0.07
All items		**2.65**	**1.09**	**2.82**	**1.24**	**2.73**	**1.17**	**-0.25**	**0.31**
II	**Government support in curriculum, assessment & accreditation related**								
5	The government provide support in curriculum updating and revising activities to make the curriculum relevant to the current labor market demand.	2.94	0.89	2.32	0.82	2.63	0.85	-0.25	0.81
6	Making occupational standards available to the private TVET colleges	3.71	0.94	3.13	0.81	3.42	0.87	2.23	0.03
7	The government responds appropriately for private college request for occupational assessments and accreditation of providing training.	2.35	1.17	2.38	1.59	2.36	1.38	-0.04	0.96
8	Ensure private TVET colleges have access to curriculum guides and training and teaching materials	2.45	1.15	2.00	0.00	2.23	0.58	-0.68	0.50
9	Implementing accreditation of private colleges in a predictable and timely manner following the relevant rules and regulations	2.77	0.50	3.00	0.00	2.89	0.25	-1.79	0.08
All items		**2.84**	**0.93**	**2.57**	**0.64**	**2.71**	**0.79**	**-0.11**	**0.48**
III	**Government support in capacity building of trainers and management bodies**								
10	The government regularly provides upgrading training for trainers in private colleges.	2.13	0.62	1.69	0.79	1.91	0.71	1.94	0.06
11	The government regularly provides pedagogical training for private TVET college trainers.	2.58	1.03	2.50	1.55	2.54	1.29	0.19	0.85
12	The government provides support for private TVET graduates in job creation and Self-employment.	2.65	1.20	2.69	1.78	2.67	1.49	-0.09	0.93
13	The government provides Scholarship/grants for TVET teachers/instructors in your college	1.87	0.85	2.56	1.67	2.22	1.26	-1.55	0.14
14	The government provides support to enhance technology transfer in private colleges.	2.26	1.15	2.06	0.44	2.16	0.80	0.83	0.41
15	The government regularly provides upgrading and on job training for TVET Leaders in private colleges.	2.03	0.98	2.06	0.57	2.05	0.78	1.81	0.08
16	Ensuring that capacity building initiatives for private TVET college	2.97	1.20	3.13	0.34	3.05	0.77	-0.97	0.34
All items		**2.36**	**1.00**	**2.38**	**1.02**	**2.37**	**1.01**	**0.31**	**0.40**
IV	**Government support in Motivation, access to facilities & information**								
17	The government gives recognition for high achievers private college	2.52	1.39	2.56	0.63	2.54	1.01	-2.53	0.23
18	Facilitating access to appropriate land and buildings	1.90	0.54	2	0.00	1.95	0.27	-1.00	0.33
19	Making labor market information available to the private TVET colleges	2.13	0.72	2.5	0.63	2.31	0.68	-1.82	0.08
TOTAL		**2.18**	**0.88**	**2.35**	**0.42**	**2.27**	**0.65**	**-1.78**	**0.21**

APPENDIXES- H

Ratings of private colleges leaders commitment to enhance TVET

No	Items	Trainees N=154		Trainers N=31		Total		t -test	p value
		Mean	SD	Mean	SD	Mean	SD		
I	**Leader commitment towards the college**								
1	Focused and concentrated to accomplish the vision and mission of the college	2.74	0.92	2.55	1.06	2.64	0.99	0.94	0.35
2	Hardworking and make vigorous effort to enhance TVET	2.38	1.02	3.35	1.17	2.87	1.09	-4.34*	0.00
3	Willing to scarifies his/her time and energy to realize the vision and mission of the college	2.31	1	2.13	0.99	2.22	1	0.93	0.36
4	Provide definite sense of direction and purpose to enhance TVET.	2.69	1.22	2.58	1.2	2.63	1.21	0.45	0.65
5	Possess a strong sense of belonging to the college	2.73	1.01	3.55	0.89	3.14	0.95	-4.59*	0.00
6	Emotionally attached to the college	2.44	0.97	2.84	1.24	2.64	1.11	-1.68	0.10
7	Discharge responsibility that requires constant courage	2.23	0.88	3.06	1.26	2.65	1.07	-3.52*	0.00
8	Promoting the responsible and efficient use of scarce resources of TVET institutions	2.55	1.09	3.23	0.84	2.89	0.97	-3.88*	0.00
All items		**2.51**	**1.01**	**2.91**	**1.08**	**2.71**	**1.05**	**-1.96**	**0.18**
II	**Leaders personal commitment**								
9	Prepared for any challenge	2.38	1.04	2.42	0.99	2.40	1.01	-0.18	0.86
10	Self-disciplined.	2.42	0.84	3.16	1.04	2.79	0.94	-3.73*	0.00
11	Efficient use of time and demonstration of punctuality	2.67	0.94	2.94	1.15	2.80	1.04	-1.21	0.23
12	Open to ongoing learn and constantly studying to improve their weak areas	2.36	0.95	3.06	1.03	2.71	0.99	-3.53*	0.00
13	Persistent through adverse conditions	3.25	1.19	2.39	0.92	2.82	1.05	4.50*	0.00
14	Possess a strong sense of personal integrity and confidence in the chosen path	2.45	0.66	2.39	1.36	2.42	1.01	0.24	0.81
15	Possess passion, energy and enthusiasm in his/her endeavors	2.73	1.13	2.23	0.72	2.48	0.92	3.18*	0.00
All items		**2.61**	**0.96**	**2.66**	**1.03**	**2.63**	**0.99**	**-0.10**	**0.27**
III	**Leaders commitment towards the college community**								
16	Promote personal growth of trainers and employees.	2.16	0.92	2.71	1.32	2.43	1.12	-2.23	0.03
17	Inspire and motivate trainees, trainers and employees.	3.06	1.04	2.70	1.1	2.89	1.07	1.65	0.11
18	Promote a high level of cooperation among trainers, trainees and management	3.02	0.99	3.23	1.09	3.12	1.04	-0.98	0.33
19	Create strong work relationship in the training process between trainers and trainees; trainers and management.	2.38	1.29	2.94	1.21	2.66	1.25	-2.32*	0.03
All items		**2.66**	**1.06**	**2.90**	**1.18**	**2.78**	**1.12**	**-0.97**	**0.12**

