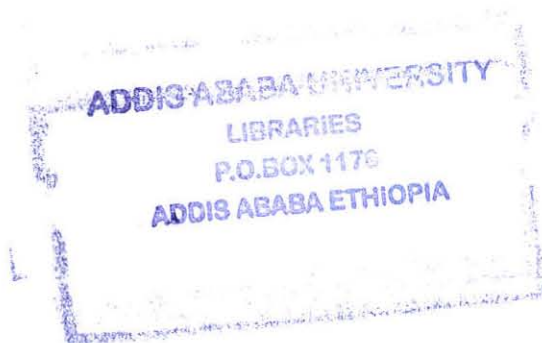


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION**

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TECHNICAL AND VOCATIONAL EDUCATION AND
TRAINING COLLEGES OF ADDIS ABABA**

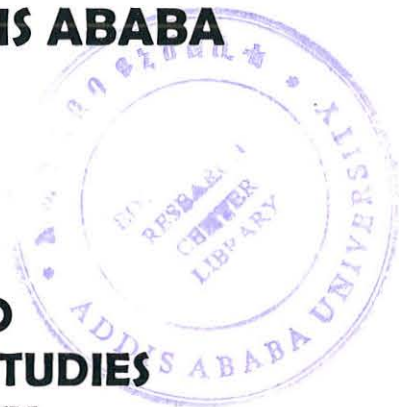
**BY
GIRMA ZELEKE HIGU**



**MARCH, 2007
ADDIS ABABA**

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**A THESIS PRESENTED TO
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**



**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTERS OF ARTS IN
MANAGEMENT OF VOCATIONAL EDUCATION**

**BY
GIRMA ZELEKE HIGU**



**MARCH, 2007
ADDIS ABABA**

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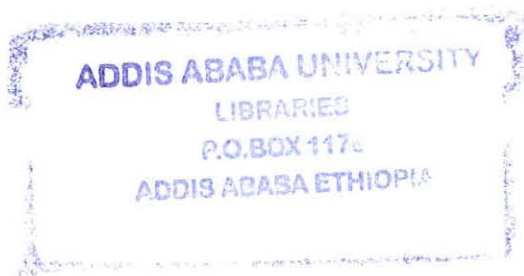
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LIST OF ACRONYMS

AACEB	Addis Ababa City Education Bureau
EGSECE	Ethiopian General Secondary Education Certificate Examination
ESR	Education Sector Review
ETP	Education and Training Policy
GDR	German Democratic Republic
ILO	International Labour Organization
IIEP	International Institute of Educational Planning
MOE	Ministry of Education
NGO	Non-Governmental Organization
SIDA	Swedish International Development Authority
TVET	Technical and Vocational Education and Training
VTC	Vocational Training Center
UNESCO	United Nations Educational, Scientific and Cultural Organization
USSR	Union of the Soviet Socialist Republics

ABSTRACT

The main purpose of the study was to investigate the drawback of placement of trainees into different fields of study in the government TVET colleges of Addis Ababa that has been found to be a controversial issue. This is because the new entrants possibly lack clear self-understanding, have inadequate information about the fields of specialization each training colleges offers in particular and about the TVET program in general.

A descriptive survey method of study was employed to identify the major problems that came across to the placement of trainees in three selected government TVET colleges of Addis Ababa. These sample TVET Colleges were selected on the basis of purposive sampling techniques depending on the nature and size of the respondents. The subjects of the study were 97 Instructors, 474 Trainees, 9 Deans, 6 Counselors of TVET colleges and 6 TVET Experts of Addis Ababa City Education Bureau.

Information was also obtained using questionnaires which contained both closed and open-ended questions

The result of the study depicted that placement of trainees was not largely based on the interests of trainees and were not given initial orientations that help them join their respective fields and adjust themselves to their school environment. Trainees were not assisted to solve their vocational problems through counseling services and guidance officers did not provide the necessary information on job opportunities and other personal development. The placement criteria that were formulated by the concerned body were not clear and open to all categories of trainees. Based on the finding, conclusions and recommendations for the improvements of the setback are forwarded.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1. Background of the Problem

In any society the role of education is to prepare the young for social life by providing them with the skills necessary to fit normally into existing social relations. Education and training scheme has also a great influence on the attitude and inclination of the student to decide and choose a suitable vocation. Education has never been offered for its own sake whatever people often pretend. This implies that it is not limited to the broadening of the mind and developing intelligence and character, rather it should be practical and relevant to the life of an individual.

In this respect, the introduction of vocational education in the curriculum of formal institutions will help for the future manpower development of the nation. It is aimed at preparing the young to acquire specific skill for employment. As a result of this, Vocational education has become an integral part of the entire educational program in order to equip an individual with the necessary skill and knowledge required for the world of work. According to Ainley (1990:5), vocational education is no longer enough unless people are expected to train and retrain throughout their lives in order to keep pace with the new technology that is continually being introduced.

On the other hand, the training of students with the required technical knowledge and skills requires TVET policies that aspire for the integration of theory and practice. Such a general awareness has grown one of the need for education to be more closely connected with life. This concern according to Gimeno (1983:9), would be realized through creating a strong link between education and productive work. In line with these points, many innovative educational programs have been launched in various

countries of the world. The introduction of the TVET at the post-high school (college) level is one of such programs. According to Gilli (1973:7), "TVET deals with knowledge, skills and attitudes that suit an individual wholly or in part for a definite occupation or vocation".

Therefore, this program is part of education specifically geared to help the individual acquire skill and knowledge to do particular tasks and become competent worker. The content of the training and the process under which trainees go through may vary from time to time and from place to place. It depends on the complexity of the task to be performed.

TVET at the post-high school level is believed to be best secured if students are helped to have practical backgrounds before they join their particular programs. Such practices help individuals acquire certain skills through their own efforts, and thereby, acquaint themselves to the modern technology. These exercises encourage them to develop an appreciation of man's relationships to the world of work. Such long accumulated experience assists students to focus on particular fields based on their own best interests. In relation to this, the backgrounds of students would also help the training school to select the motivated and experienced candidates from or among various applicants. In fact, the placement guideline or criteria should be open for all categories of students who aspire for occupational training. This is due to the fact that open opportunity systems which operate placement by guidance will have a socially heterogeneous student body, composed of individuals who are highly motivated towards joining the training program (Hargreaves, 1983:37).

In addition, the institutions and Colleges offer a wide range of possible vocational courses to meet the various needs of different students in order to develop their special interests and attitudes. It is also clear that the task of the college is no longer purely educational in the restricted sense,

that the college acts as a channel to jobs and that by its decisions student's future lives are often decided without either they or their parents being aware of it (Halsall, 1973:8).

The other task of the training colleges, in addition to selection would be the placement of students according to their occupational choices. Hence, choosing an occupation is a modern practice which largely depends upon the interests of individuals. It is mostly the strong beliefs of the students in each fields of specialization that should lead them to be successful. For this reason, Severinsen (1973:143), rightly pointed out that placement can mean educational placement in schools that have ability grouping or interest levels or tracks. Educational placement may also mean the process of making sure that high school graduates are placed in appropriate colleges or vocational schools.

