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**Tourism Training Institute**

**Assessing the Quality of Tourism and Hospitality  
Training Practice of TVET Polytechnic Colleges  
in Line with the National Standards**

November 2015



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# Chapter One

## Introduction

This chapter provides the introduction part of the study. It discusses about the background of the study concisely. It also states out briefly the statement of the problem, objectives of the study, significance of the study, scope of the study and organization of the study. Each content of the chapters will be discussed below.

### 1.1. Background and Justification

Over the last two decades, hospitality and tourism industry services have changed dramatically, transitioning from traditional to current conditions that are more competitive and demanding than ever before. In today's rapidly changing global environment, the sector faces increased competition and fast transformation, and businesses must seek profitable ways to differentiate themselves in order to gain a competitive advantage and efficiency. For this growth to be sustained, the quality of products and services offered to customers must be improved. This is significant because today's customers' demands are becoming sophisticated and they seek products and services that go beyond simply meeting their boarding and lodging needs (Kusluvan et al., 2010).

In fact, the hospitality and tourism industries are constantly working to maintain their market- leading position, but they require qualified and skilled labor because competition in this market is fierce. There is a significant demand for trained labor in the tourism and hospitality industries, but the industry continues to face a shortage of adequately trained and skilled workers. This has widened the gap between tourism and hospitality training development and industry expectations, necessitating the need for strategic re-alignment and harmonization of market-sensitive tourism and hospitality curriculum and standards (Kabii, Wandaka, and Naghea, 2018) and (Baum, 1991). To that end, occupational standards and the curriculum will place an

emphasis on practical and core skills that are relevant to current labor market conditions.

As stated by Goel and Afeti, TVET is critical to producing the skilled and entrepreneurial workforce required for the changing technological workforce. Education and training help in the production of new, competent professionals for the market in the field of tourism and hospitality studies, as well as the development of the knowledge, skills, and ethics of employees who provide services in tourism and hospitality businesses in order to improve service quality, efficiency, and cost reduction (Zelege, December 2021). In this regard, Shereni indicated TVET skills are regarded as critical to the country's economic development in providing the work force with the necessary skills for success. Therefore, providing high-quality, demand-driven TVET, which includes cooperative training along with in-school training. For the basic reason that in cooperative training, trainees spend the majority of their time in enterprises or industries. This helps them acquire industrial knowledge, skills, experience, and attitudes (MoSHE,2020).

Although Ethiopia has TVET institutes in the tourism and hospitality sectors and government has committed a lot to provide a competent labor force to the sector, there are still demands from the sector both in number and quality. Government interventions were implemented and statistically significant improvements were observed. But the booming hospitality and tourism sectors and the rapidly growing labor force need a new approach to be satisfied.

Therefore, the research was intended to evaluate the quality of tourism and hospitality training practice in line with the national standards TVET polytechnic college. And the finding helps government to provide the required support to the tourism and hospitality sector.

## **1.2. Statement of the Problems**

The tourism and hospitality industry is one of the fastest growing industries in the world. Each sub-sector of the industry generates a significant amount of employment. In this aspect, TVET institutes have a significant contribution in producing a competent and qualified labor force for the industry. A trained work force, as being one of the vehicles for national development, is required to meet the requirements and needs of employers. The Technical and Vocational Education and Training (TVET) system is responsible for providing the required labor force for the socio- economic development of a country. The number of public and private TVET institutions has grown, qualifications have expanded, enrollment has grown, and trainees are now prepared to perform valued functions ( Wondie, 2014).

According to David Desta, graduated in hotel management from American Hotel Institute and experienced in the hotel industry, staff in the hospitality industry in Ethiopia could not satisfy the expectation of customers due to skill gap (Addis Fortune, 17 February 2018). Furthermore, CTTI conference proceeding (2018) indicated that because industries see no difference between hospitality and tourism graduates and non-hospitality and tourism graduates, they hire no hospitality and tourism graduates instead of hiring the relevant graduates. To improve the quality of hospitality service, employees should be well educated. This professionalism can rise through education in terms of knowledge, skills and work related attitudes (Harris and Jago, 2001). Technical and Vocational Education and Training plays an important role in this regard (Sindiga, 1996).

The question of delivering high quality hospitality and tourism technical and vocational training has now become an issue in Ethiopian TVET practice (Wondie,2014).Thus, the TVET institutes' competency in human resources and the status of both the hard and soft infrastructures will be evaluated. In addition, the significance of TVET in the tourism and hospitality sectors

were a subject to be examined. Finally, the issue of quality training was on the agenda.

Practically the institution fail to ensure such desired level of quality training, due to the common problems which need to be solved such as: Unsatisfactory cooperative training, poor institutional training, insufficient training infrastructure and facilities have a negative impact on training quality. However, as per the researchers knowledge there is no research conducted on effect of quality of tourism and hospitality training practice in these particular areas.

Therefore, the study tried to address the aforementioned gaps by considers these variables such as institutional training, cooperative training, institutional assessment, training infrastructures, trainer's and leader's development and by focusing the effect of tourism and hospitality training practice in line with national standards.

### **1.3. Objective of the Study**

The general objective of the study was to assess the quality of tourism and hospitality training practice of TVET polytechnic college in line with the national standards.

More specifically, as per TVET national standards, the research intended to pursue the following specific objectives:-

- 1) To assess the quality of institutional training of hospitality and tourism sector in TVET polytechnic colleges.
- 2) To inspect the implementation of cooperative training of hospitality and tourism sector in TVET polytechnic colleges.
- 3) To examine whether proper institutional assessment of hospitality and tourism sector is done in TVET polytechnic colleges.
- 4) To investigate the availability of training infrastructures of hospitality and tourism sector in TVET polytechnic colleges.
- 5) To assess the trainer's and leader's roles in the hospitality and tourism sector in TVET polytechnic colleges.

## **1.4 Basic Research Questions**

In order to achieve the broad objectives of the study, the following research question were investigated:

1. Does the quality of institutional training of hospitality and tourism sector meet in TVET polytechnic colleges as per national standards ?
2. Is cooperative training of hospitality and tourism sector implemented as maintained by the national standards in TVET polytechnic colleges?
3. Does institutional assessment of hospitality and tourism sector fulfill the national standards in TVET polytechnic colleges?
4. Are pertinent training infrastructures of hospitality and tourism sector available in TVET polytechnic colleges?
5. Do the trainers' and leaders' roles and development of hospitality and tourism sector comply with the national standards in TVET polytechnic colleges?

## **1.5. Significance of the Study**

By examining the quality of tourism and hospitality training in TVET, this research will assist government in sighting TVET practice in relation to the sector demand. And it would help to support TVET institutes to enable them to be more efficient in producing competitive tourism and hospitality professionals. In addition, it will also help to address the rapidly emerging young unemployed workforce by making them entrepreneurs. Furthermore, the institute that conducts this research will benefit by assessing its training practices and taking the necessary actions. Finally, it will be serving as a foundation for future investigations.

## **1.6. Scope of the Study**

Taking into consideration time, budget, and human resource constraints, the research was limited conceptually to quality training related to tourism and hospitality TVET practices in Ethiopia. Geographically, the research was conducted at a national level. In addition, in terms of the field of training, the research was considering those TVET polytechnic college providing tourism and hospitality training. Further, as regards to administrative ownership, the research was conducted on those public TVET polytechnic colleges. The respondents to the question were industry experts, deans, department heads, cooperative training coordinators, and selected trainers and trainees.

## **1.7. Limitation of the Study**

As this research is delimited in terms of conceptual, geographical and methodological, the finding and subsequent conclusions drawn from this research are not referred to the respective sample of TVET institutes. Thus, one limitation of this research is the generalization of findings to all TVET colleges at national level is not possible. And technically, the research were designed to look the actual practice using quantitative in nature and descriptive statistics, thus, the research is with limitation to identify all the possible factors that determine quality TVET trainings. Additionally, since the research assessed the actual practices, it hardly shows who is accountable for the problems and the gaps identified in the training practices.

## **1.8. Organization of the Research**

This research is organized into five main chapters, which are structured as follows: The first chapter deals with the introduction, background of the study, statement of the problem, objective of the study, significance and contribution of the study, and scope of the study. The second chapter provides the review of related literature and conceptual framing of the study. The third chapter focuses on the research methodology: data collection instruments (questionnaire survey and interview) and method of data analysis. The fourth chapter covers the findings and discussion of the research. Finally, the conclusion and recommendation of the study are discussed in the fifth chapter.

## 1.9. Operational Definition of Terms

**Tourism and Hospitality industries:** - travel is the activity of moving between different locations often for any purpose but more so for leisure and recreation UNWTO (2020) and hospitality can be defined as “the business of helping people to feel welcome and relaxed and to enjoy themselves” (Discover Hospitality, 2015, p.)

**Training:** - is an activity that designed and implemented to help employees acquire and apply knowledge, skills, abilities and attitudes in their respective organization by providing the required skills and Knowledge for a short period (Desimore etal, 2002)

**Quality:** - is a situation when a set of inherent characteristics consistently fulfill the continuously changing requirements of the organization’s customers and other stakeholders (ISO 9000:2005).

**Institutional Training:** - It is a joint programme of training in which educational institutions and business firms cooperate.

Cooperative Training:-Cooperative training means a mode of training delivered by the cooperation of enterprises and training institutions; (TVET Proclamation No. 954/2016Page 9074).

**Training Infrastructure:**-The Training Infrastructure is a cloud-based computing and storage resources for training events. It is useful to organize onsite tutorials or workshops and online training courses or as a platform for self-paced learning.

**Trainers and Leader’s development:** - A leader in hospitality is responsible for inspiring their team, moving them towards a common goal and emphasizing exceptional customer service and to guide from the front to make sure that the business exceeds customer expectations as well as the role of a trainer is to develop a competency and skill sets in an individual to perform his/her effectively and efficiently in the work place. The trainer should communicate to the trainees about what is expected out of training in a simple and professional way.

# Chapter Two

## Review of Related Literature

### Introduction

A theoretical overview and empirical literature review related to TVET tourism and hospitality industry are included in this chapter.

### 2.1. TVET Hospitality Industry

The hospitality industry requires one to possess certain specific skills for them to perform satisfactorily in their job positions. TVET plays an integral role in ensuring that such skills are imparted to individuals. Some of the technical skills needed in the hospitality industry are culinary skills, cocktail making skills, food and beverage service skills and receptionist skills among others (Lashley,2009).

The hospitality industry is highly sophisticated and is characterized by excellent service quality (Zwane, Du Plessis, &Slabbert, 2014). The provision of such service hinges on the availability of highly skilled manpower with both hard and soft skills (Adeyinka-Ojo, 2018). Rahimi et al. (2018) assert that the hospitality industry is labor intensive and it depends on highly skilled employees. Baum and Devine(2007) concur with the assertion that the hospitality industry places more emphasis on practical skills, as such employees must possess hard and soft skills for them to be employable and to stand a better chance of succeeding in the ever changing hospitality industry (Adeyinka-Ojo,2018).

Hard skills refer to technical competences needed to perform work and soft skills are associated with the knowledge and attitudes necessary to apply technical skills at the workplace (Weber, Finley, Crawford, & Rivera, 2009). Lyons (2010) maintains that technical skills are a necessity in the

hospitality industry and TVET institutions are better placed to offer such skills. There is a lot of human contact in the hospitality industry requiring those employed to have the person to person contact skills and also to be dynamic to suit the ever changing customers' demands (Duncan et al., 2013). Abou-Shouk, Abdelhakim and Hewedi (2014) argue that employers in the hospitality sector value employees with basic knowledge about managing the hospitality industry, sales and marketing skills, planning competences as well as decision making capabilities.

## **1.2. Training Institution**

TVET has a broad objective towards resolving the social, economic, and political problems which brings sustainable development for a country.

Burcley and Caple (in Tshukudu, 2009) define training as systematic effort to modify or develop knowledge, skills, abilities, and attitudes through the learning experience, to achieve effective performance in an activity or range of activities. Training enhances and improves person's skills, imparts knowledge to change person's attitudes and values towards a particular direction. Systematic modification of behavior through the learning event, program, and instruction enables individuals to achieve the levels of knowledge, skill, and competence needed to carry out their work effectively. It is a technique which properly focuses and directs towards the achievement of particular goals and objectives of the organization (Pattanayak, 2001

Armstrong in Tshukudu (2009) states that a systematic training is one that is specifically designed planned and implemented to meet the defined needs. Thus, training process consists of planned programs designed to improve competence and performance at the individual employee, group, and organizational levels.

Improved competence and performance imply that there have been measurable changes in knowledge, skill, abilities, attitudes, and behavior. Tshukudu (2009), stated that, various authors develop training models about training

and development procedures to be followed. The majority of training models are systematic in that they describe the training and development undertaken as a logical series of steps. Before the training program is conducted, it is necessary that the training needs are identified. Identification of training needs is first and probably the most important step towards the identification of training techniques. Once it is established, that need for training is a necessity, then the question arises „what type of training is required? “ Learning and performance are best fostered when trainee’s engage in practice that focuses on a specific goal. Therefore, the trainer must be clear on what type of behavior is required for the learners as the learning outcome (Eberly, 2013).

Training and development objectives guide the training to be relevant. And, these objectives are directly linked to the individual trainee’s and the overall strategic goals of the organization. This link is important in the sense that training should be aimed at a particular achievement. And therefore, there is a need for the establishment of training objectives (Tshukudu, 2009, 275). After the development of training objectives, designing and developing programs is followed. This includes the course content, duration, timing and method of training. The technique and process of training programs should be related to the needs and objectives of the program.

### **2.3. Cooperative Training**

A steady progress on training often requires strong and productive partnerships. A job of strengthen training is troublesome for any single institution. Government and local social partners with the collaborate efforts of bilateral and multilateral development agencies have to operate closely together in prolonged commitment to ensure education and training objective are to be met (ESDP 11, 2002:30 Moinas in Yekumoamlak, 2000:97; Cantor, 1989:150).