*Significant at the 0.05 level (2-tailed)

Source: Primarily data collected by the researcher from field Survey (June, 2015)

Appendixes –I

Rating of stakeholders involvement in planning and implementation of TVET

No	Items	Trainers N=31		Management N=16		Total		t-test	p- value
		Mean	SD	Mean	SD	Mean	SD		
	Community involvement								
1	The community has adequate awareness about private TVET.	2.42	0.81	3.13	1.50	2.77	1.15	-1.76	0.09
2	The community is involved in TVET planning and Implementation	1.97	0.87	2.75	0.68	2.36	0.78	-3.37*	0.00
3	Local communities participating in monitoring of the outcomes of the TVET	2.81	0.98	2.94	0.85	2.87	0.92	-0.47	0.64
4	Local communities are part of assessment and evaluation of the TVET system	3.00	1.24	2.25	0.68	2.63	0.96	2.67*	0.01
5	Local communities participate in policy making processes and identifies priorities	2.77	0.88	2.88	0.34	2.82	0.61	-0.56	0.58
6	Local communities participating in monitoring of the outcomes of the TVET	2.61	1.05	2.44	0.51	2.53	0.78	0.77	0.45
7	Local communities are part of assessment and evaluation of the TVET system	2.32	0.98	1.56	1.36	1.94	1.17	1.98	0.06
8	Local communities support and promote private TVET colleges	2.06	0.85	2.81	0.83	2.44	0.84	-2.89*	0.01
	All Items	**2.50**	**0.96**	**2.59**	**0.85**	**2.54**	**0.90**	**-0.45**	**0.23**
II	**MSEs Involvement**								
9	MSEs provide cooperative training opportunities for private TVET college trainees in their own work area.	2.23	1.06	2.25	0.68	2.24	0.87	-0.09	0.92
10	MSEs provides in the pre-service and in-service training of TVET trainers	2.35	0.55	2.50	1.15	2.43	0.85	-0.48	0.64
11	MSEs are involved in TVET planning and Implementation	1.58	1.20	2.69	1.66	2.13	1.43	-2.36*	0.03
12	MSEs work with TVET colleges to promote technology transfer	2.43	0.13	2.12	0.34	2.28	0.24	1.26	0.36
	All Items	**2.15**	**0.74**	**2.39**	**0.96**	**2.27**	**0.85**	**-0.42**	**0.49**
III	**Industries/Enterprise Involvement**								
13	The industry provide cooperative training for private TVET trainees.	2.00	0.00	1.88	0.34	1.94	0.17	1.46	0.16
14	The industry provide apprenticeship training for private TVET trainees.	2.74	0.68	2.69	0.95	2.71	0.81	0.20	0.84
15	The industry provides to the private TVET colleges up-to-date and relevant information on the current labor market demand.	2.00	0.86	2.25	1.29	2.13	1.07	-0.70	0.49
16	The industries are involved in TVET planning and Implementation	1.66	0.49	1.75	0.93	1.70	0.71	-0.42	0.68
17	The college have agreement with other industry or other stakeholders to conduct cooperative training.	2.61	0.50	2.88	1.02	2.74	0.76	-0.97	0.35
18	industries participate in Monitoring and Evaluation by taking key roles on the Management Boards of TVET institutions	1.65	0.49	1.44	0.51	1.54	0.50	1.34	0.19
19	The partnership among public TVET colleges, the Industry, SMEs, community and private TVET colleges is strong.	2.77	0.72	2.38	1.31	2.57	1.01	1.13	0.27
20	Deepened involvement of employers in the delivery of TVET, through cooperative and in-company training	2.16	0.52	2.81	0.66	2.49	0.59	-3.45*	0.00
	All Items	**2.20**	**0.53**	**2.26**	**0.88**	**2.23**	**0.70**	**-0.17**	**0.37**
IV	**Other stakeholders Involvement**								

21	Trade unions and professional associations are involved in TVET planning & implementation	2.86	0.85	2.50	0.52	2.69	0.68	1.86	0.07
22	Civil societies and NGOs are involved in TVET planning & implementation	2.87	0.34	2.01	0.00	2.44	0.17	14.23*	0.00
23	Trainers, trainees and their families are involved in TVET planning & implementation	4.35	0.49	4.21	0.60	4.28	0.54	3.50	0.12
24	The business sector and cooperative associations are involved in TVET planning & implementation	2.45	0.51	2.00	0.01	2.23	0.25	4.97	0.10
25	The chambers of commerce and sectorial associations are involved in TVET planning & implementation	1.45	0.72	2.19	0.75	1.82	0.74	1.61	0.40
Total		**2.80**	**0.58**	**2.58**	**0.38**	**2.69**	**0.48**	**1.39**	**0.12**