Nevertheless, placement of trainees has often been found to be a controversial issue. This is because the new entrants possibly lack clear self-understanding, may have inadequate information about the fields of specialization each training colleges offers in particular and about the TVET program in general.. Placement problem may also occur if trainees lack clear information about the availability of job opportunities or otherwise in the world of work relevant to each area of study that they have already decided to choose (Crow and Crow, 1963:355). So, it is the responsibility of the guidance service to help trainees solve their problems and choose the appropriate fields of study that guarantee them job opportunities based on their abilities and interests. The service provided relies on the assumptions that there are opportunities in the labor market for everyone who is to start the program. Stressing the importance of vocational guidance, Gilli (1973:14), states that:

Effective vocational choice must lie in the values and goals of the individual: a basic element is the linking of present actions and future goals. A major

responsibility for the allocation to various students to the various types of occupations, therefore, rests on the guidance service.

Placement, as understood in the guidance field, usually indicates assistance offered to the individual in taking the next step, whether toward further training, a job situation, or a different course of study.

In general, the overall implementation of the training program does not only rest on the guidance service, but also on the effective utilization of the available resources allocated on time. Particularly, of all components of the required resources, the desired training program can mainly be achieved through the experienced and qualified teachers of TVET colleges.

However, a profound change on the Ethiopian educational system leads to the increasing focus on skill subjects. Hence, according to the new Educational Training Policy (ETP) of 1994, the present TVET institutes and colleges in Ethiopia have taken the mandate of producing skilled manpower to fulfill this demand. In this process of training qualified workers and attaining better and quality education, different factors should be considered. Factors like trainees' background, interest, social expectations, attitudes, and inclination affect the trainees' performances in the choice of fields of study.

Prior to this study, for instance, attempts have been made by individuals (Dessalegn, 1996) to assess the overall operations of the technical and vocational training institutions. However, the studies mentioned lack depth in areas related to the placement of trainees in different fields of vocational education. This paper tries to examine to what extent trainees' interests, abilities, and choices of studies in TVET colleges are taken into account to successfully carryout the training programs and thereby, produce efficient skilled manpower. Therefore, conducting a study that

tries to investigate as to how the placement of trainees has been carried out in the TVET colleges of Addis Ababa, came to be an issue of investigation.

1.2 Objectives of the study

1.2.1 General Objectives

The general objective of this study is to identify the nature of the placement of trainees in selected TVET colleges in Addis Ababa. It is also designed to assess whether relevant orientations are given for those who want to further their education and job opportunities in different vocational fields. Moreover, the study attempts to examine the policies, guidelines, and criteria as to how they are formulated in order to guide the placement of students into technical and vocational education and training colleges.

1.2.2 Specific Objectives

The specific objectives of the study are:

1. To identify the process of placement of trainees into different areas of studies of TVET colleges with regard to their interest and ability.
2. To explore how students join in different areas of studies in TVET Colleges with regard to the advice or interest of their families, and others.
3. To assess the extent to which the present placement process of TVET contribute to the effort being made to produce the supply of skilled manpower
4. To examine as to how the training colleges disseminate information about each field of study they offer and the requirements expected of the candidates ahead of time.
5. To look into how the criteria or guidelines and policies are formulated to place trainees effectively into different vocational fields of TVET Colleges.

6. To evaluate the shortcomings of the present trainees' placement activity.
7. To investigate the positive and negative aspects of placement of trainees into different fields of study, if it is done by the TVET colleges.

1.3. Statement of the problem

Technical and vocational education and training is an area of study which may be freely and positively chosen as a means by which one develops talents, interests, and skills leading to an occupation or further education (UNESCO, 1983). Likewise, it is through this program that, the TVET colleges can effectively place trainees who apply for admission. They are also expected to give prior orientation to trainees about the available fields of studies, placing trainees to various areas according to their interests and help them to successfully complete the training programs. In addition, vocational guidance is usually interpreted as the assistance given to trainees in choosing, preparing for, and progressing in an occupation.

Hence, the fundamental target of this study is to investigate the problems related to the placement of trainees into different vocational fields of study in selected Government Technical and Vocational Education Colleges of Addis Ababa. The major rationale for this study includes: First, it is assumed that there is no efficient and effective guidance service and orientation to assist trainees in choosing appropriate fields of study according to their interest and ability. Second, policies, guideline and criteria are not permanently formulated to guide the task of placement of trainees in Technical and Vocational Education and Training Colleges.

Therefore, the study attempts to answer the following basic questions.

1. Do students join the different areas of studies in TVET Colleges according to their interest and ability?

2. Do students join these fields of studies according to the advice or interest of their families and others?
3. Do trainees get the necessary initial orientations in TVET colleges before they start their fields of study?
4. What are the criteria for placement of students in different vocational fields of TVET Colleges?
5. What are the main short comings of the present trainees' placement activity, if any?
6. Does the present trainees' placement practice contribute to the effort being made to meet the qualified manpower requirement of the country?
7. What are the positive and negative aspects of placement of trainees into different fields of study, if it is done by the TVET colleges?

1.4 Significance of the Study

1. This study would give valuable information to educators, instructors, stakeholders, policy makers, researchers, etc.
2. This study would serve as a springboard for further research and contribute to existing body of knowledge.
3. The suggested solutions might be used as possible alternatives in the future to those concerned bodies dealing with student placement activities.

1.5 Delimitation of the study

There are five government Technical and Vocational Education and Training Colleges in different sub cities of Addis Ababa. The survey however does not include two colleges. The reason is that, they are upgraded last year (1999/2006) to college level and they did not have full information about the placement of 10+3 trainees into TVET colleges. Hence, this study deals only with the three governments Technical and Vocational Education Training Colleges of Addis Ababa. In addition, in

these selected TVET Colleges, the study focuses on 1st year, 2nd year and 3rd year regular trainees of 10+3 level of training.

1.6. Limitations of the study

In the process of conducting this survey study the researcher had a number of problems. The financial constraint is one major problem that has been an obstacle in conducting the research. The other major limitation is the shortage of time to collect available information from the surveyed colleges and other concerned bodies.

The writer experienced shortage of reference materials and spent considerable time to locate these materials.

However, by overcoming all the above limitations the writer has made a lot of effort to bring the paper to its complete form.

1.7. Definitions of Terms:

Apprenticeship:

Job training undertaken by a trainee in an organization pursuant to an agreement concluded among a training institution, an organization and trainee to put to practice the technical and vocational education and training he/she acquired in a training institution and to be acquired in a training institution and to be acquainted with work[Federal Negarit Gazeta Proclamation No.391/2004:2554]

Aptitudes:

Innate or acquired skill or ability which is assumed to be conducive to individual's capacity to learn and attain a level of achievement in a specific field (Page and Thomas, 1977: 24)

Criteria: is "a standard, norm, or judgment selected as a basis for quantitative and qualitative comparison" Good, 1973:153).

Placement is the assignment of a person to a suitable class, course, job training institution or educational institution in accordance with his/her aims capabilities, readiness, educational background and aspirations (Good 1973:424).