Stakeholders’ participation is a relatively new phenomenon in Ethiopia. A TVET system should strengthen the role of the private sector there must be

mutual learning process to change attitudes and introduce flexible conditions for improved participation of the private sectors and minimizing the dominate role of the government. The question arises, thus, as to where the interaction between public and private sector will come to light itself in the case of TVET (OEB, 2003:21). In this regard international research based suggestions for the betterment of TVET systems refers to the desire to maintain closer links between training and the labour market. To manage this issue successfully, TVET systems must establish deep- seated links with enterprises to make it easier for graduates to make smooth transition to from school to work. These enterprises are of three kinds; small informal sector, small and medium sized modern sector and large modern sector enterprises. Each of them may have varied requirements in terms of labour force qualification ( Atchoarena and Andre, 2008:58-59; OEB, 2003:21; UNESCO, 1996:31). There are numbers areas of partnership among the public and private sectors, TVET institutions and enterprises. These include employment, enacting legislation, provision of on-the job and internship training, collaborative ventures in research and development and provision of equipment and machinery for TVET establishment so that adequate training can be given on the type of equipment on common use on both training and work place. This includes implementing cooperative trainings (OEB, 2003:21 Prokhorf, 1997:21: VNEVOC, 1995:35). Cooperative training as a work-based learning system serves several purposes including engaging and motivating students by linking academic work to practical real-world experiences, developing workplace skills and competencies, increasing achievement and school (TVET Colleges) completion rates, enabling students to explore career options, meeting employer needs in the labor market and transitioning students into adulthood or career or higher education (Bailey et al., 2004; Darche et al., 2009; Halpern, 2009; Hamilton & Hamilton, 1997; OECD, 2010; Stone & Lewis, 2012; Taylor & Watt-Malcolm, 2007).

## **2.4. Institutional Assessment**

Evaluation involves the assessment of the effectiveness of the training program. This assessment is done by collecting data on whether the participants were satisfied with the deliverables of the training program, whether they learned something from training and are able to apply those skills at their work place. Evaluation goals involve multiple purposes at different levels. These purposes include student learning, instructional material, transfer of training, and return on investment. Attaining these multiple purposes may require the collaboration of different people in different parts of the organization.

Bramley (1991) in Tshukudu (2009) concludes by noting that the main purpose of feedback evaluation is the development of learning situations and training programs in order to improve what is being offered. There are different approaches to training evaluation technique. But for the purpose of the study the use of competency exam will be presented. Competency exams are administered at the completion of training. Competency exams attempt to measure how well knowledge and skills are transferred in training.

According to (Kathleen, 2006), Competency exams can be written or practical. And, they are excellent ways to measure the training program's success. They benefit organizations by requiring employees to actively demonstrate their understanding of new knowledge and new skills. Competency exams can also increase trainees' motivation levels, because a "testing hurdle" is required at the end of training. When trainees know they will be tested at the completion of the training, they are more likely to attend sessions, actively participate, concentrate, and study course materials. In this way, trainees are made accountable for their learning (Kathleen, 2006).

Timely feedback to participants on the effectiveness of particular methods and on the attainment of objectives set for the program will help in the development of the programs those are currently being run and those planned for

future. Feedback gives the following information which needs to be collected for evaluation: the extent to which the objectives are being or have been met; before and after measures of levels of knowledge, concepts used, skills, attitudes and behavior; sufficient detail about content to be able to estimate the effectiveness of each topic; evidence of transfer of learning back to the workplace; and some identification of those for whom the program was of most and least benefit; so that the target population can be more closely defined.

## **2.5. Training Infrastructure**

Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well- equipped building to open air-gathering places, (UNICEF, 2000:5). Therefore infrastructure included classrooms, study rooms, offices, toilet rooms, water and electricity services, etc. According to ministry of education (MOE, 2003: 18), School facilities includes water, latrines, clinic, library pedagogical center and Laboratories, these materials are required to be proportional to the number of teachers and students in the school.

Most of the courses in TVET programs usually have high development and recurrent cost. The most highly advanced technological the more experience the needed equipment and materials will usually be. The high cost of facilities makes it difficult to easily secure the latest technology. It should be noted, moreover, the textbooks, practice materials for workshops, are essential to effective training as is effective maintenance of facilities and equipment. These elements contribute significantly to high recurrent costs typical of good quality vocational programs (Middleton, 1993). Meeting the entire costs of functional workshops and providing up to date teaching materials is one the relevant measure to maintain quality of training. Vocational and technical courses usually have high development and recurrent cost. The more highly advanced the technology taught, the more expensive the needed equipment

and materials will usually be. The extremely high cost of facilities makes it difficult to easily secure the latest technology. It should be noted, moreover, that text book, input materials for workshops are very important even though it contribute significantly to high recurrent typical of good quality of vocational programs (Lauglo,1993:9)

## **2.6. Trainer's Competency**

Training that support and empowers both trainers and students through democratic process has increasingly defined quality in the 21C learning activity promotes critical thinking, problem solving, team work, and community involvement. The problem of Trainer's quality in the area that must be seen as sequential process (Aspin, 1994), this process including recruiting competent and effective teachers, providing them with preliminary courses, retaining them in the profession and making, the best use of them by continues education and training. Professional development of Trainers is also a factor that contributes to the whole hearted commitment of trainers to the profession (Anderson, 1991; Ayalew, 2002).

The issue of trainers' development is the heart of quality in training. Trainers need to have pedagogical skills, organizational skill, interactive skill, motivational abilities that will help them to work with their trainees and colleagues. Instructors need to increase their profession by expanding their sound knowledge base as a reservoir (Lipman, 1991: 2120).

Good TVET requires teachers with technical skills, industrial experience, and good pedagogical skills, various survey reports have pointed to the need to improve technical and pedagogical competence of TVET teachers and ensure adequate industrial experience to and during teaching service (Middleton, 1993: 195-198).

The actual delivery of the program comes after all these preparations. At this stage the trainer should be well prepared to handle the session. Pattanak

(2001,154) stated that, When an instructor is required for a training program, the person should have a comprehensive understanding of the training material, the subject matter, and the techniques necessary for the effective presentation of the material. According to Tshukudu (2009) the trainer must take stock of the impact that the training has on the trainees' attitude, behavior, skill, and knowledge and also emphasized that it is important for the trainer to be able to understand the difference between knowing principles and techniques and using those principles and techniques on-the-job. The amount of learning which must be absorbed to produce new behaviors is used to develop the training program.

Having knowledge of and understanding learning principles, designing and conducting training sessions is only relevant when trainees learn material that they can subsequently transfer to their actual jobs. Selecting appropriate training method and communication media has also a significant impact on the training effect. The trainer needs to ensure that the right learning climate is created at the commencement of the program. The trainer may consider using the pretests and posttests to assist in the evaluation of trainees. The trainer must also make the trainees aware of the results he expects, as communicating these expectations can influence the results to be achieved (Tshukudu, 2009).

From these discussions it is understood that the trainer takes high responsibility to bring the required performance of the trainees. Generally, in the training process mentioned above, it is clear that each task has its own impact for the effectiveness of the training program. So training as a procedure needs step by step preparation and implementation. In addition, the training process has to be evaluated. Evaluation is traditionally represented as the final stage in a systematic approach with the purpose being to improve interventions (formative evaluation) or make a judgment about worth and effectiveness (summative evaluation) (Gustafson & Branch, 1997).

Trainers are also held accountable for their instruction. Competency exams provide trainers with valuable feedback for improving training. For example, consistently low scores by trainees on certain parts of an exam may indicate that the training should be revised, more information may be needed, exercises may need clarification, or more time may be required to cover a particular topic. Confusion or misunderstanding on the part of trainees can provide trainers with direction for improving subsequent training efforts (Kathleen, 2006)

Trainers who develop competency-based training and use competency exams must ensure that the content of each of their exams is valid. Content validity asks the question: “Does the exam adequately measure a trainee’s performance on a job-relevant aspect of trained knowledge, skills, and behaviors?” With a content valid approach, those who know the requirements of the job try to ensure relevancy in training. They then check exam items against content (Kathleen, 2006).

Output quality of TVET delivery is measured through a process of learner’s achieved competence. This is done through occupational assessment, which is based on the occupational standards. A candidate who has proven, through occupational assessment (which may be one assessment or a series of assessments), that he is competent will be awarded a National Occupational Certificate, which is the official proof of a person’s competence in a TVET relevant occupational area. From the above discussion it can be understood that the training evaluation is concentrated only on the performance of the trainee and the trainer in TVT.

## **2.7. Leader’s Role and Development**

Mullins (2010) define leadership as the relationship through which one person influence the behavior or actions of other people this means that the process of leadership cannot be separated from the activities of group and ef-

fective team building based on the interpretation of what leadership is and means, hospitality business cannot be successful without good understanding of leadership style and how best to employ or apply them. Armstrong (2009) stated that leadership style could also be called management style and further pointed out that it covered the approach managers used to with people in their teams. Scores of management scholar are in agreement that effective leadership style is a factor in organizations success and the appropriate leadership style will produce better performance in organizations ( Lahovichien et al, 2009; Turner etal ,2005; Podsackoff et al, 1990).

Szilagy in Eyayu (2009) states that the role of the manager to his/her job has two important aspects namely: a set of managerial functions (planning, organizing, and controlling) and a set of crucial management skills (technical, human, and conceptual). Planning anticipates future activities. The purpose of planning TVET is to establish objectives and translate them into a schedule of operational activities for a specific period of time. Briscoe in Tshukudu (2009) identifies specific reasons for planning being an important management function. Planning contributes to the effective handling of change. And, if one is to consider the degree to which an organization needs to change to strive to become a learning organization, planning becomes crucial.

They exercise their management proficiency through shaping the organizational climate and resource of the school rather than by direct involvement in each activity. (Fullan in Eyayu, 2009: p.20) To be effective in the TVET management, both human and nonhuman resources must be coordinated to accomplish the objectives of the TVET institutes. This means, the disorganized human, material and financial resources must be converted into useful outputs (Gasskov, 2000; 25). Managers are also required to control systems and activities in the organization to promote learning. Control intends to ensure optimal utilization of resources. The main aim of control is to ensure that departmental effectiveness and efficiency are promoted.

With regard to the Ethiopian TVET system, policies and strategies are developed at the national level by the Federal TVET agency. As it is stated in the TVET Strategy (2008), the state TVET authorities plan, coordinate, support and supervise the TVET provision in their respective Regions, secure funding for the public TVET institutions in the regions. Moreover the system intends to delegate major responsibilities directly to the TVET institutions.

## **2.8. TVET Management System**

According to Adesine (1990:7) management in general can be defined as the organizational and mobilization of all human and material resources in any system of effective achievement of the identified objectives of the system. In any organization including the school system, effective management is considered to be prerequisite for successful accomplishment of organizational objectives.

Leadership is a crucial factor in school effectiveness only the key to organizational success and improvement. To carry out this responsibility, principals should be well qualified and experienced in related area. A good principal has multiplier effect on his/her teaching staff (Schieffelbein, 1990:23).

Maintaining effective and efficient management system in training institutions often challenging, a number of preconditions must be fulfilled. Expensive and complex facilities and equipment must be fully maintained. Instruction should be delivered in class rooms, workshops, laboratories and during cooperative/in company/ training, in enterprises. To do so, institutional cooperation with business/industry/must be established. Tracer study and Job placement tasks are also highly needed; curriculum and materials must be constantly adjusted and up graded, and the management effective institutional are likely to use flexible and innovate instructional systems that requires a high level of planning and managerial attention (Middleton, 1993:200).

Attracting and training effective managers not any entirely and ease task for weakening financed training systems. Management training is not often provided. This inability of TVET institutions to attract qualified managers and staff has combined with centralization in many countries to restrict the autonomy of individual institutions. This is manifested in centralized curriculum decisions regulations that hinder entrepreneurship in revenue generation, and adherence to government rules and regulations and salary scales in teachers' recruitment and compensation (Middleton, 1993:201).

To improve efficiencies in TVET institutions without comprising quality may be achieved through measure aimed at increasing capacity utilization and improved management results in underutilized of training capacities, costly and bureaucratic financial procedures (in particular regarding to the procurement of consumable training materials and spare parts); which altogether severely affect the quality of TVET institutions (MOE,2003:20)

## **2.9. OS and Curriculum in TVET**

The curriculum defines the subject to be taught at furnishes general guidance regarding the frequency and duration of instruction curriculum and syllabi should be closely linked to performance standards and measure of outcome (World Bank; 1995:77). National goals for education and outcome statement that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum (UNICEF,2000). Curriculum should emphasize problem solving that stresses skills development as well as knowledge acquisition. Curriculum should also provide for individual difference and focus on results or standards and targeted for student learning. In addition curriculum structure should be gender-sensitive and inclusive of students with diverse abilities and backgrounds and responsive to emerging issues such as conflict resolution (UNICEF;2000:9).

The problem is that curriculum changes are made without assurance that

teaching materials to implement the changes are available. There is little or no monitoring of educational quality and comparison of output on a national or regional basis (Baum and Tolbert 1985: 124) sometimes there is a problem of relevance when curriculum is developed in line with this Seyoum and Ayalew (1989:8) argued that by the twentieth century educators were confronted with large numbers of students who found the existing curriculum rigid difficult in motivating and irrelevant to real life situations therefore when the future life of the student and should be relevant to the development of the society as a whole. Hence, the quality of the curriculum affects the quality of education.

## **2.10. Ethiopian TVET Policies and Strategies**

The education and training policy since 1994 was designed to tackle problems with regard to quality, relevance and equity in the education system. The main objective of this policy was to train citizen in various skills and to bring satisfactions meeting the need of skilled professionals at different levels (TVET policy and strategy).

The policy also stressed parallel to general education, technical and vocational training will be provided to students from any level of education and different organizational mechanism was also created to accredited technical and vocational training and coordinate certification. The policy is implemented by education sector development programs and periodical rolling programs was implemented in tourism and hospitality sector (TVET policy and strategy). The program is also implemented to develop teachers' quality and also engage industries in curriculum development. Furthermore, accordingly training and assessment have been recognized to raise the quality TVET program in tourism and hospitality sector in particular and the whole TVET in general (TVET policy and strategy). Technical and vocational education and training proclamation No.954/2016 state the specific objectives of TVET program as follows:

- Creating outcome based technical and vocational education and training system
- Making training institutions incubators of micro and small enterprises for job creation.
- Creating an integrated and participatory working system for all stakeholders
- Facilitating the provision of quality, relevant, and equity education and training.
- Integrating enterprises with TVET system.

