

**THE IMPLEMENTATION OF OUTCOME BASED TRAINING IN CASE  
OF PUBLIC TVET COLLEGES, HARARI REGIONAL STATE**

**MA Thesis**

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**April , 2017**

**Haramaya University, Haramaya**

**The Implementation of Out-come Based Training in Case of Public TVET  
Colleges, Harari Regional State**

**A Thesis Submitted to Department of Education Planning and Management  
Directorate of Post Graduate program, Haramaya University**

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**In Partial Fulfilment of the Requirements for the Degree of MASTER OF  
ARTS in EDUCATIONAL LEADERSHIP**

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# APPROVAL SHEET

## HARAMAYA UNIVERSITY POST GRADUATE PROGRAM DIRECTORATE

As thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance by Bizuneh Getachew entitled The Implementation of Outcome Based Training in case of public TVET Colleges, Harari Regional state: I recommend that it be submitted as fulfilling the thesis requirement.

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As members of the Board of Examiners of the MA thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Bizuneh Getachew Yemata and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirements for the degree of Master of Art in Educational Leadership.

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## **DEDICATION**

This thesis work is dedicated to my father, who gives high credit for education, to my mother, Elfinesh Kasaye, to my sister, Kebebush Getachew, to my wife, Tigist Basha and my sons, Yaikob and Tinsae.

## STATEMENT OF THE AUTHOR

First, I announce that this thesis is my original work and all the sources have been well acknowledged. This thesis has been submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational leadership at Haramaya University. I solemnly declare that this thesis is not submitted to any other institution for the award of degree, diploma, or certificate.

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## **BIOGRAPHICAL SKETCH OF THE RESEARCHER**

The researcher was born in Oromia Regional State, East Hararghe zone of Grawa woreda in 1977. He attended his primary education in Rade Yaya primary school and his high school education in Grawa Senior Secondary School. In 1997, he joined Jimma Teachers' College and graduated with diploma in teaching English. In 2003, the researcher joined Jimma University and graduated with B.Ed as an English teacher in the year 2007. In 2013, he joined Haramaya University, post graduate program for further study.

## **ACKNOWLEDGEMENTS**

I would like to express special thanks to my advisor, Dr. Getnet Demissie (Associate prof.) for his kind assistance with this thesis by giving me persistent advice and constructive comments until the last submission of the paper.

I am extremely thankful to my devoted reviewers whose comments and guidance greatly assisted me during this work. I wish to express my greatest appreciation to my wife, Tigist Basha for her vital encouragement, support and sharing the challenge throughout my college study.

I like to extend my thanks and gratitude to my special friends, Mr. Endalkachew Abate and Melaku Lakew, their friendships are more than anything.

I have to thank my friend Sisay Ketiye, whom I consider my best friend since primary school. He helped me a lot and his unconditional support has been essential all these years.

## ACRONYMS AND ABBREVIATIONS

ALMP	Active Labour Market Program
AOC	Assessment of Occupational Competency
CoC	Center of Competence
ECBP	Engineering Capacity Building Program
EOS	Ethiopian Occupational Standard
ESAA	Educations Statistics Annual Abstract
ESDP	Educational Sector Development Program
ETQF	Ethiopian Training Qualifications Framework
FTA	Federal TVET Agency
GTP	Growth and Transformation Plan
HDI	Human Development Index
HRTVETA	Harari Region Technical, Vocational, Education and Training Agency
ILO	International Labour Organization
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
MSE	Micro and Small Enterprise
NGO	None Governmental Organization
NTQF	National Training Qualifications Framework
OBE	Out-come Based Education
OBT	Out-come Based Training
OREB	Oromiya Regional Education Bureau
SAQA	South Africa Qualification Authority
TLTQF	TVET Leaders' and Trainers' Qualifications Framework
TTLM	Training, Teaching and Learning Materials
TVET	Technical and Vocational Education and Training
UNESCO	United Nation Education, Scientific and Cultural Organization

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**The Implementation of Out-come Based Training in Case of Public TVET Colleges,  
Harari Regional State  
Bizuneh Getachew**

**ABSTRACT**

*The main purpose of this study was to investigate the Implementation and challenges of Outcome Based Training in Case of Public TVET Colleges, in Harari Regional State. The research design used was Descriptive survey; and to attain the objectives of the study, 136 trainers were selected through available sampling and 194 trainees were selected through stratified sampling and filled the questionnaires. In addition, six deans and two counselees of colleges were selected by available sampling technique and 6 agency experts were selected by purposive sampling technique and interviewed, and document review and observation had been used. As a result, the data obtained from different sources were analyzed using both quantitative and qualitative methods; and accordingly the study showed, available teaching staffs in terms of numbers and educational qualification were seen sufficient but they lack experience. The colleges' workshop/ demonstration rooms are well equipped and organized. The reference books, manuals and modules are also enough to aid the training program. All training tools and machines are functional in a good state of being. All consumable materials are delivered with the moderate right quantity, quality and time. With regard to issues related to implementation of the Out-come Based training (OBT) program, the result obtained disclosed that in both colleges there is high awareness about the unit of competency in the Ethiopian Occupational Standard (EOS), objectives of OBT and gave high emphasis to address and master the objectives of OBT set in EOS. Trainers and trainees' participation in implementing OBT activities was also found high. The extent of mastering the unit of competency set in the EOS of the respective departments was high. Respondents got opportunity to practice/master the unit of competency in the EOS. The extent in which trainees demonstrated their ability to carry out tasks in the EOS independently was high. Trainees have got accesses in company and cooperative training moderately. Trainers and trainees' commitment to implement OBT was also found high. In relation to sufficiency of the theoretical training provided, respondents' response was high. Also with regard to sufficiency of practical training provided result is moderate. It is hence recommended that attention should be given to recruit and for retention of experienced trainers and work on capacity building of less experience trainers. With regard to cooperative and in company training; consumable training materials and maintenance of training machines should take in consideration for best implementation of OBT.*