Streaming refers to the various direction of specialization available at the secondary level in some education systems in which students are placed according to interest and ability UNESCO, 1978:21).

Technical and Vocational Education is "A comprehensive term referring to the educational process when it involves, in addition to general education, the study of Technologies and related sciences and acquisition of practical skills and knowledge relating to occupation in various sectors" (ILO, 1986: 72)

Technical Education

"Education designed at upper secondary and lower tertiary levels to prepare Middle-level-personnel (technicians, middle management, etc.),and at university level, to prepare engineers, and technologists for highest management positions" (ILO, 1986:72)

Vocational Choice:

Decision made by a pupil on her/his future work, occupations or career (Page and Thomas, 1977:559).

Vocational Education

"Education designed to prepare skilled personnel at lower level of qualification for one or a group of occupation, trades or jobs" (ILO, 1986: 94)

1.8. Organization of the Study

The study is composed of five major parts organized into chapters. The first chapter deals with the introduction, statement and significance of the study, delimitation, limitation of the study, definitions of terms and the research organization of the paper. The second chapter is concerned with the review of the related literature. The third chapter is regarding the research methodology and procedures of the study. The fourth chapter deals with analysis and interpretation the findings of the study. The last chapter brings the study to an end with summary, conclusion and recommendations. Finally, references and appendices will be inserted and attached.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

This chapter deals with the nature and extent of vocational education in relation to the activities of placement into different vocational fields of study.

2.1 Historical Background of Vocational Education

2.1.1 Origin of vocational education

In the ancient time the educational instructions were not formal. For this reason, the methods used earlier in teaching were based on observation and imitation. Thus, the history of vocational education was the history of man's efforts to learn to work. Concerning this idea, Struck (1958) states the following.

Vocational education of an informal nature dates back to earliest civilization. Fathers taught sons, mothers instructed daughters and the elders of the tribe trained eager youth in arts and crafts long before agriculture became established and before towns and villages were built. (Struck, 1958:3).

Hence, the first learning experience of vocational education came about as a result of some accidental discovery. This leads to new ways of learning. Thus, the primitive man is believed to have lived and worked for many years by trial and error method of learning. This method was still in use but when time passes new ways of teaching and new techniques of instruction can replace the former one. In relation to this point, Robert (1965) mentioned the following points:

The division of labour enabled man to improve the quality and quantity of the total product and at the same time necessitated the use of new methods of

learning to work which involved the selection of youth of special abilities. (Robert, 1965:5).

Therefore, the assigning of these youth to the vocations according to their abilities and inclination was the first educational placement system that man used in the earlier time. These selected youth, spent sometime as learners, and in the manner the system of apprenticeship, which was the first form of organized learning came into being.

2.1.2 Development of vocational education

Changes in every aspect of social life bring and lead to the efficiency of work. Changes like the industrial Revolution contributed to the development of human intellect. Thus, the expansion of production, business organization, scientific innovations and technological advancement require higher qualified workers. For this objective to be achieved, vocational schools were established and developed to produce the needed skilled manpower. Placement of trainees also had seen in the development of vocational education with regard to the interests and inclination of trainees' in order to place them into different appropriate fields of study.

In fact, the development of vocational education passed through complex stages. Prosser and Quigley (1963) stated the steps as follows:

a) Individual initiative b) unconscious absorption and initiation c) conscious initiation in the home (d) organized training in the home e) division between home and specialized occupation f) conscious and organized training through apprenticeship g) pick-up learning under specialization and organized training through such devices as apprenticeship, partially revived and modernized, the foreman instructor and the public and private schools. (Prosser and Quigley, 1963:10).

Those steps of development in vocational education were changed gradually and brought the modern type of planned learning that we are using nowadays. In general, starting from early times, human being taught the successive generation in skill and knowledge learned in the process of their development. This is more true to vocational fields. Hence, with progress in the areas of industrialization human being started formal training and placement of trainees according to their abilities and interests. As Nayak and Rao (2004) pointed out, vocational development is a mark of maturity. In a complex society such a development is in itself an achievement. Vocational planning precedes vocational experience, but competence in planning also requires abilities, interests that come with maturation. Vocational choice is a process of growth reflecting other phase of development. Thus, the placement of trainees into different fields of study should be seen strictly based on the abilities and interests of the students trained for the world of work.

2.1.3 Objectives of Technical and Vocational Education

The objective of technical and vocational education is mainly focused to that type of education, which leads to particular occupation. Thus, as UNESCO (1995) put it, the purpose of technical and vocational education is reflections of schools that are concerned with the provision of subjects that are technical and vocational nature have the responsibility of training people who would be able to work in the occupation available. In supporting the above idea, Evans (1971:9) indicates that the objective of meeting the manpower needed to society is the “earliest and widely accepted”. Thus, one of the primary purposes of technical and vocational education and training program is to meet the skilled manpower need of the specific area in which the schools have to operate.

Another objective of technical and vocational education according to Evans (1971) is that it is increasing options to students so that they could

join any areas they want. The availability of vocational education as indicated by Evans gives students an opportunity of having more options in relation to the options that may be possible by attending general education.

In addition, the objective of technical and vocational education in Ethiopia is more or less similar with the purposes mentioned above. The Educational Training Policy (ETP) and its implementation (2002) state the following as far as the purpose of technical and vocational education is concerned.

The aim in all these program is not only to train manpower for the development program that the country is in the process of implementing, but is also intended to encourage the trainees to create jobs themselves and contribute to the national development efforts.

Generally, it is only when trainees are fairly selected and properly placed by utilizing the guidance service that the mentioned objectives can be realized.

2.1.4 Technical and Vocational Education in Ethiopia

2.1.4.1 General Background

Traditional attitudes in Ethiopia designate the skilled worker to the status of an outcast. Potters, metal workers, leather workers and wood carvers were despised and excluded from the possibility of owing land which was the foundation of the feudal society. These attitudes persisted until the revolution of 1974. The fascist invasion in 1935 had important cultural side effects. In the process of developing a colonial economy and social infrastructure, the Mussolini regime imported an estimated 200,000 Italian artisans and technical personnel who were required for elements of modernization under fascist rule (MOE, 1984).

In 1940's and early 1950's a number of institutes for technical and vocational training were established to train technical personnel who can meet the need for middle level manpower (MOE, 1984). The basic objective for establishing these training institutes was to produce administrative and managerial elite who can fill the vacancy available.

In 1974 when the Military government took power from the monarch, the enrollments in technical and vocational training were observed to be very low. During this time technical and vocational education found to be poorly developed with only few schools in Addis Ababa and in other bigger towns such as Awassa, Dire Dawa, and Nazareth. It was found as well that the comprehensive system of offering technical and vocational education to be a failure and there was a plan to change the whole set of the system to general polytechnic education.

Although, steps have been taken since 1974 to give attention for technical and vocational training, the outcome was not as expected. The system that was introduced during the military government (general polytechnic education) was a direct copy of the then Eastern block countries such as the former USSR, GDR, Cuba and the like. Generally, polytechnic education system program of training have been defined for a number of skill areas designed to supply middle level technical manpower (MOE, 1984).