Technical and vocational education and training system is based on occupational standard to define the demand of the labor market .The occupational competency assessment open to candidates who are competent to meet the requirements. Any individuals who prove their competency on the outcome of an assessment, they shall be issued with certificate of occupational competency, (Technical and vocational education and training proclamation No.954/2016).

Accordingly, the federal TVET council will oversee the overall TVET system so that the role and responsibilities of cooperative training is also supposed to be supervised by council. TVET executive bodies also explore and encourage possibilities of companies to cooperate in cooperative training with TVET institutions. (Technical and vocational education and training proclamation No.954/2016)

## **2.11. Admission requirement of TVET**

The formal TVET is expected to provide training for up to 80% students who sit for grade 10 examinations. Students also who leave the formal education system at any level before grade 10 are eligible for non-formal TVET. But currently TVET provides training who sits for grade 12 examinations. Adults and non-formal educators will also be possible to enter TVET. The training module combines basic training in TVET institutions and work place training with firms and industries. The cooperative training help trainees to spend 30% of their time in TVET institutions to develop basic skills and 70% in the industry to acquire practical skills in the work place however there is no system from the federal TVET to properly operate and supervise for the proper application cooperative training. Even TVET strategy did not clearly assign responsive bodies who controlled and supervise cooperative training in TVET system. This gap has negative impact on delivering qualitative training. (Assessment of Ethiopian TVET system: A perspective of the private sector, p 11)

Trainers also are recruited from the industry and directly from TVET institutions. Furthermore there is direct recruitment from the market. All TVET trainers need to pass the assessment and get the necessary in –service training to fill their technical gaps (assessment of Ethiopian TVET system: A perspective of the private sector, p 11).

To conclude, the TVET strategy and policy is designed to alleviate unemployment and, underemployment in addressing the issue of labor market,. This strategy and policy is implemented by federal technical and vocational education and training agency for the proper function of TVET system. (Assessment of Ethiopian TVET system: A perspective of the private sector, p 14)

## **2.12. Vocational Guidance in TVET**

According to the International Labor organization, Nayak and Rao (2004:37) vocational guidance is the assistance rendered by an individual to another in the latter's solving of problems related to his progress and vocational selection keeping in mind the individual's peculiarities or special abilities and their relations with his occupational opportunity. According to the international Labour organization, in Nayak (2004) the objectives of vocational guidance are:

- To assist students to acquire knowledge of the characteristics, functions, duty requirement of occupations in which they are interested.
- To enable students to get relevant information about abilities and skills in terms of related qualifications and competencies required to take up the identified occupation,
- To enable students to understand their potentials and interest in relation to identified occupation or a group of occupations with they may take up.
- To enable students to choose the right type of jobs.

The selection of the right person for their right occupation is a key factor in the technological progress of a country. An organized vocational guidance program in the institution may of great help to meet problems. Through this program students get necessary information about different careers.

According to Nakak (2004) vocational guidance services should be offered on the basis of a proper understanding of the potentialities of the students of their aspirations, acquired knowledge and skills in relation to the nature of the job that can be expected to be immense assistance to students in the choice of their careers.

## **2.13. Empirical Literature Review**

The hospitality and tourism industry is becoming highly competitive and customers demand quality services. As a result, the interaction on service providing employees should ensure long lasting relation with customers ( Moung & Walsh, 2018). Professionalism, higher standard of service quality is very important especially in service industry like hospitality and tourism where knowledge and skill performance careers which customers will purchase (Breen, 2002). The skills and attitudes of the workforce are essential for satisfying customers. Without well skilled manpower, being competent is very difficult because of the inseparable nature of service that comprises production, preparation and consumption at a single period of time (Susskind et al., 2003).

TVET institutions should adequately deliver the wide range needs of the society to join the world of the work for achieving personal and social development (Iyagu, 2014). But the application is not without any challenge. The causes of poor quality in the TVET are poor job placement and domestic market, shortage of the link between TVET institute and industry, mismatch between skills trained and job opportunity, non-relevance of TVET programs with national priorities, lack of trainers' practical skills, shortage of higher level qualifications and pedagogical skills of trainers, the outdate of TVET curriculum, and outdate of learning materials (Mayiel, 2019). Even though countries that implementing cooperative training system has solved the problem of unemployment better than that do not implemented it (Quintini & Manfredi, 2009; Horn, 2013), they fail due to different reasons. Lack of dual investment in competency assessment, cooperation in the development curricula and OSs, and shared planning are some of them (Eichhorst et al. (2012).

In Ethiopia, Even though the enrolment capacity of TVET increases and the trainees are evaluated, still there is poor quality and relevancy

of education and training problem (GTP I p.45). The main challenge of TVET implementation are shortage of a sufficient corps of TVET teachers, internship and cooperative training system between TVET institute and the relevant industries, lack of cooperation between the TVET institute and the industry, low motivation of TVET teachers, the TVET equipped students with only theoretical knowledge, and low qualities of TVET infrastructures (MoE, 2010). 23

Hospitality industry is one of the service sectors on which the Ethiopian government aimed to attained socio- economic development. Nowadays, the industry craltes 8.7 million employment opportunity (UN Ethiopia. 2020) and USD 7.4 Billion (Mahider, Genemo& Mesele, 2020) foreign currency. Hospitality service is the combination of employees' attitude and behavior, the surrounding environment, and material/ tangible products (Reuland et al ,1985). This industry becoming highly competitive and the customer needs quality services are essential. Due to this, the interaction on service employees and long lasting relation with customers has to be developed (Moung & Walsh, 2018). Professionalism, higher standard of service quality is very important especially in service industry like hospitality and tourism where knowledge and skill performance careers which customer will purchase (Breen, 2002). Most of hospitality services are intangible that depend on human behavior and actions (Susskind, Barcharevink, Brymer and Kacmar, 2003). The workforces of the hospitality industry need to have soft skills like interpersonal skills and personality traits that complement the hard skill or technical skills of the industries job. This implies that they should have good attitudes towards to services, good personality of behavioral pattern to interact with customers and service delivery skills (Vocra, 2004). Being competent in such manner is very difficult because of the inseparability nature of service that comprises production, preparation and consumption

at a single period of time (Susskind et al., 2003). This professionalism can rise through education (Harris and Jago, 2001). The overall quality within the hospitality and tourism sector depends exactly on education and training due to the overall level of education of employed staffs (Perman and Mikinac, 2014). Due to this, hospitality education should deliver to equip students with soft skills, hard skills and theoretical knowledge in a complemented manner (Bharwani and Butt, 2012). To do this, vocational education is the best mode of delivery (Sindiga, 1996). That is why Vocational and hospitality education are among investments that Ethiopian Investment Commission (EIC) gives foreign direct investment (FDI) priorities (investment guide to Ethiopia 2015 p.39). The highest challenge in hospitality education is to deliver highly skilled outcome (Kong & Boum, 2006).

As it is understood from the aforementioned studies in the area, almost all studies are focused on the assessing of quality training practice on Tourism and hospitality industries. To our access on the literature reviewed there has been little or no study carried on the assessment of quality of tourism and hospitality training practice in line with national standard, this study, therefore, was help to provide a good literature in the area and provide direction for future operation.

# Chapter Three

## Research Methodology

The purpose of this chapter is to discuss the methods adopted throughout the study to accomplish the research objectives. This section presents research design, research approach, population, sample size, sampling techniques, source of data, collection instrument, procedures of data collection, data analysis techniques and validity and reliability.

### 3.1. Research Design and Approach

The type of study to be employed in this research is the descriptive cross-sectional type. The study also applied a combination of qualitative and quantitative research approaches (mixed) to assess the quality of tourism and hospitality training practice in line with the national standards TVET polytechnic college.

### 3.2. Population, Sample Size and Sampling Techniques

#### 3.2.1 Target Population of the Study

The target population of this study was all the 11 regions and 2 administrative cities where public TVET institutes provide tourism and hospitality training in Ethiopia. The national TVET agencies and regional statistical data shows that there are a total of 62 public TVET institutes delivering tourism and hospitality training in Ethiopia (2022); hence, the researchers have been considering them as the target population of this study.

**Table 1: Number of TVET s providing Tourism and Hospitality training**

<b>S.N</b>	<b>Name of Regions and Administrative Cities</b>	<b>Population</b>
1	Addis Ababa City Administration	13
2	Dire Dawa City Administration	2
3	Oromia Regional State	15
4	Amhara Regional State	10
5	Afar Regional State	2
6	Somali Regional State	1
7	Benishanlgul gumuz Regional State	2
8	Gambella Regional State	1
9	Sidama Regional State	3
10	Harari Regional State	1
11	SNNP Regional State	11
12	SWNN Regional State	1
13	Tigry regional state	0
<b>Total</b>		<b>62</b>

### **3.2.2. \* Source; own survey result (2022)**

#### **Sampling Techniques**

The type and size of the study's target population was having an impact on the sampling strategy chosen. Because the research was conducted at the national level, the target population was selected for the study by using a purposive sample technique based on the availability of data for the study period. The researcher chose those 8 regional TVET from among the overall population based on information received from national and regional TVET and

62 polytechnic college is selected from the total selected 8 regional states. Additionally, given the large number of responders in the group, a random sample technique was employed to choose 128 industry experts from 159 industry experts.

All directors, department heads, coordinators of cooperative training, and deans of TVET programs are chosen because of their significant contributions in tourism and hospitality sectors. Additionally, interview each of the selected TVET officers for tourism and hospitality. Due to the overwhelming volume of answers received overall, the trainers and trainees for each tourism and hospitality TVET polytechnic college respectively will be selected by using a random sample technique based on their availability.

### **3.2.3. Sampling and Sample Size**

Data would be collected using a survey questionnaire, observation, focus group discussion, interview guide, and related documents, etc. A population of 62 people along with the study area in the country will be taken as a sampling frame. Of the total population, 33 polytechnic colleges considered as a sample size additionally, of the total 159 industry experts 128 selected as a sample size based on the star rated and availability of data during the current study period's. And also the leaders, trainers and trainees for each tourism and hospitality TVET polytechnic college respectively were selected by using a random sample technique based on their availability.

### **3.3. Source of Data and Collection Instrument**

The study was employ primary and secondary data sources. Primary data was collected from tourism and hospitality public TVET institutes and the tourism and hospitality industry. On the other hand, secondary data was collected from Ministry of Labour and Skill and regional TVET bureaus.

Different instruments was prepared and implemented. These are questionnaires, observation checklists, focus group discussions, document analysis, and interviews. To get reliable data, proper data sets of survey questionnaires was

administered to trainees and trainers. The survey questionnaires would be constructed with close-ended items that are prepared in English. Most of the close-ended questions are constructed at five scale rates form.

On the other hand, an interview guide data collection instrument was prepared for deans, department heads, cooperative training coordinators, and industry experts. The observation check list is the other instrument used to check the availability of equipment, machines, tools, and training facilities in the institutions the researcher visits. Document analyses are important tools to get sufficient and reliable data. In this context, capturing past and present information about the institutions is very critical.

### **3.3. Procedures of Data Collection**

The nature of data to be collected for delivering tourism and hospitality TVET in line with the national standards is primary data, while quantitative techniques was used to extract results from the selected sample. Data was collected by using a survey questionnaire, interview guide, an observation checklist, and which consist of two main sections. These are background-information and quality trainings are briefly written close ended questions. This section is designed according to a five scale rate form. The practice of this particular scaling method ensures that the study illustrates the ability to assess and measure the responses quantifiably.

### **3.5. Data Analysis Techniques**

The collected data from respondents was edited, coded, and organized thematically for further descriptive analysis in line with the research objective. It is quantitative in nature and uses descriptive statistics where mean and standard deviation, frequency distribution, and percentages will apply through SPSS 25 software. Data was organized in terms of the survey questionnaire and interview guides, observation check list and presented using tables, pie charts, and percentages.

## **3.6. Validity and Reliability**

### **3.6.1. Validity**

The methods like face validity, content validity, and construct validity are adapted for the survey measure. However, face validity is established by showing the questionnaire to experts in the field, such as national TVET respondents. The content validity of this research is ensured on the basis of a literature review, which will help in establishing the construct validity.

### **3.6.1. Reliability**

Reliability Cronbach (1990) has indicated that, “a variable having 0.70 or greater than 0.70 is considered reliable for the research”. To identify the reliability for measurement tool/instrument, the Cronbach alpha is used. All variables in the current study including quality of tourism and hospitality training practice were expected Cronbach alpha above 0.70 thus indicating good reliability.

## **3.7. Ethical Consideration**

Ethical consideration in research should uphold fairness, honesty, openness, disclosure of methods, and the purpose for which the research is being carried out. In this case, primary information gather from national TVET stakeholders' respondents is keep until a reasonable time. Confidential files and issues regarding employees' data, policies and strategies, and other highly classify information that must be keep confidential are given value and keep confidential.

# Chapter Four

## Data presentation and Analysis

In this chapter the researcher proceeds to describing the collected data, transforming and test one sample t- test and assess the effect of those questions (institutional training, cooperative training, institutional assessment, training infrastructure, trainer's and leader's and development)on quality training of tourism and hospitality industry and at the last, answering questions based on the finding.

### 4.1. Respondents, Response Rate and Reliability Test

The primary goal of the research is to evaluate existing TVET practices in delivering tourism and hospitality training in accordance with national standards. As a major area of investigation, the study focused on training delivery in terms of quality, relevance, and equity. The existing practices of TVET institutions in terms of in-school training, cooperative training, and institutional assessment were investigated in each domain. Furthermore, the practice of TVETs in terms of institutional assessment and training infrastructure were all considered. Furthermore, the study looked into the roles of TVET leaders and trainers in ensuring relevant, quality, and equitable training. Overall the study investigates the relevance of TVET in meeting the needs of the hospitality and tourism sectors.

To achieve the intended result, data was collected from TVET polytechnic colleges, TVET leaders, TVET trainers, TVET trainees, and industry experts. Besides, academicians in the tourism and hospitality field of study verified substantial evidence in each important area using different checklists.

Looking at the demographic profile of respondents, a total of 252 TVET leaders and trainers were surveyed in accordance with the objective of the study. From the total, the majority of TVET leaders and trainers were from the hotel management department, while trainers and leaders from the tourism department constitute 15.9%. The remaining 31% of TVET trainers and leaders were from different departments other than tourism and hotel departments. Gen-

der-wise, male TVET trainers and leaders under this study constitute 71.4% of the total, while female TVET trainers and leaders account for 28.6%. In terms of trainers' and leaders' years of experience, the majority of trainers and leaders had five to ten years of training experience.