Starting from 1991, technical and vocational has been gaining its thrust and become the agenda of the present government. According to the existing education and training policy (1994) attention has been given to this sector having in mind that the general development of this country will be unthinkable without producing well-qualified middle level skilled personnel in various fields of studies. Introducing a variety of fields into

the program and changing the general policy and the general goals of technical and vocational education has manifested this fact. Hence, the TVET (Technical and Vocational Education and Training) expanded through out the country and the number of schools jumped from 17 to 126 in 2001/2002 academic year (MOE, 2002:15).

Generally speaking, the development of the TVET sector of education in Ethiopia is still in its infancy and remained a neglected sub sector of education until recently (MOE, 2002). The international comparative data (1994) as cited in MOE (2002:14) stated the following.

The proportion of TVET to academic students at the secondary levels of education in Ethiopia was nine times less than that of the sub-Sahara African, as a whole. When compared to Europe, this proportion was 36 times less for Ethiopia.

Though, the expansion of TVET in Ethiopia is less when compared with other countries. It is vital to discuss how the sector was developed through time. Hence, the discussion in the preceding pages gives an idea as to how technical and vocational education has evolved in Ethiopia.

2.1.4.2 Technical and Vocational Education (TVE) Before 1974

Teklehaimanot (2002:2) stated that "the most important factor for development is the skill and knowledge of people. There was a time back in history when Ethiopians valued the skill of people and as a result. The country was relatively an important center of technology and arts of that time". Technical and Vocational education was superior in ancient Ethiopia. In supporting this fact Teklehaimanot (2002:2) writes:

The culture and architecture remains unequivocally stand witness to this fact. Art, music, sculpture, literary work and commerce in Ethiopia were

superior to those in the now developed countries of the world that time.

It was during emperor Haileselassie time that the first technical school (Addis Ababa technical school) was established in 1943 (Wagaw, 1979:60) as cited in Mekonnen (2004). The objective for the establishment was to meet the growing demands for skilled technicians in the industry. It has now changed its status to college level and is one of the prominent higher institutions as far as Industrial, Construction and Business Education field of studies are concerned.

One of the important vocational schools established during the so called “reconstruction era” is Ambo Agriculture School. The school opened in 1946 as a center for the study of agriculture in Ethiopia (Wagaw, 1979:61) as cited in Mekonnen (2004). Although the long-range plan was to raise it to college level, the school remained as secondary level throughout the period from 1946 to 1951. From the beginning, Ambo Agriculture School was well staffed and well equipped with agricultural tools and machines. A complete agriculture laboratory was received from the United States. Also, Jimma agriculture school was opened in 1955 with similar objectives as that of Ambo agriculture school, which was aimed at producing modern agriculturalist to fill the vacancies that arise in the area of agriculture (Wagaw, 1979) as cited in Mekonnen (2004).

Bahir Dar Polytechnic which was established after Jimma and Ambo agricultural schools was one of the institutes established with basic objective of training a well-capable technical personnel who could work in the industry as technicians and technical managers. According to Wagaw (1979) as cited in Mekonnen (2004), the polytechnic was established in 1963. The fields of study were: Agro Mechanics, Electrical, Textile, Wood Technology, Metalwork Technology and Industrial Chemistry.

As it is well known missionary society had an important role in introducing modern education in Ethiopia. This was true also in expanding technical and vocational education. According to unpublished report of the ministry of education (1984) the seven-day Adventist mission society had opened a technical and vocational school at Kuyera (Oromia State region) in 1946 with major objective of training young Ethiopian in various technical and vocational fields to meet the growing demand of trained manpower.

In 1960 the Philadelphia mission society established a technical school as Awassa, which was nationalized by the military government later was one of the schools founded during that time and had served its purpose and still continue to train students in different fields of study. The courses offered were: Carpentry, Bricklaying, and Tractor driving, Auto Mechanics and metalwork.

Another development observed in the developmental process of TVET before 1974 was the introduction of “comprehensive” program in the formal educational system. As Girma et al (1990:12) stated. “Comprehensive program was introduced in 1961 to the secondary school of Ethiopia”. The objective of comprehensive program was to prepare students for different jobs and replace the previously established training centers because it was found that they were less adequate to satisfy the growing demand for skilled manpower. To achieve this objective, Agriculture, Industrial Arts, Commerce and home Economics were offered side by side with academic subjects.

Accordingly, Woizero Sihen secondary school in Dessie was the first general Secondary school to be converted to comprehensive secondary school in Ethiopia and later many other schools were converted to comprehensive secondary schools (Girma et al. 1990).

Later, it was observed that, the inadequacy of the comprehensive schools did not satisfy the public since graduates of comprehensive schools became unemployed. The main reason for the incompetency of the graduate as Negatua (1989:5) as cited in Desalegn (1996:50) indicates the inadequacy of the training system of these schools. The dissatisfaction by the public continues to grow and reached its climax and the government was forced to take action, which was resulted in revising the entire education system. In this connection, the ESR (Educational Sector Review) was officially constituted in October 1971 (Tekeste 1990:9). The review in relation with TVET revealed that, “the existing educational system produces large number of academically trained school leavers . . . and who lack employable skills”.

In addition, Girma et al (1990:9) state that the programs of the TVE and comprehensive schools were not designed in congruence with the teacher training schemes in the field, which could be another possible reason for the comprehensive system to be ineffective.

2.1.4.3 Technical and Vocational Education (TVE) from 1974 to 1991

As far as the Expansion of technical and vocational training is concerned, Gumbel (1983) as cited in Mekonnen (2004) stated that, “the system of technical and vocational training under the Ministry of Education has until 1974 been very small. He further stated that, “Before 1974 this consisted of two full-fledged technical schools, commercial school and polytechnic institute and few missions' schools in different parts of the country.”

The insignificance of the curriculum could be seen from the point of view of the new social system change that took place in the country, which visualize a corresponding change in the previous curricula. Hence, contrary to the previous policy, the new program was geared towards the development of all rounded human personality. Therefore, a concept of

preparing work related subjects placed in a polytechnic framework of education and replaced the old curriculum. Evans (1971:64) states that, "The purpose of polytechnic education is to help students to develop creative technical abilities and to inculcate a love and respect for physical labor and work.

The curriculum of general polytechnic education was as the name implies contains all technical and vocational subjects with the intention to produce all rounded technicians having all kinds of technical and vocational skill, which enable trainees to work in industry and other related office.

According to MOE (1980:20-47) there are general, higher general, and extended TVET programs with in the system of polytechnic education. General polytechnic education was a program which included all the major areas of content treated appropriately for the junior secondary (7-8) level while higher general polytechnic education was a program offered at 9th and 10th grades. The extended TVET program was given to prepare and produce skilled manpower.

Later, it was found that, the education given in TVET schools was not related to available fields in the industries. It failed to prepare students for the other available jobs and as a result, the majority had to employ in jobs that had no connection with their training. To this end, in 1983, the government passed a resolution calling for a review of the education sector Tekeste, (1990:18). As a result of this review in 1985, a 10+3 year program was inaugurated and new training policy composed of various criteria become functional. This change was intended to equip the prospective graduates with better knowledge and skills; this could not cover at the previous 10+2 level.