It is noted that 26.2 % of the trainers and leaders had a training experience more than fifteen years. Only 19% and 14.3% of the trainers and leaders under this study had an experience between eleven to fifteen years and below five year respectively. Looking the educational qualification of respondent trainers and leaders under this study, the great majority of them (73.8%) had educational qualification of BA/BED/BSC/ while the remaining 18.3% and 7.9% of the respondent TVET trainers and leaders were found to have an academic rank of MA/MED/MSC and Diploma respectively (See annex 4.A).

Considering TVET trainees as respondents to this study, 73.6% of them are from the hotel management department, while 26.4% are from the tourism management department. In terms of their training level, the majority of them (69.1%) are level four trainees, while 22.7% of the trainees are level three trainees. A similar proportion (4.1 %) of the trainee under this study was found to attend level five training and degree programs. In terms of gender, the great majority of trainees (65.9%) are female trainees, while the remaining 34.1% are male trainees (See annex 4. B ). A total of 112 industry experts from the tourism and hospitality industries were surveyed for the purpose of this research, with 81.3% being male and 18.8% being female. In terms of educational qualification, 62.5% of the experts were found to have an academic qualification of BA, BED, or BSC. Furthermore, 29.5% of the experts polled for this study had an academic qualification of MA/MED/MSC. The remaining, insignificant proportion of experts surveyed for this study had diploma (7.1%) or certificate (0.9%) educational qualifications (See annex 4.C).

Looking at respective respondents at the national level, TVET polytechnic colleges, TVET trainers, TVET leaders, TVT trainees, and tourism and hospitality industry experts participated. The distribution of each respondent and response rate are shown in the table below.

No.	Region	Re- sponse	Respondent					In- dustry expert	Total
			TVET	TVET lead- ers	TVET train- ers	TVET train- ees			
1.	Addis Abeba	Actual response	5	22	38	72	57	194	
2.	Amhara	Actual response	8	30	33	32	19	122	
3.	Benis- hangul Gumuz	Actual response	1	5	8	20	3	37	
4.	Dire Dawa	Actual response	2	2	4	0	4	12	
5.	Harari	Actual response	1	1	3	20	2	27	
6.	Oromia	Actual response	7	21	24	30	14	96	
7.	Sidama	Actual response	1	4	5	9	5	24	
8.	SNNP	Actual response	7	26	27	37	8	105	
Grand Total		Total Sample	33	99	231	396	128	887	
		Actual response	32	111	142	220	112	617	
		Re- sponse rate In %	96.97	112.12	61.47	55.60	87.50	69.56	

As it is shown in the above table, from the total of 887 survey questionnaires distributed to respective respondents, 617 responses were secured, accounting for a response rate of 69.56 %. Similarly, 112.12% % and 61.47 % response rate was secured from sample TVET leaders and trainers respectively. Similarly, 55.60% and 87.50% response rate is secured from TVET trainees and industry experts' respectively. On the contrary, leaders beyond the expected, due to the availability of in each region, a considerably large response rate is secured from industry experts

Considering the total sample size, three independent survey questionnaires for each stakeholder in this study were prepared and distributed. Additional substantial evidence was verified using standard checklist. Accordingly, relevant items were developed in order to achieve the overall goal of the study, with further sub-considerations of important parameters. A reliability test was performed using Cronbach's alpha in the SPSS command procedure to ensure the internal consistency of the research and items in the administered questionnaire. Table 2 shows the reliability test results for each questionnaire used.

Table 2: Reliability Test Result

No	Survey instrument	Case processing summary		Reliability statistics	
		valid	excluded	Cronbach's Alpha	Number of Items
1.	Survey Questionnaire prepared for TVET Trainers and leaders	252	0	.963	44
2.	Survey Questionnaire prepared for TVET Trainees	220	0	.933	33
3.	Survey Questionnaire prepared for TVET Industry expert	112	0	.862	13

According to the reliability statistics in the preceding table, all of the independent survey instruments and items in each are reliable enough to generate the required consistent information through repetition using similar procedures. Cronbach's alpha coefficient of internal consistency for the items in the TVET trainers and leaders questionnaire is 0.963. Similarly, the Cronbach's alpha coefficient of internal consistency for the questionnaire developed for TVET trainees and industry experts is 0.933 and 0.862, respectively. Overall, the reliability test results indicate that the internal consistency of the instruments designed to collect the necessary data is excellent. Furthermore, more than 90% of the data collected is accurate, reproducible, and consistent.

## **4.2 Training Quality**

### **4.2.1. Institutional Training**

Trainers gain the education they need during in-school training to meet the needs of their students and generate positive change in the classroom and beyond in the hospitality and tourism sectors based on the quality training delivery in those industries. Trainers learn how to completely, critically, and creatively think about teaching and learning. Classes are engaging, useful, and diverse, yet they also incorporate essential theory. After acquiring this thorough grounding in theory and practice, trainers are better able to support their trainees with knowledge and compassion.

Additionally, education and training aid in the creation of fresh, qualified experts for the market in the fields of tourism and hospitality studies as well as the growth of employees' knowledge, abilities, and moral character in order to increase service quality, efficacy, and cost-cutting and to enhance ongoing quality assurance systems.

The Ethiopian TVET strategy and policy encourage trainees to enroll in in-school training in a variety of tourism and hospitality-related disciplines.

Therefore, information related to in school training have been gathered from respondents, and the outcome is discussed below.

In fact, training delivery is quite diverse in its manifestations and measurement. It is well understood that the training delivered in vocational education needs to focus on specific vocational skills in accordance with the growing needs of the market. In ensuring relevant training, the new TVET system in Ethiopia has made substantial changes to meet labor market demands. The strategy emphasizes the importance of ensuring that TVET is flexible enough to meet industry demand. Looking more specifically at the tourism and hospitality industries in a competitive market, relevant training can assist trainees be hired as skilled workers and earn higher wages than their unskilled counterparts.

The availability of diverse training alternatives and prior information on the different fields of training help trainees enroll in areas where they can fit and become productive in a competitive work environment. This in turn helps trainees become interested in their field and familiar with the occupational standards. In this regard, the Ethiopian TVET strategy and policy encourage trainees to join different training fields based on their interests. Currently, with the intention of proactively responding to the growing demand of the market, different training departments are being opened and are being allocated different numbers of trainees. In order for TVET training to be more effective in producing a motivated and innovative labor force for the market, TVET candidates must be exposed to a variety of options as well as sufficient information about them. Accordingly, data was collected from respondents, and the result is presented below.

**4.2.2 Table 3: TVETS practice in terms of Institutional Training (A)**

Issues related with Institutional Training	TVETs' Practice in %				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Development and implementation of quality assurance system	22.2	21.4	34.9	15.9	5.6
Inspecting and auditing the training system	26.6	25.8	27.4	15.9	4.4
Getting enough information to select the area of field /occupations/	45.0	15.0	20.9	10.0	9.1
Alternatives given to select the area of field /occupations/.	34.5	42.7	10.0	9.1	3.6
Trainees' interest on area of field /occupation/ selected.	43.2	27.3	19.5	5.0	5.0
Trainees' familiarization with all UCs of the OS engaged in.	31.8	25.9	30.5	6.8	5.0

\* Source own survey

The issue of quality training in the TEVT polytechnic is not compromised. Thus, it is needed continuous quality assurance system in TVET institutes. Accordingly, as the data shown in table 4.1, quality assurance system needs significant improvement as the existing practice is rated as unsatisfactory by 78.5% of the respondent. Besides, there is a need to ensure whether there is

inspection and auditing system against the standards and criteria set. Consequently, 79.8% of the respondents regarded the current auditing and inspection mechanism to ensure quality training as being unsatisfactory.

According to table 3(A), 40% of trainees were not provided with the necessary information about the fields of training in which they are enrolled, indicating the need for improved practice among TVETs in providing trainees with prior information about training fields. Similarly, in terms of the availability of different training alternatives, while alternative training fields are available for the majority of TVET trainees, 22.7% of the trainees did not have any other training options to join besides their current training field. As a result, 29.5% of trainees are uninterested in their profession, and 42.3% of trainees are unfamiliar with all occupational standards in their field.

**Table 4: TVETs practice in terms of Institutional Training(B)**

Issues related with Institutional Training	TVETs' Practice in %				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Participating in the preparation of the curriculum and TTLMs	24.2	26.6	20.2	8.7	20.2
Occupational standards with redundancy and coherence problems.	21.0	30.6	36.1	9.5	2.8
Preparation and accessibility of training materials	34.9	30.6	23.0	7.5	4.0
Preparation of curricula and TTLMs as per recent occupational standards.	18.3	44.8	17.9	15.1	4.0

\* Source own survey

In the TVET policy and strategy, trainers play pivotal role in the preparation of occupational standards, curriculum, teaching training and learning material so as to assure quality training in the tourism and hospitality sector. Consequently, this helps the trainees have to be competent employed in the tourism and hospitality sectors standards.

Thus, with regard, 71% rated by the respondent that the actual practice is unsatisfactory. Additionally, 87.7% rated by the respondent that the occupational standards used in the most training institutes are with redundancy and coherence problems. Furthermore, with regard to preparation of curriculum and TTLMs as per the recent occupational standards then make them accessible for trainees, 88.5% and 81% respectively rated by the respondents that the existing practice is unsatisfactory.

**.Table 5: TVETs practice in terms of Institutional Training(C)**

Issues related with Institutional Training	TVETs' Practice				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Delivering trainings as per the curriculum and TTLM prepared.	28.2	52.4	11.9	6.0	1.6
Aligning the trainings with the contents of the training materials.	31.8	28.2	28.6	5.9	5.5
Preparation of training materials (TTLMs)easily understandable.	31.8	44.5	12.7	8.2	2.7
Training delivery approach used in the training system.	35.0	22.3	33.2	5.0	4.5

\* Source own survey

Well preparation of the training materials is not enough to ensure the training quality rather it requires effective delivery as per the prepared materials. Accordingly, as it is shown in table 4.3, training delivery as per the curriculum and TTLM prepared needs significant improvement as the existing practice is rated as unsatisfactory by 92.2% of the respondent. Furthermore, 89% of the actual practices shows that the training materials (TTLMs) prepared in most institutes are not in the way to be easily understandable by the trainees and 90.5% of varies training delivered were not in the way to help trainees in possessing and applying the required competences.

Table 6: TVETs practice in terms of **Institutional Training** (D)

<b>Issues related with Institutional Training</b>	<b>TVETs' Practice</b>				
	<b>Very Poor Practice</b>	<b>Poor Practice</b>	<b>Fair but Below Expected</b>	<b>Good Practice</b>	<b>Excellent Practice</b>
Planning and organizing of field trips and experience sharing programs.	11.5	19.8	27.0	18.7	23.0
Allocating sufficient times for practical training.	17.5	47.2	17.5	15.1	2.8
Matching TVET programs with current working environment.	20.2	42.1	23.8	11.1	2.8

\* Source own survey

In meeting the industries' requirement, training institutes are required to train and produce skilled and competent manpower. In doing so, trainings being delivered in TVET institutes are required to be practical and the programs should be market oriented. With this respect, the actual practice of sufficient practical skills training and TVET programs matches are sizable proportion

of 82.2% and 86.1% respectively rated by the respondents that the existing practices are unsatisfactory. While, the field trip and experience sharing programs organized in the institutes are significantly proportionate 58.3%, wherein it requires further improvement.

**Table 7: TVETs practice in terms of Institutional Training (E)**

Issues related with Institutional Training	TVETs' Practice in %				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Trainers' appreciation mechanisms to motivate trainees.	32.7	23.6	31.8	7.7	4.1
Motivating trainees to work in a team environment.	44.5	20.0	26.4	5.9	3.2

\* Source own survey

As per the nature of the TVET system, the trainings delivered in the training institutes required trainees' active participation and motivation in their occupational activities engaged in. Particularly, tourism and hospitality industry highly needs manpower who can work effectively in a team environment. Therefore, training institute will play their roles to train and produce manpower with those skills. According to this, as it is shown in table 5, 88.1% and 90.9% are rated by the respondents that trainers used appreciation mechanisms to motivate trainees in the training activities and trainees are interested to work in a team with their class mates respectively are practiced in efficient.

Considering multifaceted issues, Ethiopia’s TVET program is primarily demand-driven. In this regard, the ongoing issue is the motivation of businesses to hire TVET graduates on the one hand, and the actual employment of those TVET graduates on the other. Thus, data is collected from respondents, and the result is shown in the table below.

**Table 8: TVETs practice in terms of Institutional Training (F)**

Issues related with TVET graduates	TVETs’ Practice in %				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Companies’ motivation to hire TVET graduates	42.9	44.6	8.0	3.6	0.9
Hired TVET graduates in the industry.	40.2	29.5	27.7	0.0	2.7

\* Source own survey

As shown in table 4.6, while the majority of companies are motivated to hire TVET graduates, a significant proportion of companies (12.5%) need to be made aware of the multifaceted benefits of hiring TVET graduates for their businesses and improve their current practice of employing the graduates. Furthermore, from the result of the collected data, although the majority of TVET graduates are employed in the tourism and hospitality industries, more effort is needed to improve existing practice of hiring graduates, as only 30.4% are hired by the sector.

### **4.2.2 Cooperative Training**

Cooperative Training combines training centre-based and enterprise-based learning in a flexible manner to develop skills, knowledge and attitudes of future workers. This is based on the understanding that certain aspects of occupational competence will be learned best in a dedicated learning environment. It is reflected in close cooperation between TVET institutes and the cooperating enterprises. The business sectors also need to contribute their expertise to the development of the occupational standards, which are going to be translated into the curriculum in TVET programmes.

TVET, in essence, is meant to provide skill-oriented technical training. In doing this, trainees are provided with in-school training with a combination of knowledge and basic skills in the subject. Nevertheless, in order to make trainees more skilled and understand the real world of work, they need to go through cooperative training in partnership with companies. Thus, it is mandatory and supported by TVET policy that TVET institutions need to plan and effectively implement cooperative training. The cooperative training plan needs to be developed based on the federal TVET policy and strategy as well as existing occupational standards and curriculum guidelines. With a clear understanding of the issue, data is collected to examine the existing practice of TVETs in implementing cooperative training. With respect to the existing practice of TVET institutions in terms of cooperative training, data was collected from stakeholders, and the result is shown in the subsequent tables.

**Table 9: TVETs practice in terms of cooperative training (A)**

Issues related with cooperative training	TVETs' Practice in %				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Awareness creation on cooperative training	19.4	32.9	31.0	11.1	5.6
Preparation of cooperative training plan.	20.6	28.2	30.6	11.5	9.1
Getting cooperative training as per training plans	33.2	19.1	22.7	7.7	17.3

\* Source own survey

The cooperative training plan must adhere to the Federal TVET strategy, current occupational standards, and curriculum guidelines. Cooperative training must be made known to industry stakeholders in order to be implemented effectively, as stated in the TVET strategy. According to the strategy, the training plan must raise awareness of cooperative training and participation among industries. In this regard, as shown in the preceding table, 83.3% of respondents believe that the practice of planning and implementing a program to raise awareness of and concern about cooperativetrainingisnotaseffectiveasexpected. Even83.9%ofstakeholdersdidnotparticipate in awareness trainings on cooperative training, when facilitated and given by the TVET training institute.

The effectiveness of cooperative training will also be maintained through the active participation of stakeholders in the design of the training. Accordingly, 89.4% of respondents confirmed the fact that existing practice in participating companies in designing cooperative training is below expectationsandneedssignificantimprovement. Eventhoughcooperativetrainingisgivenbelow the expected standards, the great majorities of in-company focal persons was

not given a training to be industry trainer and were not provided with a training plan.

In the implementation of cooperative training, stakeholders in the industry are expected to offer practical training through the provision of industrial knowledge, practical skills, and work attitudes. Similarly, trainees are a part of a cooperative learning environment and are responsible for their own individual achievement. In cooperative training, it is an observable challenge to conduct trainee evaluations. In this regard, the results from the collected data are shown in the table 10.

Table 10: TVETs practice in terms of cooperative training (B)

Issues related with cooperative training	TVETs' Practice in %				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Industry experts' feedback on trainees' performance.	35.9	17.3	22.3	11.8	12.7
Improving the required competences in the industry	33.9	36.6	22.3	5.4	1.8
cooperative training performance over all evaluation	28.6	22.3	28.6	12.5	8.0

\* Source own survey

As shown in table 10 (B), the practice of summarizing trainees' performance and providing feedback by industry experts is not as expected for the vast majority of trainees (85.5%). In addition, the practice of summarizing and reporting trainees' results using a result summary sheet to the training institute in confidence is below what is expected.

Cooperative training is intended to provide trainees with the necessary industry-based training in terms of skill, knowledge, and attitude. In this regard,

the data show that the vast majority of trainees (82.8%) did not acquire or improve the necessary knowledge, skills, and attitudes in the industry for the field in which they are training.

The issue of alternative cooperative training, provision of in-company training as planned, the attention given for cooperative training and the assignment to industry trainer are all important for the effectiveness of cooperative training. Thus, with a clear understanding of the issues, data is collected to examine the existing practice of TVETs in implementing cooperative training. Accordingly, the result is shown in the table below.

Table 11: TVETs practice in terms of cooperative training (C)

\* Source own survey

Issues related with cooperative training	TVETs' Practice in %				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
The given alternatives on cooperative trainings	15.9	29.8	36.5	11.9	6.0
Industry focal person on cooperative training.	17.9	39.3	23.2	16.1	3.6

Based on the nature of the occupation and interest of the industry, alternatives like cooperative training can help a lot to maximize the quality of skill-based training. As a result, the obtained results revealed that the current practice in TVET institutions in providing alternative cooperative training is less than what is expected, as rated by 95.5% of respondents. The effectiveness of cooperative training will be maintained through the assignment of an industry

focal person. To this end, the results indicate that the practice of assigning an industry focal person for cooperative training is not as expected and needs significant improvement, as stated by 80.3% of respondents.

The effectiveness of cooperative training will also be maintained through adequate collaboration between TVET institutions and industry enterprises. This would lead to the provision of relevant practical skills for trainees. Thus, establishing collaboration between TVET and industry will enhance the quality of cooperative training. This will be realized through efficiently established networks and cooperation among all stakeholders. In doing this, legally binding collaborations need to be put into practice. In this regard the result from the collected data is presented in the table below.

**Table 12: TVETs practice in terms of cooperative training(D)**

Issues related with cooperative training	TVETs' Practice in %				
	Very Poor Practice	Poor Practice	Fair but Below	Good Practice	Excellent Practice
Trainees' orientation on cooperative training	45.5	25.0	17.9	8.0	3.6
Implement legal bindings (MOU)	17.1	29.0	35.3	11.9	6.7
Considering trainees' cooperative training results	29.4	29.8	27.0	10.3	3.6
Regular supervision on cooperative training undertaken.	29.5	19.5	26.4	6.4	18.2

\* Source own survey

Before sending trainees for cooperative training, it is quite instrumental to provide trainees with the necessary information. Thus, the result in this regard shows that TVETs need to improve their practices. Conducting regular

follow-up on cooperative training implementation and summarizing trainees' results accordingly plays an important role in achieving the intended result of cooperative training. Nonetheless, 91.9% of respondents rated the observed practice in this regard as being below what was expected.

In deciding trainees' competency, as indicated in the cooperative training strategy, in-company cooperative training results need to be considered. However, the practice in this regard is found to be unsatisfactory, as confirmed by 86.1% of respondents. In addition, 75.4% of trainees confirm that they were not regularly supervised by the industry experts and trainers from their respective training institute. Further, it is noted that legally binding regulations were not formulated and implemented, as confirmed by 85.7% of respondents, and the practice of conducting regular follow-up in accordance with the training plan and reporting to the respective training institute's focal person is found to be unsatisfactory.

### **4.2.3. Institutional Assessment**

It is well known that Assessment is the practice of technical, vocational education and training at the training institutes with regard to evaluate whether trainees meet the requirement of the industry or not. Before trainees send to national assessment the institutes plan and conduct institutional assessment to be sure that they accomplished all the expected competences with regard to the occupation they are engaged in. With regard to TVET strategy in Ethiopia, conducting the institutional assessment in TVET institutes would be planned and implemented properly. If it is so, the training quality will be ensured and the institute will be in a position to produce competent manpower to the industry. The result from the collected data with respect to institutional assessment system, assessment tools and obtaining assessment results are shown in the table below.

**Table 13: TVETs practice in terms of institutional assessment (A)**

<b>Issues related with Institutional Assessment</b>	<b>TVETs' Practice in %</b>				
	<b>Very Poor Practice</b>	<b>Poor Practice</b>	<b>Fair but Below Expected</b>	<b>Good Practice</b>	<b>Excellent Practice</b>
Ensured institutional assessment system	44.0	31.0	11.9	7.1	6.0
Carried out institutional assessment tools in line with the OS.	37.7	34.1	15.1	6.0	7.1
Assessment tools coverage of UCs.	41.7	34.5	11.5	7.5	4.8
Conducting institutional assessment periodically.	38.1	29.4	20.6	7.1	4.8
Summarizing institutional assessment results.	36.1	36.1	18.7	4.0	5.2

\* Source own survey

In TVET institute to ensure the quality of training; after delivering the outcome based training, planning and conducting institutional assessment consistently is the major activities to be performed. For the effectiveness of this activity, the institutes are expected to establish the system and execute properly. With this regard, as it is shown in the table, (87%) of the respondents responded that to some extent there is a system but it is not as such practiced well to meet the objectives of the institutional assessment; particularly, it needs to be ensured in a way to assess trainees performance in every level. As a result, (88%) of the respondent also responded that the TVET institutes are required to plan and conduct the institutional assessment periodically.

To properly assess trainees' performance and make the required decision consistently, the assessment tools are expected to be well prepared to be aligned with the recent occupational standard. With this regard, (87%) of the response

was focused on that the training institutes must prepare the assessment tools in line with the recent occupational assessment and also (88%) of the respondents response was institutional assessment is conducted in a way to cover some of the unit of competences assigned for the specific occupational level. And after conducting the assessment, the evidence will be conducted using the appropriate evidence gathering tools; so that, the result will be obtained and judgment will be made. With this aspect, (90%) of the responses focused on that the result is not obtained in a way to improve the trainees' competences rather to simple conduct the assessment and report it to the concerned body.

In the TVET institute appropriate information is informed about the assessment context before seating for assessment on different fields of training help trainees understand in the areas where they aware of continuous and summative assessment measurement scale. So as to helps trainees understand the result measurement scale (Like: C and NYC) helps their positively accept with their class mates and create motivation in their field and familiar with the occupational standards. In this regard, the Ethiopian TVET strategy and policy inspire trainees to join different training fields based on their requirement. Accordingly, data was collected from respondents, and the result is presented below.

**Table 14: TVETs practice in terms of institutional assessment (B)**

Issues related with Institutional Assessment	TVETs' Practice				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Assessments context to be informed for trainees	50.5	15.9	19.5	7.3	6.8
Continuous & summative assessments for all UCs	40.9	23.6	22.7	8.2	4.5
The result measurement approach (Like: C and NYC) applied.	35.0	25.9	20.5	12.3	6.4

\* Source own survey

Based on table 14 (B), 85.9% of information is uninformed about the assessment context before seating for assessment in the institution, wherein they are ensure about the quality of training in the tourism and hospitality sectors, which displays the need for informed about the assessment measurement scale among TVETs with effective and understanding about the training fields. Respectively, continuous and summative (final) assessments in every unit of competence as required in different institution, while 87.2% of trainees have not took continuous and summative (final) assessments in every unit of competence as required. Besides, 81.4% of the trainees result measurement approach (Like: C and NYC) are positively unacceptable with their class mates.

In the TVET institute sufficient assessment tools are conducted repeatedly till the trainees are become competent on the unit of competences engaged on different fields of training help trainees understandable (Like: language, format and instructions) and help to measure their competence status. In order to

improve quality training, trainees are understandable assessment tools. In this regard, the Ethiopian TVET strategy and policy motivate trainees to join different training fields based on their prerequisite. Accordingly, data was collected from respondents, and the result is presented below.

**Table 15: TVETs practice in terms of institutional assessment (C)**

Issues related with Institutional Assessment	TVETs' Practice in %				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Sufficient assessment tools used in gathering evidences.	46.8	21.8	21.8	7.7	1.8
Institutional assessment conducted repeatedly	41.4	20.0	29.1	5.0	4.5
Easily understandability of the assessment tools' content.	36.8	34.5	17.3	8.6	2.7

\* Source own survey

As shown in table 14 (C), 90.4% of insufficient assessment tools (Like: knowledge test, practical test, interview and others) are used to assess their competences in the institution, in which they ensure about the quality of training in the tourism and hospitality sectors, which exhibitions the need for Sufficient assessment tools (Like: knowledge test, practical test, interview and others) are used to assess their competences among TVETs with effective and understanding about the training fields. Additionally, assessment is conducted repeatedly till the trainees are become competent on the units of competences engaged in, while 90.5% of trainees have not conducted the assessment repeatedly till the trainees become competent on the units of competences engaged in. Besides, 88.6% of the assessment tools are incomprehensible (Like: language, format and instructions) to measure their competence status.

### 4.2.3 Training Infrastructure

The delivery of quality, result-oriented training is the result of a combination of different factors, among which the availability of sufficient training infrastructure plays a pivotal role. The training infrastructure used to provide in-school training ranges from soft infrastructure, such as well-equipped relevant training documents, to physically tangible training buildings, inputs, facilities, and services. In this regard, data is collected for the purpose of assessing the existing situation of TVETs in terms of training infrastructure and the result is shown in table 16(A).

Table 16: TVETs practice in terms of training infrastructure (A)

Issues related with Infrastructures	TVETs' Practice in %				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Digitalizing institutions' training system	10.7	23.0	31.7	13.9	20.6
Digitalizing library & equipping well	6.3	24.6	23.8	30.2	15.1
Digitalizing registrar system	6.7	23.8	24.2	29.0	16.3
Convenient library service for trainees	25.0	29.5	15.0	13.6	16.8
Sufficient reference materials in the library.	24.5	24.1	18.2	13.6	19.5

\* Source own survey

As an important component of soft training infrastructure, the use of digital technologies in training is important for the delivery of quality training. In this regard, as it is shown in the table 4.14, the existing practice of TVETs in the use and application of digital training for the purpose of delivering quality training appears to be poor and below expectations as it is rated by 65.4% of respondents. Even though noticeable efforts are being made and are still in progress to digitalize library and registrars services in some TVET institutions, these institutions are still required to well equip and digitize their services, where 54.7% of respondents rated the existing practice as poor and below the expected.

In addition to the digitalization of libraries, the convenience of the library system is equally important in obtaining the intended result of the training. The collected data in this respect attests to the fact that the library system is rated as poor and below expectations (as it is rated by 69.5% of respondents) and needs to be improved for convenient service. On the other hand, the available reference materials were evaluated so as to know whether the institute has sufficient reference materials or not. Accordingly, 66.8% of the respondents responded that TVETs' libraries need to be equipped with adequate reference books.

Aside from soft training infrastructure, the availability of physically tangible hard infrastructures such as facilities, buildings, training workshops, laboratories, classrooms, and school compounds are critical to providing quality training. As a result, the information gathered suggests that the current state of TVET institutions requires significant improvement.

The outcome is depicted in the table below.

**Table 17: TVETs practice in terms of training infrastructure (B)**

Issues related with Infrastructures	TVETs' Practice				
	Very Poor Practice	Poor Practice	Fair but Below Expected (%)	Good Practice (%)	Excellent Practice (%)
Raw materials in training workshops and Laboratories	14.7	29.4	34.1	12.7	9.1
Sufficient number of laboratories and Workshops	11.5	39.7	18.7	21.4	8.7
Conducive training environment	36.4	27.3	21.4	8.6	6.4
Class size convenience for training team Work	35.9	35.5	14.1	10.5	4.1

\* Source own survey

Well-equipped workshops and laboratories aid in the delivery of high-quality skill-based training. In this regard, the assessments, as shown in table 4.15, indicate that TVET institutions must go above and beyond to adequately equip their workshops and laboratories with the necessary raw materials for practical work, where 78.2% of respondents rate the current situation as falling short of expectations. Even, according to 69.90% of respondents, adequate laboratories and workshops are not available in the majority of TVET institutions which necessitates the expansion of existing workshops and laboratories.