General polytechnic education served to some extent but has failed for many reasons. One of the criticisms is that number of subjects offered to students. Many scholars were against this system because the number of subjects offered to students to learn is too much and beyond the capacity of students.

Another criticism of the system is that the period allotment for each subject is not sufficient to cover the curriculum in the given period of time. Generally speaking, the time allocation was not sufficient due to the excessive subjects that were offered.

As discussed earlier, the previous 10+2 training program was replaced by 10+3 program. The 10+3 training program was launched to fulfill the following specific objective of the training program.

- ❖ To develop the skills of modern production system.
- ❖ To familiarize one with the processes and the means of production in the economic sector.
- ❖ To link theory and practice.
- ❖ To practically and effectively participate in local development activity

Gumbel (1983) as cited in Mekonnen (2004) stated that from 1974 the government started to remove the obstacles standing on the way of technical and vocational education in terms of bringing a change in attitude, allocate adequate funds to the sector, and train manpower required, expand the infrastructure etc.

Technical and Vocational education was offered at tertiary level as well. Some of the higher education institutes offering such types of education were Addis Ababa University, Asmara University, the College of Teachers education (Kotebe), the Municipality technical college, junior Agriculture College in Debre Zeit and Awassa are among the few institutes (Gumbel

1983) as cited in Mekonnen (2004). The major part of technical and vocational training was conducted under the commission for higher education. The level of the training was at diploma and degree level.

Training centers attached to public organizations such as the Ethiopian Airlines, Ethiopian Telecommunication services, Ethiopian light and power authority, Air transport authority. Ethiopian road authority and general Ethiopian transport are some of the training centers to be mentioned. These training centers were still playing a vital role in producing well-trained manpower in the specified fields for their own consumption (Gumbel 1983) as cited in (Mekonnen 2004).

Towards the end of the military regime, it was observed that the existing training program has failed to fulfill its objectives and the program became ineffective. According to the study conducted by Berhanu (1992:27) around the fall of the Derge regime, trainees' enrollment was declining. The reason according to these writers was the dissatisfaction of trainees in some fields of the program and the training given was not based on the real needs of the country.

The present government after taking power from the Derge regime in 1991 started to identify the major problems of the educational sector and efforts have been made to overhaul the entire system, which has given priority for formulating new education and training policy. In the preceding pages effort has been made to discuss how these tasks have been achieved.

2.1.4.4 Technical and Vocational Education (TVE) from 1991-2006

One of the major concerns of the transitional government of Ethiopia, which took power from the military, government, was to study the educational problems practiced over the years and formulate educational policy.

To this effect, the Ministry of Education was given the responsibility of facilitating activities with regard to the formulation of new educational and training policy.

Aware of the complex and interrelated problems the TVET system entangled with, the transitional government of Ethiopia has formulated the new education and training policy (ETP) of (1994), through which it has embarked on giving an appropriate direction to set a new process and change the worsening situation.

Then, The new education and training policy of Ethiopia issued in 1994 has given greater attention to upgrading and updating technical and vocational training with a view to provide quality training and developing the vocational and professional needs of society. The policy tries to diversify training opportunities vertically and horizontally with the objective of providing relevant training to different age groups and levels of education. Part of these endeavors is the technical and vocational training that would be provided for those who complete grade 10 for the development of middle level manpower. There are three levels of training 10+1, 10+2 and 10+3 after completion of grade ten general educations for those who want to continue technical and vocational and training.

As stated in the education and training policy (1994), the provision of the diversified technical and vocational education and training to school leavers parallel to the general education is envisaged. The policy encompasses, among others, over all education and training objectives and implementing bodies as springboard for further undertaking:

In the new education and training policy of 1994, the following have been identified as general objectives of TVET.

The major objectives of the TVET program are:

- To provide basic education and integrated knowledge at various levels of vocational training.
- To satisfy the country's need for skilled manpower by providing training in various skills and at different levels.
- To make education supportive tool for developing traditional technology and for utilizing modern technology.
- To provide education that promotes the culture of respect for work, positive work habits and high regard for workmanship.

It is to satisfy these goals and objectives of technical and vocational education that the so-called new TVET program has been launched. GTZ unpublished report, (2000:4-5) stated that, diversified technical and vocational training have been provided for those who leave school from any level of education. To this effect, the following three major programs have been identified.

- Basic vocational training program for those who completed 1st level (grade 4) or dropouts from the 2nd level (grade 5-8) of the primary school with an appropriate age.
- Junior vocational training program for those who may not continue general education after completing primary education or dropout from grade 9-10 of the secondary school.
- Middle level TVET programs of the three levels (10+1, 10+2 and 10+3) for those who successfully completed general education (grade 10).

After the identification of the three major program of TVET, effort has been made to the goal of TVET system that assist to create a competent,

capable and adoptable workforce to be the backbone of economic and social development in Ethiopia and to enable an increasing number of Ethiopians to find gainful employment and self-employment in the different economic sectors of the country. Thus, the placement of trainees into different fields of study reflects the approval of the new education and training policy. Concerned authorities also have taken the responsibility to improve the task and activity of placement of trainees into different fields of study in order to achieve the goal stated in the TVET policy.

2.2 Conceptual framework of placement of trainees

Appropriate placement in a school that provides the preparation desired by the student is essential in these situations. This topic is further concerned with prior to entering an occupation since the wisest possible selection and the best preparation will both be useless unless there will be the means for entrance into the desired field of study.

In most communities movement from one educational level to another within the public school system is an automatic process. A youngster entering kindergarten or first grade is ordinarily assigned to an elementary school on the basis of the location of his residence. Similarly, as he moves on to junior high school, the assignment normally is based upon geographic proximity, with all pupils from one elementary school moving together to the junior high school, which serves that area.

Obviously such schools, where they exist serve a special purpose and, therefore, a special clientele. One might expect questions about placement, in these situations, to be a problem at the secondary level. In actuality, where special purpose schools exist as an integral part of a total system, the selection and referral techniques are so routine in operation that special consideration of placement as discussed in this chapter is not generally applicable. Isaacson (1966:263) pointed out that eligibility for

admission, or the procedures for establishing eligibility are clearly understood by all school personnel involved, and school personnel, parents, and student can ordinarily mutually resolve appropriate assignment of a student to such a school. Where entrance to a specialized high school is an option of the student and his parents, the remainder of this section is pertinent.

For the vast majority of secondary students, school placement services become important only as the student approaches the legal school leaving age or as he nears completion of the secondary program. At this point in his educational career, he encounters the opportunity and necessity for completing plans that are essentially individualized to fit his future needs and long-range goals. Placement service is concerned with the responsibility of the school in assisting the student who desires to continue formal training beyond the secondary school.

Most schools readily accept this responsibility. Unfortunately in many schools it may be given only lip service or, at best, an unpredictable, informal effort to send transcripts to whichever schools the student requests. Such slipshod efforts fail to help the student as effectively as he deserves, and may easily result in disappointment for both him and his parents, with resulting disintegration of public relations. If the school accepts as its obligation a full effort to assist every student to attain the maximum personal development of his life, it must accept as a corollary the provision of an efficient placement service that enables the student to move to his next educational level with the minimum of frustration and difficulty (Isaacson 1966:263).

The theories of vocational choice emphasize that selection of a career is a process extending from an individual's childhood through his educational years, and often well beyond. School guidance services are increasingly

being organized upon this concept of the developmental process. Effective placement can be made only by the application of that same concept. In fact, selection and placement are so interrelated that the student may be best served when no attempt is made to separate the two. Many activities, which on the surface appear to be primarily concerned with career selection inevitably, carry overtones of placement, and vice versa. For example, consideration of any career field involves attention to training facilities, and this leads to consideration of factors such as availability, costs, and entrance requirements.

An earlier point has noted the increased pressures that students will encounter in gaining admission to higher institutions of learning. These pressures underscore the importance of long-range cooperative planning between school, parents, and students, catalyzed by an effective counseling and guidance program if the student is to move steadily toward sound goals.

Placement can be educational or vocational placement is concerned with satisfactory adjustment. Consequently success educational and vocational placements are dependent up on the individual's abilities, interest, training and limitation.

Educational placement is where a student is placed in a school to receive practical training and theoretical concept regarding to the skill he/she studies as an assessable part of a student's course leading to the issuing of a qualification or statement of attainment. Whereas Vocational placements complement institutional training delivered by registered training organizations and placement hours are in addition to the nominal hours of the qualification or statement of attainment (Severinsen 1973).

Thus, educational placement deals with assigning trainees to the class of field of trainees that best fit their capacity and interests; therefore, educational placement at any grade level is the responsibility of the training school or colleges.

2.3 Factors to be considered in Placement of Students into Vocational Fields

Trainees usually face a real problem in selecting their future occupation. To respond this problem, Strong (1954) raises, questions and react to them as follow. Which way should a trainee be headed and how far can or will be gone? This is dependent primarily upon his various abilities, and his potentialities. How far he will go is dependent primarily up on his motivation with to day and tomorrow. The best direction is on which his abilities and interest may both be used to be advantage.

The core of placement of trainees into different fields of study must be lasting to their abilities and interest. In Ethiopia where we must utilize our human resources both to the advantage of national development and individual benefits, the criteria of placement are pertinent. Let us see entry profile or how placement is implemented in TVET program. Candidates who will join the program are expected at least to successfully complete grade 10 general educations with the following profile

- ❖ They are mentally and physically matured to involve in productive activities
- ❖ They are ready for advancement through technical and vocational training owing to their acquisition of general knowledge in which theory is linked with practice
- ❖ They are conscious for their civic responsibilities and ready to fight social ills and malpractice

- ❖ They are capable to be involved in productive activities and on the job training
- ❖ They can actively participate in different activities such as social meeting, discussions and community development activities
- ❖ They are ready to acquire practical and theoretical knowledge through continuing education.

Generally, the aim of placement is to design and produces middle –level skilled manpower for the different sectors of the economy. Placement is done partly to ease the teacher's task partly to suit the content and fastened the instruction to the students varied abilities and partly to give the abler students a better chance in any selection of fields by which they may be allocated to suitable forms of vocational education. Furthermore, placement made teaching less difficult and served the needs of all students. It advanced high skill standards, especially in the vocational field, and realistically made plain to students and parents the inevitable difference between one student's ability and another. Jackson (1966), reported concerning this idea as follows:

Very many times they added long comments arguing that streaming could not be considered in isolation, or regarded merely as a teaching technique. A few claimed the opposite, but for most teachers it was one expression of a philosophy of education, or a reflection of a process of natural selection and competition that could not, or should not be challenged (1966:151).

Thus, the quick historical glance suggests that placement emerged as a technique to reduce the special problems facing vocational education. But, as those problems alter, and as students, schools, teachers' skills and social values also changed, it developed from a temporary strategy into

one of the settled institutions of our educational system. Zunker (1998) state the following points concerning placement of trainees.

The study of placement will have defined the possibilities of the alternative curricula, suggested refinements of the technique, sharpened up and made clear the choice to be made. The choice itself between attainable goals, the value judgments about the aims of what they do, students will have to make on moral, philosophic, social or perhaps even political grounds (1998).

Therefore, in order to play a considerable role in meeting the above objective student must be placed into vocational areas in accordance with their interest and inclination. Some of the factors to be mentioned in placement are treated under the followings:

2.3.1 Vocational Guidance and Orientation Services

Vocational guidance program is incomplete without placement. In support of including placement in the school system of vocational guidance, whether done directly by the school system or in co-operation with the local office of the state employment service, it is maintained that the whole program is left in mid-air, unfinished, if provision for this service is not included, that getting off to a good start in the chosen occupation is quite as important as choosing it. If left to his own devices he may find employment that gives him just the desired opportunity. On the other hand, he may begin work in his chosen field under conditions that are very unfavorable to his future growth and advancement (Gupta 1985:131).

Let the school system finish what it has begun and help the youth get off to a good start in the occupation that it helped him to choose and for which it provided him with a certain amount of preparation. Thus, the real success in placement depends upon the quality of the occupation information courses, the tryout experiences, the individual counseling,

and vocationally preparatory work done before the time of placement arrived.

Hence, it is possible to guide an individual by giving him actual participating experience in a number of occupations. Through this participating experience he can measure his interests and aptitudes against actual requirements and working conditions of such occupations. In this way, Robert (1965) gave the following general explanation for vocational guidance:

Vocational guidance is concerned with the problems and techniques involved in choosing an occupation and in becoming adjusted in it. Vocational guidance like vocational education had its origins in the changing nature of work and has developed concurrently with, but independently of, vocational education (1965:339).

In addition, Robert (1965) also indicated that man's choice of an occupation prior to the Industrial Revolution was influenced by such forces as heredity, tradition, and superstition. The usual procedure during this period of time was for the son to learn the trade or profession of his father. Little consideration was given to such factors as aptitude, interest, and personal preference.

The writings of the philosophers of ancient times indicate that some of the following persons were concerned about occupational choices.

Plato the Athenian philosopher who lived from 429-347 B.C. in his writings on the ideal society suggested that each worker should be assigned to the one occupation for which he was naturally fitted.

Cicero (106-43 B.C.) in his essay on Duties stated, "We must decide what manner of men we wish to be and what calling in life we would follow; and this is the most difficult problem in the world". Cicero

assumed self-determination for the individual, which suggests that some individuals of that age were concerned with occupational choices (Robert, 1965:341).

Therefore, the purpose of the program of vocational guidance is to provide individuals with the information and skills needed to make wise decisions concerning problems of vocational adjustment. Also it services as a means of making available information about occupation and employment opportunities and sets up means for aiding in the placement and adjustment of the counselee.