In order to produce skillful and competent, as tourism and hospitality training is dynamic and competitive, the delivery of training necessitates a model training environment such as a classroom setting, clubs, and relationships between students and trainers. Accordingly, the collected data indicate that TVETs' training environment needs significant improvement, as the existing

situation is rated below what is expected by 85.1% of the respondents. Similarly, training class size and workshop need to be convenient for trainees to participate and practice independently. The training where the existing situation is rated as below expected by the great majority of respondents.

In addition to workshops, laboratories, and training classrooms, appropriate technical assistance and structured maintenance services are all instrumental in delivering quality training.

Accordingly, the observed situation in TVET institutions, based on the collected data, calls for significant improvement. The result in this regard is shown in the table below.

**Table 18: TVETs practice in terms of training infrastructure (C)**

Issues related with Infrastructures	TVETs' Practice in %				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Assigning workshop technical assistants	17.5	32.9	27.0	11.1	11.5
Planning & implementing maintenance Schedule	10.7	26.2	42.5	11.1	9.5

\* Source own survey

As a training facility, all plants, machinery and equipment will be frequently used by trainees and need immediate and regular maintenance. In this regard, TVET institutions need to put in place appropriate technical assistants to provide technical support when needed. According to the data gathered in this regard, the majority of respondents (77.3%) rate the practice in TVET institutions as poor and below expectations. And the existing practice in TVET institutions with respect to the preparation and implementation of a well-structured maintenance service for laboratories and workshops demands significant improvement.

## 4.2.5. Trainers’ Roles and Development

It is well understood that trainers’ roles and development are at the heart of quality in training. Trained professionals having the required competence, experience, and professional ethics in the profession shall be given priority in the recruitment of a trainer for technical and vocational education and training. According to the TVET strategy, trainers will play important roles in the sector in order to train and develop skilled labor that can meet industry requirements. In order for the trainers to significantly contribute to ensuring the quality of the training, the TVET system as a program for their professional development that aims to make them knowledgeable and skilled in the field in which they work. The result from the collected data with respect to trainers’ training and development systems, motivation and incentive mechanisms, and trainers’ evaluation and recognition systems are shown in the table below.

**Table 19: TVETs practice in terms of trainer role and development**

Issues related with Trainers’ roles and development	TVETs’ Practice				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Ensuring human resources development system	14.7	33.7	31.0	11.1	9.5
Facilitating competence trainings for trainers	12.3	32.9	38.5	11.5	4.8
Trainers’ performance evaluation system	17.5	30.6	34.5	11.1	6.3
A clear incentive mechanism is established to attract and retain the institutes’ trainers.	10.3	34.5	23.4	20.6	11.1
TVET Training methodology to improve trainers Performance	25.4	51.6	12.3	8.3	2.4

\* Source own survey

A well-planned human resource development system is required for any training institution in order to improve and upgrade trainers' competence. As shown in the table above, while a significant proportion of institutes (20.6%) ensured that the system was functioning properly, a sizable proportion (79%) of TVET institutes did not have human resource development practices in place to ensure that trainers' competence was improved and upgraded in their institute.

It is important for trainers to get exposed to institutionally arranged competency improvement trainings. As a result, existing TVET practices require improvement, as 84% of respondents rated them lower than expected. The collected data further revealed the fact that 89.3% of trainers were not given TVET training methodology in a way that could improve their skills on planning, delivering, and conducting trainings and assessments. Further, it is noted that the performance of TVET institutes is below expectations (as rated by 82.6% of respondents) and requires a significant improvement in terms of the evaluation system to encourage the best trainers and improve their performance.

Although a considerable proportion of TVET institutes have trainer performance evaluation systems, a significant proportion of the institutes' practices need further efforts in ensuring a system that can appreciate clear incentive mechanisms in order to attract and retain trainers. As a result, over 83% of TVET trainers require serious attention from relevant bodies in order to improve their motivation in training activities.

## 4.2.6 Leaders' Roles and Development

TVET management in general is meant to organize and mobilize all human and material resources for the successful attainment of organizational objectives. An effective TVET management system is a prerequisite for the delivery of quality training. According to the TVET strategy, qualified and dedicated leaders are primarily needed to generate skilled and competent labor for the market. In this regard, data was collected in terms of TVET institutes' leadership systems, leaders' qualifications and competence, and systems for their performance evaluation and motivation. Accordingly, the result is shown in the table below.

**Table 20: TVETs practice in terms of leader role and development**

Issues related within leaders' roles and development	TVETs' Practice In %				
	Very Poor Practice	Poor Practice	Fair but Below Expected	Good Practice	Excellent Practice
Applying decentralized leadership system in training institute	19.4	42.5	17.5	14.7	6.0
Top management bodies' qualification, experience and competence.	18.3	34.5	28.6	11.5	7.1
Developing system to capacitate TVET's Leaders	13.9	32.9	35.3	13.5	4.4
Leaders motivation in academic decisions	21.8	27.4	36.1	11.1	3.6
Performance evaluation system to encourage bestleaders	16.7	25.4	31.3	17.9	8.7
Leadership styles applied the institutes	15.5	34.1	25.8	15.5	9.1

\* Source own survey

The TVET system demands a decentralized leadership strategy so that leaders at every managerial level will take on the necessary duties and accept responsibility. Consequently, leaders will effectively perform their roles in training activities. Furthermore, to make leaders effective and efficient in their jobs, a leaders' development system in the institute is expected to exist and implemented consistently. In this regard, a significant proportion (42.5%) of respondents stated that the practice needs significant improvement. Existing practices, as indicated by the majority of respondents' responses, require significant improvement in terms of a system that enhances the capacity of institute leaders through experience sharing, short-term training, and other mechanisms.

Considering the top management bodies having appropriate qualification, experience and competences on the expected requirements, (81%) of the respondents responded that the top management leaders in the institutes need to be competent, well qualified and have managerial experience; so that they can manage the training system in the way to meet TVET policy and strategy.

In addition, to provide the training in accordance with the expected quality, there should be leaders' performance evaluation and motivation system that would help them to improve their performance, to be motivated in academic decision and being satisfied with institute over all activities. With this regard, (85%) of the responses show that leaders in the institutes focus on non-academic issues. And as per leaders' performance evaluation system in the institutes, 73% of the respondents rated that the system is not properly executed in a way TVET leaders can improve their performance. As a result, the majorities of the respondents (75%) responded that they are not satisfied with the leadership approach applied in their institutes to ensure the training quality.

### 4.3. Summary of Findings and Discussion

In line with the research objectives, the overall assessment indicates that there needs to be a significant improvement in delivering quality training across multiple parameters. Despite some fragmented efforts in some TVET institutions, unsatisfactory practices below the expected average in the delivery of quality tourism and hospitality training are observed.

When it comes to institutional training, the practice of developing and implementing a quality assurance system as well as a system to inspect and audit the training system is found to be poor and below the expected average. Similarly, unsatisfactory practices in the preparation of competency-based training material have been identified. Field trips intended to share experiences and strengthen practical training are also lacking and require significant improvement. It has been confirmed that the delivery of quality institutional tourism and hospitality training using various training approaches and modalities is also unsatisfactory, with poor performance in this regard.

In examining the overall institutional tourism and hospitality training, a one-sample t-test is computed. Accordingly, the overall average practice of TVET institutions ineffectively delivering in-school tourism and hospitality training has been found to be poor and below the expected level ( $M = 2.29$ ,  $SD = 0.49$ ,  $t(219) = -41.42$ ,  $p = 0.00$ ).

A further statistical analysis has been made using one way analysis of variance to look for variation regions in terms of in-school tourism and hospitality training. The result in this regard indicates that there is no variation among regions in their practices of delivering institutional tourism and hospitality training, where the observed practice is below the expected average across the regions [ $F(5, 212) = 1.39$ ,  $p = 0.207$ ].

Quality tourism and hospitality training can be realized with effective planning and implementation of cooperative training. In this regard, the results indicate that TVETs' practices in formulating and implementing legally binding mem-

oranda of understanding are found to be unsatisfactory. Besides, the provision of alternative cooperative training for trainees is poor. Further, the effort to create the necessary awareness for both trainees and enterprises, as well as to involve them in the process of designing cooperative training, is insufficient and found to be below what is expected. Moreover, the practice of conducting regular follow-up on the implementation of cooperatives as well as summarizing and reporting assessment results in this regard is found to be very poor.

The computed one sample t-test with respect of cooperative training indicate that the overall average practice of TVET institutions is found to be statistically significantly poor and below what is expected ( $M=1.52$ ,  $SD=0.51$ ;  $t(114)=-43.68$ ,  $p=0.00$ ). Even though the average performance of TVET institutions in terms of effective cooperative training is unsatisfactory, one way analysis of variance is computed to examine if there exist variation in the practice of implementing cooperative training among regions [ $F(7, 104)=2.73$ ,  $p=0.01$ ]. Accordingly, the computed statistical analysis confirmed the fact that there is slight difference among regions. From the result, comparatively very poor practice of cooperative training is observed in Dire Dawa ( $M=1.00$ ,  $SD=0.00$ ) and Harari ( $M=1.00$ ,  $SD=0.00$ ).

In line with efficient institutional training, the delivery of quality tourism and hospitality training will be maximized with effectively designed and conducted institutional assessments. The findings in this regard revealed the fact that most TVET institutes are not in a position to ensure the assessment system is implemented consistently. As a result, the assessment program was not planned and executed on a regular basis, and related activities such as assessment tools were not prepared in accordance with the most recent occupational standard. Furthermore, the assessment did not cover all of the required content in simple language. Similarly, the assessment tools were insufficient to assess trainee competence, and the majority of trainees were unaware of the assessment context. The findings also show that most in-school assessments are not conducted at every level, but rather after completing the entire training

in many TVET institutions. Even the institutional assessment may not be carried out in some TVET institutions. Furthermore, the measurement approach would not promote competition or motivate trainees to complete the training.

The overall practice of TVET institutions in effectively conducting institutional assessment is statistically computed using one sample t-test. The result indicate that the average practice of TVET institutions is significantly below the expected average ( $M=1.28, SD=0.48; t(219)=-73.74, p=0.00$ ). Further, the result from one way analysis of variance indicate that, even though the practice in terms of effectively conducting institutional assessment is below the expected average, comparatively slight variations is observed across regions [ $F(7,212)=2.75, p=0.00$ ]. Accordingly, very poor performance is noted in Sidama ( $M=1.1, SD=0.33$ ), Oromia ( $M=1.13, SD=0.40$ ) and

Amhara ( $M=1.14, SD=0.42$ ). The observed in efficient performance on the institutional assessment in the most TVET institutes affects overall quality training. It significantly affects trainees' performance as per the expected requirements. Cumulatively weak institutional assessment will challenge the effort in producing skilled manpower for the industry.

Ensuring quality training demands sufficient training infrastructure. The findings from the assessment indicate the inadequacy of both soft and hard infrastructure. The use and application of digital technologies in training systems are found to be poor. Many TVET institutions lack well- equipped and digitally enhanced registrar and library services. In many cases, the absence of soft training infrastructure makes the training environment inconvenient for tourism and hospitality training, which in turn affects trainee competency and performance. Similarly, the existing hard training infrastructure, like buildings, training workshops, and laboratories, is not well equipped with the necessary equipment. Furthermore, many TVET institutions struggle to provide anticipated technical assistance and maintenance services for both soft and hard training infrastructure..

Over all the average performance of TVET institutions in terms of training infrastructure is found to be poor and significantly below the expected as confirmed by computed statistical test ( $M=1.7$ ,  $SD=0.54$ ;  $t(219)=-53.14$ ,  $p=0.00$ ). Region wise poor training infrastructure is observed across all regions.

In terms of TVET Trainers' roles and development, the findings show that the trainers' development system meant to improve and upgrade trainers' competencies was not implemented as required in the majority of TVET institutes offering tourism and hospitality training. As a result of the system's poor practice, trainings were not facilitated and given to trainers in accordance with their gaps. In most institutes, the trainers' training methodology was traditional and inconsistent. This meant that the trainers' roles in training activities had become ineffective. Although the TVET institutes have a performance evaluation system, the practice does not encourage the best performers, and incentive mechanisms are not attracting and retaining trainers, causing them to be unmotivated. Overall, trainers play an invaluable role in ensuring quality tourism and hospitality training. To that end, a professional development program for trainers is essential. Nonetheless, the computed statistical tests show that the average performance of TVET institutions in terms of trainers' roles and development is significantly lower than expected ( $M=1.66$ ,  $SD=0.69$ ;  $t(251)=-45.61$ ,  $p=0.00$ ).

The assessment's findings indicate a number of challenges in terms of a leader's role and development. The majority of TVET institutions use an unsatisfactory decentralized leadership system. Leaders' qualifications, experience, and competence still need to be significantly improved. The system designed to improve leaders' capacity falls short of expectations. The observed poor practices in leaders' roles and development will be a challenge in achieving the desired quality of training and will continue to be an issue of good governance in TVET institutions. Although leaders' role in maintaining training quality is irreplaceable, the average performance of TVETS across all region is found to be poor ( $M=1.74$ ,  $SD=0.71$ ;  $t(242)=-41.9$ ,  $p=0.04$ ) with slight regional variation [ $F(7,235)=3.68$ ,  $p=0.00$ ].

# Chapter Five

## Summary, Conclusion and Recommendation

The final chapter of this study is chapter five, which is about summary, conclusion and recommendation of the study. In view of that this chapter is organized with three sections. The first section summarizes and concludes of the main findings of the study; the second section presents the recommendation ,and the third section presents further research directions.

### 5.1 Summary

This study primarily aims to evaluate the level of tourism and hospitality in accordance with national TVET polytechnic college training practices. The study focuses primarily on the provision of high-quality tourism and hospitality training in terms of classroom instruction, cooperative learning, institutional assessment, training infrastructures, and the development of trainers' and leaders' roles.

As an approach, the study follows mixed qualitative and quantitative research method. The main source of data for this study was primary data, which were collected from tourism and hospitality public TVET polytechnic college and also secondary data was collected from Ministry of Labour and Skills and regional TVET bureaus and 32 polytechnic colleges considered as sample size and descriptive and explanatory research design applied. After collecting the necessary data from the above listed source, the researcher transform and summarize the data to compare variables numerically and enable to organize, and describe observations.