Vocational guidance is an established fact that successful adjustment due to proper orientation at certain level is one good type of insurance against difficulties at later stage. It is also known that very frequently anxiety associated with vocational choice affects both the students and their parents and vocational guidance must enter into scene to allay fears and provide helpful preparation (MOE 2005).

Furthermore, Vocational guidance is more than giving information. It is a blend of self development and of the learning and assimilation of career, providing educational and labor market information. The development of self-confidence is often a prerequisite for taking action for ones career. Guidance assists trainees in planning their education and training to become more employable by helping them to: Understand and appreciate their talents, relate effectively to others, explore career alternatives, develop appreciate educational and vocational training plans, implement and complete their plans and integrate successfully in society and the labour market.

Vocational guidance is important to education and training institutions and colleges because it helps to ensure that trainees make the best use of

the learning and training opportunities in helping citizens to appreciate their talents, interests and to develop them MOE (2005).

2.3.2 Vocational choice Of Trainees

It is a very important decision a person must make for him to choose the appropriate fields of study and this choice is a long process rather than a simple incident. Vocational interests and choices do not appear all of a sudden during adolescence, they appear as a result of developmental process. Psychologists and occupational analysts have advanced a number of theories on occupational choice.

Nayak and Rao (2004) pointed out that "An individual never reaches the ultimate decision at a single moment in time, but through a series of decisions over a period of many years. The period during which the individual makes what can be described as a *fantasy choice*, the period during which he is making a *tentative choice*, and the period when he makes a realistic choice.

The period of fantasy choice coincides in general with the latency period, between six and eleven, although residual elements of fantasy choice frequently carry over into pre-adolescent years. The period of tentative choice coincides, by and large, with early and late adolescence, with few exceptions; realistic choices are made in early childhood.

As Nayak and Rao (2004) correctly notes, there are three basic elements regarding vocational choice:

- I. Vocational choice is a developmental process; it is not a single decision made over a period of years a process, which takes place over a minimum of six or seven years, and more typically over ten years or more.

- II. Since each decision during adolescence is related to one's experience up to that point, and in turn has an influence on the future, the process of decision-making is basically irreversible.
- III. Since vocational choice involves the balancing of a series of subjective elements with opportunities and limitations of reality, the crystallization of vocational choice inevitably has the quality of a compromise.

Vocational choices take place as a result of a developmental process. Very often this development can be traced to the influences exerted before birth. Child development studies have proved the powerful influence which the dissatisfied ambitions and frustrations of the parents have on the vocational choice of the individual in the fields of study for the world of work. Vocation being the implementation of the self-concept, when the parents have failed to achieve it during their own career, they have sought it through the choice of career for their children.

Nayak and Rao (2004) had classified the vocational choice life stages as:

- 1) *Growth* (birth to 14 years)
- 2) *Explanatory* (15 to 24 years)- with the sub-stages of fantasy which may be tentative or realistic with appropriate attitudes towards work and occupation;
- 3) *Establishment* (24 to 44 years)- beginning with trial and progressing into a stable position as the individual begins to make his place in the world of work;
- 4) *Maintenance stage* (45 to 64 years)- characterized by stability in the field in which establishment has taken place earlier in life; and
- 5) *Decline stage* (65 onwards)- characterized by deceleration during the early part and progressing into one of retirement.

The process of vocational choice is continuous and ongoing and is essentially that of developing and implementing a self-concept; it is a compromise process in which the self-concept is a product of the interaction of inherited aptitudes, neural and endocrinal make-up, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of supervisors and fellows.

The process of compromise between individual and social factors, between self-concept and reality is one of role-playing whether the role is played in fantasy, in the counseling interviews, or in real life activities, such as school classes, clubs, part-time work and entry jobs.

The material for these role playing activities can come from a number of sources: the home, peers, friends and acquaintances that are in employment, the mass media, school (college) university, the career masters, counselors, recruitment literature and so on. The inadequacies of these indirect sources and the unrealistic vocational perceptions, which are gained from them often, frustrate the most determined attempts to achieve a realistic compromise.

Work satisfaction and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values; they depend upon his establishment in a type of work or work situations and a way of life in which he can play the kind of role which his growth and explanatory experiences have led him to consider congenial and appropriate.

Vocational preferences and competencies, the situations in which people live and work and hence their self-concepts change with time and experience, making choice and adjustment a continuous process. The

vocational preferences of the developing child are subject to continual change. Thus, the choice of different target groups should be addressed through different forms of training environment, taking into consideration their aptitudes and personal ambitions, specific skills needs and specific requirements of the learning organizations. Placement of trainees into different fields and delivery of study should provide flexibility in the institutions and delivery of training program in helping the emergence and development of innovative workforce of the society.

2.3.3 Interests, Abilities and Motivation of Students

Interest is a result of utilizing the ability, which makes success possible. The person has the ability to perform what is interest him. Then, the purpose of appealing to the interests of the learner is to lead him to the point where he will put for the effort to master the challenged problems. Regarding this fact Strong (1954) states the following.

Interest indicates what a person wants to do and the general direction he should go in order to achieve success and satisfaction while performing tasks. It affects the situation in causing the students to choose what he is interested in and to avoid what he is not interested in at start (1954:11).

Similarly, if the learner has greater interest and higher intelligence his success will be greater.

Since ability is concerned in the task of learning, it is necessary that the student should have ability to be sensitive to perform mental and physical activities needed. Nayak and Rao (2004) are indicated the concept of ability as follows:

Ability is another important factor which matters in vocational choice. Adolescents with higher intellectual ability tend to seek and prepare for jobs which require higher kind of intelligence, while the

ones with lower mental ability go in for semiskilled jobs and continue in positions of almost no importance (2004).

By ability is meant the power of the individual to produce results. The concept includes all the functions that one may possess, the organic functions, the powers of movement, the power of sensation and the activities which they conditions. Ability covers both ability to do and ability to learn, the latter power revealing itself in modifications of the former. Thus, the interests and abilities of the student must correlate to make wise decisions concerning the problems of vocational adjustment.

The motive also has sometimes been treated as essentially an intellectual or cognitive process. The problem of motives is especially important in school life, since the school environment is in high degree artificial then genuine motives are difficult to provide. Baily and Stadt (1973) state the following points regarding motivation:

The psychology of motivation which is an essential foundation for program which would move young to economic responsibility. Indeed, the matter of moving young to vocational training has been identified as a problem in motivation. Young need first to be motivated to assure a role in the world of work and second to be motivated to prepare for that role.

In connecting with the training of the will, motivation is to be pointed out that the cultivation of clear, broad insight is the surest guarantee of correct behavior.

The core of placement of students must be lasting abilities, interest and motivation. Thus, Strong (1954:35) mentions additional factors that must be considered by all persons who are involved in placement of students are "necessary knowledge, necessary ability, necessary interest and

necessary physique. So, the aspiration and the performance of students should be weighed before placement is performed.