The findings of this study were primarily discussed in terms of school training, cooperative training, institutional assessment, training infrastructures, and the development of trainer's and leader's roles. This finding of analysis on the quality of TVET Polytechnic College revealed that there are huge gaps in the training quality practice. The practice of creating and executing a quali-

ty assurance system as well as a system to check and audit the training system are found to be deficient and below the expected when it comes to in-school instruction. Vast majority of in- company focal individuals did not receive training to become industry trainers or a training plan, because cooperative training is offered below the required standards. Additionally, inadequate institutional assessment procedures are revealed, which calls into question efforts to develop trained labor for the sector and the insufficiency of both soft and hard infrastructure. Most TVET institutions have a decentralized leadership structure. The observed poor leadership and development practices will make it difficult to achieve the desired level of training and will continue to be a problem for good governance in TVET institutions. Additionally, while these institutions have a system for evaluating employee performance, the practice does not reward or encourage the best trainer's.

## **5.2 Conclusion**

Overall, based on the assessment results and statistical tests, the vast majority of TVET institutions deliver tourism and hospitality training below the expected average. Unsatisfactory institutional and cooperative training, as well as poor institutional assessment, weak trainer and leader roles, and development practices, all accompanied by insufficient training infrastructure and facilities, have a negative impact on training quality. This will have repercussions on trainee competency and innovativeness, industry productivity and competitiveness, and national development efforts.

## **5.3 Recommendations**

Based on the findings obtained and the conclusion drawn, the following recommendations are forwarded to improve tourism and hospitality training quality.

It is recommended that the TVET institutes are responsible to ensure training quality assurance system that would help to manage the over all training

activities effectively and making the system to be convenient to inspect and audit the system. Therefore,

- On national and institutional base the TVET training quality assurance system should be established.
- On institutional base the training quality inspection and auditing system should be ensured consistently which is inspected by the national base inspection and auditing bodies regularly.
- The institutes should plan and organize centers to prepare and update competence based trainings materials, assessment tools regularly and also to enrich the capacity of TVET trainers and leaders.
- The institutes should allocate and execute properly sufficient budget for organizing practical sessions (events and field trips) for trainees periodically.
- TVET institutes organize and facilitate smart rooms and workshops.

It is strongly recommended that, TVET institutes and industries are advised to work together in planning and implementing cooperative trainings. And trainees are advanced to have alternative training approaches and be informed about the required information before sent to the industry for cooperative training. Here, to ensure the training effectiveness the focal persons (both the industries and the institutes) should apply regular supervision to evaluate its progress and summarize trainee's performance consistently. To make it effective:

- On the national level, the government should work on the industries to make them responsible on cooperative training.
- The TVET institutes should establish a system that links with the industries to work on it for mutually benefits.
- Both the TVET institutes and industries establish consistent inspection and supervision system to regularly supervise trainees' performance and to report their progress.

It is strongly recommended that, the training institutes should plan and implement the institutional assessment consistently to be aligned with the trainings given and also should be done centrally. As a result, the assessment tools should be prepared as per the recent OS, cover all the required elements and the content should be clear and understandable by trainees. Furthermore, in conducting the assessment, the proper assessment context should be established, trainees are expected to be well aware of that and the assessment should be conducted periodically in a way to ensure trainees competences. In doing so,

- Both on the national and institutional base equal to the TVET training, the Institutional assessment system should be established that will align with the national assessment system.
- The TVET institutes need to be advised to establish a system to prepare trainees of institutional assessment parallel to the trainings.
- On the institutional base, there should be a central team which is responsible to work on institutional assessment activities, like Assessment tools and context consistently.
- TVET institutes should organize and facilitate institutional assessment center.

The study also recommended that, the training institutes should allocate sufficient budget for training infrastructure and mobilize it efficiently. With this regard, the training workshops, laboratories, registrar and library systems are strongly recommended that to be digitalize to facilitate the trainings activities effectively and well equipped. And regular maintenance schedules should be organized and implemented periodically in the institutes. Therefore,

- On national base, the government should facilitate international exposures for TVET institutes to get funds and allocate sufficient budget for the sector.
- TVET institutes should establish a system which works on fund-

raising, supplementing the training facilities as required, auditing the budgets and taking the required action.

- On the institutes' base, there should be a center which inspects the quality of training infrastructures; developing and implementing maintain services regularly.

It is strongly recommended that training institutes and the government should work on human resource development to ensure the quality of training in the sector. With this respect, there should be a system to be ensured to work on trainers' and leaders' development consistently that would improve their competences and motivate them for the overall training activities. And the leadership style applied by the TVET institutes should be decentralized for good governance. Therefore,

- Both on the national and institutional base, there should national and international training exposures for TVET leaders and trainers.
- TVET institutes should establish human resource development system which, evaluate the performance of trainers and leaders, motivate and recognize them.
- TVET institute should organized digitalized and well equipped training center which will be usable to capacitate the human resources.

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## Annex 1: Survey Questionnaire

### MINISTRY OF LABOR AND SKILL TOURISM TRAINING INSTITUTE

Dear **Trainers**,

The purpose of this questionnaire is to collect data for the research in titled by *“Assessing the existing TVET Practice in delivering Tourism and Hospitality Training in line with the National Standards”*. Its objective is to clearly identify the training quality, relevance and equity of TVET and to put implementable recommendation for those who take part in teaching learning process.

Respectfully request that you take a few minutes to complete the questionnaire. The researcher assures that any information you provide will be used only for the purposes of this study and will be kept private. Your sincere reaction is extremely valuable to the project’s success. Thank you in advance for your cooperation.

### General Direction

- a) Tick (  ) inside the box
- b) Write your opinion briefly for the open ended question.

#### Part I: Back ground of the Respondent

- 1) Name of the TVET Institution \_\_\_\_\_ Town \_\_\_\_\_
- 2) Type of the institution: Government  Private
- 3) Field of study \_\_\_\_\_

4) Educational qualification:

A. Certificate.

B. Diploma

C. BA/BED/BSC

D. MA/MED/MSC

5) Sex: Male  Female

6) Experience in years

A) Below 5

B) 5 to10

C) 11 to 15

D) above 15

## Research questions

### Part II: Training Relevance, Quality and Equity management System

1. The statements in this section are about the various dimensions of *training relevance, quality and equity management system* in Technical and Vocational Educational Training institutions in Ethiopia. You are required to consider each statement and indicate the actual state in your own assessment by putting a tick mark()in the corresponding box.

## Section I: Training Relevance, Quality and Equity Management System

### Regarding to *institutional Training*:

A continuous quality assurance system is developed and implemented.	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
The training system is inspected and audited against the standards and criteria set.	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
You participated in the preparation of the curriculum and TTLMs in your occupation.	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
The occupational standards used for the trainings are with redundancy and coherence problems.	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Curricula and TTLMs are prepared in a way to be aligned with the recent occupational standards.	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
You prepared competence based training materials and made them accessible for trainees.	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
The Training is delivered as per the curriculum and TTLM prepared.	<b>Perfectly acceptable</b>	<b>Acceptable</b>	<b>Neutral</b>	<b>unacceptable</b>	<b>Totally unacceptable</b>

TVET programs matches with current working environment.	Perfectly acceptable	Acceptable	Neutral	unacceptable	Totally unacceptable
Quality of training at institute helps trainees to be competent in the market.	Strongly Agree	Agree	Neutral	disagree	Strongly disagree
There are sufficient practical skills training for trainees in their occupations.	Strongly Agree	Agree	Neutral	disagree	Strongly disagree
Field trip and experience sharing programs are well organized and developed in the Institution in order to strengthen practical training.	Always	Often	Sometimes	Rarely	Never
Diverse mechanisms are developed, that can enable promote equitable TVET training for women and emerging regions.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Special training support for women is developed and implemented in your training activities.	Always	Often	Sometimes	Rarely	Never
<b>With regard to <i>Cooperative Training</i>:</b>					
Legally binding regulation is formulated and implemented to insure the mutual benefits of the institute and the industry.	Every time	Almost every time	Sometimes	Almost never	Never
Alternatives of cooperative training such as apprenticeships and internship based on the nature of the occupation and interest of the industry are employed.	Every time	Almost every time	Sometimes	Almost Never	Never
Awareness for industries about cooperative training is planned and implemented.	Every time	Almost every time	Sometimes	Almost never	Never

You participated in designing the training plan and the result summary documents.	Every time	Almost every time	Sometimes	Almost never	Never
Follow up is made using the training plan and trainees result is summarized accordingly.	Every time	Almost every time	Sometimes	Almost never	Never
You have considered trainees cooperative training results with that of in school training results to decide on their competence.	Every time	Almost every time	Sometimes	Almost never	Never
<b>According to <i>Institutional Assessment</i>:</b>					
Institutional assessment system is established to ensure promotion from one level of training to the others.	Always	often	Sometimes	Rarely	Never
The institutional assessment tools are carried out consistently in line with occupational standard.	Always	often	Sometimes	Rarely	Never
You prepared institutional assessment tools for your unit of competences assigned.	Always	often	Sometimes	Rarely	Never
The institutional assessment is conducted periodically.	Always	Often	Sometimes	Rarely	Never
The institutional assessment results are obtained to improve trainee's competence.	Every time	Almost every time	Sometimes	Almost never	Never

With respect to <i>Training Infrastructures</i> :					
Digital technologies in training and administration of the TVET system in the institute are used.	Every time	Almost every time	Sometimes	Almost never	Never
Sufficient laboratories and workshops are available in the institute.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Workshops and laboratories have adequate raw materials for trainee's to exercise practical work.	Every time	Almost every time	Sometimes	Almost never	Never
Appropriate technical assistants are available to provide technical support when needed.	Every time	Almost every time	Sometimes	Almost never	Never
Structured maintenance services plan is prepared and implemented.	Every time	Almost every time	Sometimes	Almost never	Never
The institutes' environment is conducive for the training activities.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
The library service is digitalized and well equipped with the necessary materials.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
The registrar administration system is digitalized and accessible.	Strongly agree	Agree	Neutral	disagree	Strongly disagree

With regard to <i>Trainers' roles and development:</i>					
The human resources development system is ensured in the institute to work on improving and up grading trainers' competence.	Every time	Almost every time	Sometimes	Almost never	Never
You got the exposures for trainers' competence trainings facilitated in the institute.	Every time	Almost every time	Sometimes	Almost never	Never
You are given TVET Training methodology in a way that can improve your skills on planning, delivering and conduction trainings and assessment.	Perfectly acceptable	acceptable	neutral	unacceptable	Totally unacceptable
Institutes have good performance evaluation system to encourage best trainers and to improve their performance.	Every time	Almost every time	Sometimes	Almost never	Never
A clear incentive mechanism is established to attract and retain the institutes' trainers.	Strongly Agree	agree	neutral	disagree	Strongly disagree
You are motivated in the training activities on which you are responsible.	Every time	Almost every time	Sometimes	Almost never	Never
With regard to <i>Leaders' roles and development:</i>					
Decentralized system of leadership with responsibility and accountability in the training institute is ensured.	Perfectly acceptable	acceptable	neutral	unacceptable	Totally unacceptable

A system is developed, which enhances the capacity of the institutes' leaders through experience sharing, short term training and other mechanisms.	Every time	Almost every time	Sometimes	Almost never	Never
Top management bodies have appropriate qualification, experience and competence.	Perfectly acceptable	acceptable	neutral	unacceptable	Totally unacceptable
Leaders are motivated in making decisions on academic issues.	Every time	Almost every time	Sometimes	Almost never	Never
The Institute has good performance evaluation system to encourage best leaders and to improve their performance.	Every time	Almost every time	Sometimes	Almost never	Never
You are satisfied with the leadership applied in all levels of the institutes' management to ensure training quality.	Strongly agree	agree	neutral	disagree	Strongly disagree

## Section II. Open ended questions

The statements in this section are about the various dimensions of *training relevance, quality and equity management system* in Technical and Vocational Educational Training institutions in Ethiopia. You are required to consider each question and reflect your response by writing on the space provided immediate to the questions.

- 1) Could you list out the reasons that may affect the TVET quality in your institute of Tourism and Hospitality sector? \_\_\_\_\_

TVET graduates in your institute particularly in Tourism and Hospitality sector are highly demanded and competent in the market. If you "agree" or "disagree" with this idea, Could you please justify your response. \_\_\_\_\_

THANK YOU!



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## Annex 2: Survey questionnaire for trainees

### MINISTRY OF LABOR AND SKILL

### TOURISM TRAINING INSTITUTE

Dear **Trainees**,

The purpose of this questionnaire is to collect data for the research entitled *“Assessing the existing TVET Practice in delivering Tourism and Hospitality Training in line with the National Standards”*. Its objective is to clearly identify the training quality, relevance and equity of TVET and to put implementable recommendation for those who take part in teaching learning process.

**Respectfully request that you take a few minutes to complete the questionnaire. The researcher assures that any information you provide will be used only for the purposes of this study and will be kept private. Your sincere reaction is extremely valuable to the project’s success. Thank you in advance for your cooperation.**

### General Direction

C) Tick () inside the box

D) Write your opinion briefly for the open ended question.

### Part I: Back ground of the Respondent

1. Name of the TVET Institution \_\_\_\_\_ Town \_\_\_\_\_

2. Type of the institution: Government  Private

3. Field of study/Occupation/ \_\_\_\_\_

4. Qualification Level:

A. Level 3

B. Level 4

C. Level 5

D. Degree/Level 6/

5. Sex Sex: Male  Female

### Research questions

#### Part II: Training Relevance and Quality management System

The statements in this section are about the various dimensions of training relevance and quality management system in Technical and Vocational Educational Training institutions in Ethiopia. You are required to consider each statement and indicate the actual state in your own assessment on by putting a tick mark () in the corresponding box.

<b>Section I: Training relevance, quality and equity management system</b>					
<b>Regarding to <i>In school Training</i>:</b>					
You got enough information to select the area of field/occupations/ you are now engaged in.	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
You are given alternatives to decide by your own in selecting the area of field / occupations/.	<b>Strongly agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>

You are interested with the area of field/occupation/ engaged in.	<b>More interested</b>	<b>Interested</b>	<b>Less interested</b>	<b>neutral</b>	<b>Not interested</b>
You are familiar with all occupational standards in your area of field/occupations/.	<b>Every time</b>	<b>Almost every time</b>	<b>Sometimes</b>	<b>Almost never</b>	<b>Never</b>
Varies training deliveries applied to help you possess and apply the required competences.	<b>Every time</b>	<b>Almost every time</b>	<b>Sometimes</b>	<b>Almost never</b>	<b>Never</b>
Trainers provided you the necessary training materials (TTLMs).	<b>Every time</b>	<b>Almost every time</b>	<b>Sometimes</b>	<b>Almost never</b>	<b>Never</b>
The training materials (TTLMs) are prepared in the way to be easily understandable.( language, illustrations and figures)	<b>Strongly agree</b>	<b>Agree</b>	<b>neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>
The trainings delivered and the contents of the training materials are aligned.	<b>Every time</b>	<b>Almost every time</b>	<b>Sometimes</b>	<b>Almost never</b>	<b>Never</b>
The training approach is student centered and mainly skill based/ practical/.	<b>Every time</b>	<b>Almost every time</b>	<b>Sometimes</b>	<b>Almost never</b>	<b>Never</b>
Trainers used appreciation mechanisms to motivate trainees in the training activities.	<b>Every time</b>	<b>Almost every time</b>	<b>Sometimes</b>	<b>Almost never</b>	<b>Never</b>

Sufficient time is allocated for both knowledge and skill trainings.	<b>Strongly agree</b>	<b>Agree</b>	<b>neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>
You are motivated to work in a team with your class mates.	<b>Every time</b>	<b>Almost every time</b>	<b>Sometimes</b>	<b>Almost never</b>	<b>Never</b>
Special support training is organized and implemented in your training activities for women.	<b>Every time</b>	<b>Almost every time</b>	<b>Sometimes</b>	<b>Almost never</b>	<b>Never</b>
<b>With regard to <i>Cooperative Training</i></b>					
You are well aware of cooperative training before you are sent to the industry.	<b>Always</b>	<b>often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
You are given a training plan by which to be trained in the industry for a cooperative training.	<b>Always</b>	<b>often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Industries are positive to accept you for cooperative trainings.	<b>Always</b>	<b>often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
You got trainings in the industry as per the training plan.	<b>Always</b>	<b>often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>

You are regularly supervised by the industry experts and your trainers from the training institute.	<b>Always</b>	<b>often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
The cooperative training helps you to improve your competence on the area of field /occupation/ engaged in.	<b>Strongly agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>
After finishing your trainings in the industry, industry experts summarize your performance results and provided you a feedback.	<b>Always</b>	<b>often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>According to <i>Institutional Assessment</i>:</b>					
You are informed about the assessment context (the area of the assessment, time and address) before seating for assessment.	<b>Always</b>	<b>often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
You took continuous and summative (final) assessments in every units of competence as required.	<b>Always</b>	<b>often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
The assessment tools are understandable (Like: language, format and instructions) and help to measure your competence status.	<b>Strongly agree</b>	<b>agree</b>	<b>Sometimes</b>	<b>disagree</b>	<b>Strongly disagree</b>
Sufficient assessment tools (Like: knowledge test, practical test, interview and others) are used to assess your competences.	<b>Always</b>	<b>often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Trainers' feedback is constructive and helps you to fill your gaps.	<b>Always</b>	<b>often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>

The assessment is conducted repeatedly till the trainees are become competent on the units of competences they engaged in.	<b>Always</b>	<b>often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
The result measurement approach (Like: C and NYC) helps you positively compete with your class mates and create motivation.	<b>Perfectly acceptable</b>	<b>acceptable</b>	<b>neutral</b>	<b>unacceptable</b>	<b>Totally unacceptable</b>
<b>With respect to <i>Training Infrastructures</i>:</b>					
The institute environment is conducive (Like: classroom setting, clubs, students relationships with trainers and trainees) for you to get trainings, to share your experiences and to improve your skills.	<b>Perfectly acceptable</b>	<b>acceptable</b>	<b>neutral</b>	<b>unacceptable</b>	<b>Totally unacceptable</b>
The class size is convenient to give the chance for trainees' participation in the training.	<b>Perfectly acceptable</b>	<b>acceptable</b>	<b>neutral</b>	<b>unacceptable</b>	<b>Totally unacceptable</b>
The training workshops are convenient for trainees to practice independently.	<b>Perfectly acceptable</b>	<b>acceptable</b>	<b>neutral</b>	<b>unacceptable</b>	<b>Totally unacceptable</b>
Trainers use a team work approach for trainees to do their class activities and assignments.	<b>Every time</b>	<b>Almost every time</b>	<b>Sometimes</b>	<b>Almost never</b>	<b>Never</b>

The library system is convenient for trainees.	More convenient	convenient	Less convenient	neutral	Not convenient
Sufficient materials for references are available in the library.	Always	often	Sometimes	Rarely	Never

## Section II. Open ended questions

The statements in this section are about the various dimensions of *training relevance, quality and equity management system* in Technical and Vocational Educational Training institutions in Ethiopia. You are required to consider each question and reflect your response by writing on the space provided immediate to the questions.

- 3) Could you list out the reasons that may affect the TVET quality in your institute of Tourism and Hospitality sector?
  
- 4) TVET graduates in your institute particularly in Tourism and Hospitality sector are highly demanded and competent in the market. If you “**agree**” or “**disagree**” with this idea, Could you please justify your response.

THANK YOU!



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Annex 3: Survey questionnaire for Industry expert

## MINISTRY OF LABOR AND SKILL TOURISM TRAINING INSTITUTE

Dear Sir/Madam,

The purpose of this questionnaire is to collect data for the research entitled “*Assessing the existing TVET Practice in delivering Tourism and Hospitality Training in line with the National Standards*”. Its objective is to clearly identify the training quality, relevance and equity of TVET and to put implementable recommendation for those who take part in teaching learning process.

Respectfully request that you take a few minutes to complete the questionnaire. The researcher assures that any information you provide will be used only for the purposes of this study and will be kept private. Your sincere reaction is extremely valuable to the project’s success. Thank you in advance for your cooperation.

### General Direction

- e) Tick () inside the box
- f) Write your opinion briefly for the open ended question.

### Part I: Back ground of the Respondent

- 1) Name of the Institution \_\_\_\_\_
- 2) Type of the institution:    Government        Private
- 3) Current position: \_\_\_\_\_
- 4) In which department you work: \_\_\_\_\_



## Section I: Training Relevance, Quality and Equity Management System

With regard to *Cooperative Training*:

In your company cooperative training is given due attention and planned formally.	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Legally binding regulation is formulated and implemented to insure the mutual benefits of the institute and the industry.	Every time	Almost every time	Sometimes	Almost never	Never
Alternatives of cooperative training such as apprenticeships and internship based on the nature of the occupation and interest of the industry are employed.	Every time	Almost every time	Sometimes	Almost Never	Never
You participated in awareness trainings on cooperative training, facilitated and given by the training institute.	Every time	Almost every time	Sometimes	Almost never	Never
Industry focal person for cooperative training is assigned in your company.	Strongly Agree	Agree	Neutral	disagree	Strongly disagree
Trainees are given orientation in your company before assigned for the cooperative training.	Every time	Almost every time	Sometimes	Almost never	Never
Follow up is made using the training plan and reported to the training institute's focal person.	Every time	Almost every time	Sometimes	Almost never	Never

Trainees can acquire and improve the required knowledge, skills and attitudes in the industry on the area of field they are engaged in.	Every time	Almost every time	Sometimes	Almost never	Never
Industry experts summarize and report trainees' result using result summary sheet to the training institute confidentially.	Every time	Almost every time	Sometimes	Almost never	Never
With the training institute, overall cooperative training performance evaluation is conducted periodically.	Every time	Almost every time	Sometimes	Almost never	Never
<b>With regard to <i>TVET graduates</i>:</b>					
Your company is motivated to hire TVET graduates in the sector.	Highly motivated	Motivated	neutral	Less motivated	Not motivated
TVET graduates in the sector are hired in your company.	Every time	Almost every time	Sometimes	Almost never	Never
TVET graduates in the sector can meet industries requirement.	Every time	Almost every time	Sometimes	Almost never	Never

## Section II. Open ended questions

The statements in this section are about the various dimensions of *training relevance, quality and equity management system* in Technical and Vocational Educational Training institutions in Ethiopia. You are required to consider each question and reflect your response by writing on the space provided immediate to the questions.

- 1) Do you think that cooperative training is important for the industry (Tourism and Hospitality)? If you say “YES” or “NO”, please list out the reasons for your response.

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- 2) Do you think TVET graduates (Tourism and Hospitality sector) in your company are highly demanded and competent? If you “agree” or “disagree” with this idea, Could you please justify your response.

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Thank You!

#### Annex 4: Respondents profile

A. TVET Trainers and Leaders		Count	Column N %
<b>Demographic profile</b>			
Region	Addis Ababa	59	23.4%
	Amhara	63	25.0%
	Benishangul Gumuz	13	5.2%
	Dire Dawa	6	2.4%
	Harari	4	1.6%
	Oromia	45	17.9%
	Sidama	9	3.6%
	SNNP	53	21.0%
Field of Study	Hotel Management	134	53.2%
	Tourism Management	40	15.9%
	other department	78	31.0%
Educational Qualification	Certificate	0	0.0%
	Diploma	20	7.9%
	BA/BeD/BSC	186	73.8%
	MA/MED/MSC	46	18.3%
Gender	Male	180	71.4%
	Female	72	28.6%
Experience in Years	Below 5	36	14.3%
	5 to 10	102	40.5%
	11 to 15	48	19.0%
	Above 15	66	26.2%

B. TVET Trainees demographic profile		Count	Column N %
Region	Addis Ababa	73	33.2%
	Amhara	32	14.5%
	Benishangul Gumuz	19	8.6%
	Dire Dawa	0	0.0%
	Harari	20	9.1%
	Oromia	30	13.6%
	Sidama	9	4.1%
	SNNP	37	16.8%
Field of Study	Hotel Management	162	73.6%
	Tourism Management	58	26.4%
Training Level	Level 3	50	22.7%
	Level 4	152	69.1%
	Level 5	9	4.1%
	Degree /Level6/	9	4.1%
Gender	Male	75	34.1%
	Female	145	65.9%

C. Industry expert demographic profile		Count	Column N %
Region	Addis Ababa	57	50.9%
	Amhara	19	17.0%
	Benishangulgumuz	3	2.7%
	Dire Dawa	4	3.6%
	Harari	2	1.8%
	Oromia	14	12.5%
	Sidama	5	4.5%
	SNNP	8	7.1%

Educational Qualification	Certificate	1	0.9%
	Diploma	8	7.1%
	BA/BeD/BSC	70	62.5%
	MA/MED/MSC	33	29.5%
Gender	Male	91	81.3%
	Female	21	18.8%
Industry Experience in Years	Below 5	20	17.9%
	5 to 10	54	48.2%
	11 to 15	14	12.5%
	Above 15	24	21.4%

# የቱሪዝም ማሰልጠኛ ኢንሱቲትዩት ተልዕኮ፣ ራዕይ፣ እሴት እና የትኩረት መስክ

## ተልዕኮ

- የቱሪዝም ኢንዱስትሪውን እድገት እና ልማት ለማፋጠን ዓለም አቀፍ ደረጃውን የጠበቀ የክህሎት ስልጠና እና ትምህርት በመስጠት፣ የምርምር፣ የማማከር፣ የቴክኖሎጂ ሽግግር እና የማህበረሰብ አቀፍ ሥራዎችን በማከናወን ሃገሪቱ ከዘርፉ ተጠቃሚ እንድትሆን ማስቻል።

## ራዕይ

- በ2022 የቱሪዝም ዘርፉን በስልጠና፣ በምርምር እና በቴክኖሎጂ ሽግግር በመደገፍ በአፍሪካ ከሚጠቀሱ አምስት የልህቀት ማዕከላት አንዱ መሆን።

## ዕሴቶች

- እንግዳ ተቀባይነት፤
- ፈጠራ፤
- ልህቀት፤
- ጥራት፤
- ውጤታማነት፤

ስትራቴጂያዊ የትኩረት መስኮች /Thematic Areas/

የቱሪዝም ማሰልጠኛ ኢንሱቲትዩት በቱሪዝምና ሆስፒታሊቲ ዘርፍ የተሰጡትን ተልዕኮዎች መሰረት በማድረግ የላቀ ስልጠና፣ የላቀ ምርምርና ማማከር እና የላቀ ቴክኖሎጂ ሽግግርና ማህበረሰብ አቀፍ አገልግሎት የሚሉ ሶስት የትኩረት መስኮችን የቀረፀ ሲሆን ለትኩረት መስኮች እንደ ቅደም ተከተላቸው የሚከተሉት ጥቅል ዓላማዎች ተቀርጸዋል፤

- ጥራት ያለው ስልጠና በመስጠት ብቁና ተወዳዳሪ ባለሙያዎችን ማፍራት፤
- ችግር ፈቺ የጥናትና ምርምር ስራዎችን በመስራትና የማማከር አገልግሎት በመስጠት ዘርፉን ማላቅ፤ እና
- አዋጭ ቴክኖሎጂዎችን በመለየት፣ በመተንተን፣ በመቀመር፣ በማሻገር እና በማላመድ የዘርፉን ተጠቃሚነት ማረጋገጥ።

# **Tourism Training Institute, Mission, Vision, Values and Focus**

## **Mission**

To accelerate the growth and development of the tourism industry by providing world-class skills training and education, research, consulting, technology transfer, and community-wide activities to enable the country to benefit from the sector.

## **Vision**

To be one of the five centers of excellence in Africa by 2022, supporting the tourism sector through training, research, and technology transfer.

## **Values**

- Hospitality;
- Creativity;
- Excellence;
- Quality;
- Effectiveness;

Based on the missions given in the tourism and hospitality sectors, the Tourism Training Institute has formulated three areas of focus: advanced training, advanced research and consulting, and advanced technology transfer and community service.

- Providing quality training to produce qualified and competitive professionals
- Improving the sector by doing problem-solving research and providing consulting services, and
- Identifying viable technologies by analysis by adding Ensuring the benefit of the sector through cross-cutting and adaptation.



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