2.3.4. Physical and Mental Fitness

The main objectives of Technical and Vocational Institutions are to prepare trainees who are physically and mentally fit for the world of work. Regarding this view Evans (1971) states that;

The ability to see some details distinguish colors, hear high pitched sounds, lift heavy weight, are able to stand or sit for long period of time, and other physical characteristics is rarely measured before enrollment in Vocational education courses. Each student should be informed if he has physical characteristics, which will handicap him in occupation, and be advised of the probability that his handicap will be serious. (1971)

The above statement clearly shows that the placement procedure should be so designed to reduce to a minimum risk of admitting persons for training in fields of study for which they are not physically and mentally suited and the consequent risk of wastage of training and human effort. Therefore, the placement procedure should include criteria, which clearly identify that the trainees have the physical and mental fitness required for training an occupation in view (UNESCO/ILO, 1964:26).

2.3.5. Demand and Prestige Value Attached to Subjects

The demand and prestige value attached to different subjects can affect students' attitude positively or negatively towards these subjects. The subjects to which the society has attached high demand and prestige value gain positive attitude to be studied by the students. Even such disposition of the society towards subjects can influence regulations of students' admission. "Admission in most of the institutes, especially in established schools is regulated by the demand and prestige value attached to various subjects"(Sharma, 1995:89)

2.3.6 Criteria for Selection and placement of Students

Severinsen (1973:143) state that, "placement can mean educational placement in schools that have ability grouping, levels, or "tracks." Educational placement may also mean the process of making sure that high school graduates are placed in appropriate colleges or vocational schools".

Since placement involves judgments about students, writing of references, or giving informal references, it places the counselor in an evaluative position. If students must depend on the counselor's references to enter their chosen college or obtain a certain job, then they must take special care to let the counselor see only their favorable side.

In treating educational placement, the counselor may work with a committee of teachers to develop a set of criteria for grouping, if the school still uses ability grouping. If they have the counselor as a consultant to this committee, he may be able to provide some professional expertise. Once the criteria are established and data collected, it should not be difficult for a clerk to make the actual assignments. Since the grouping is essentially an academic matter, those involved in teaching should be most involved in the process.

Educational and job placement for those leaving high school involves other factors. First, references, if they are to be given, could well be a compilation of references from teachers and others who know the student well.

The Vocational schools are responsible for training skilled workers required for different trades, firms or enterprises. And almost all vocational schools providing vocational education face problems during

placement of students into different fields. The major problem that vocational schools or colleges face is the imbalance between the number of applicants and the capacity of each stream to accommodate them. This means that more students selected to certain stream and less to others. It is here that the presence of criteria becomes the most important instrument to facilitate the selection and placement activity. For instance, the following selection and placement criteria were administered by the Ministry of Education as a general regulation for students to apply to any of the above technical and vocational secondary schools.

1. *To be admitted to a vocational school a student must present necessary information relevant to his achievement from his previous school.*
2. *He/she must pass the entrance examination and the oral interview given by each vocational school.*
3. *He/she must be physically fit.*
4. *He/she must produce a health certificate.*
5. *He/she must have an aptitude for the study the candidates wishes to undertake. (MOE Technical and Vocational Handbook, 1973:25).*

Hence, the placement criteria above mentioned may or may not practiced; in colleges or schools because of limited space, materials and equipment available in each class; and limited number of skilled instructors to train the students. Then, from this point of view the chapter four will deal with the analysis of students' placement process in the selected colleges.

As the matter of fact, when excess students select the same vocation beyond its capacity, some devices must be used to screen out students according to their interest, ability and inclination. In such cases, the concerned bodies that are used to determine for proper training of the

selected students should set placement requirement. For instance, the consecutive three years (1997, 1998 and 1999 E.C.) criteria that were formulated by Addis Ababa City Education Bureau (AACEB) did not contained appropriate measurement to choose and place TVET trainees according to their interest and ability into different fields of studies (for further clarification **see appendix C, D, and E**).

2.4 The Role of Vocational Guidance and counselors in TVET Colleges

Choosing a vocation is not an over night work. It requires a great deal of time to make an intelligent decision. Then, trainees should have information about themselves, education and occupational opportunities that fit them best. However, trainees in the college usually face problems in the training area because of information they require to place in the appropriate fields of study according to their interest. Therefore, to minimize these problems, trainees should be well oriented and adjusted prior to the choice of studies in the TVET colleges.

Furthermore, increased attention will be given to vocational guidance to enable future trainees, in particular youth, to choose the right career and make full use of the initial and life-long learning opportunities provided by the TVET system. Vocational guidance has to start at school level. However, TVET institutions will also assign vocational guidance staff. They will cooperate with schools for early orientation of students to choose their future career. They will also be focal points in organizing self-employment support for TVET graduates and develop a system of aptitude testing to support personal career choices.

Guidance is a process of helping students to understand, accept and use their abilities, aptitudes and interests in order to achieve their ambition. It

consists of three types: educational guidance, vocational guidance, and personal guidance.

One, which tries to solve vocational problem, is called vocational guidance.

As Crow and crow (1963) elaborates;

Vocational guidance helps the pupils and parents understanding and attitudes about the world of work. It concerns itself with an early identification of vocational interest and aptitudes by giving pupils vocational awareness

Vocational guidance is therefore, a continuous process carried out at all levels than to be a spotlight operation applied during the college training program. The five summarizing statements given by Benett (1965:175) also consider the need for initial orientation:

- ❖ To guide trainee in becoming acquainted with the new college (institution) in order that they may adjust themselves happily to the new environment through participating effectively in its life and that they may utilize its opportunities for the future growth.
- ❖ To guide trainee in reconsideration of their goal and purpose in relation to increase self-knowledge and in the perspective of their new opportunities for well balanced growth.
- ❖ To guide trainees to ward growing awareness of wider social scene and of their places.
- ❖ To contribute to the development of increased skill in self-direction through improved skill in adjust in intelligently to the new environment and through experience in utilizing new opportunities.
- ❖ To provide opportunities for college articles to become better acquired with new trainees and get more awareness of their growth needs, in order that the college environment may be made more responsive to their needs.

Out of the training and experience guide, trainees would be able in meeting and solving their various problems. While in college, guidance aims to develop their insights in to solutions of their problems of living as well as creative initiatives for skill acquisitions. The training colleges, which evaluates and prepares itself for effective work, would be familiar with the working life of society. It is through vocational guidance that the college opens the way for effective followers on which provides up-to-date information used as a basis of continuous reinforcement of the program.

In this regard, Yusuf (1987) states that guidance and counseling activities are operative in strategic area of individual development, particularly associated with occupational training –means most of the trainees in the college are in adolescent age, due to the problems related to their ages, guidance and counseling plays a vital role to shape their present activities and to adjust their future life and career. Risk (1958:480) cites that guidance and counseling services assist the trainees to plan and live the kind of life best suited to his/her potentialities and his probable opportunities in life.

For the past few years, even though the federal TVET strategy stated a vocational counselor has to be assigned in each TVET institution; practically those who were assigned were inefficient due to the following major reasons:- there was no any vocational counselor guide lines so that assigned counselor did not know what duties and tasks expected form them and many TVET staff have attaching vocational counselor with apprenticeship program only, a person assigned as a counselor also was not professional or did not get any guidance and counseling training, and there was no any career and professional development courses offered in TVET training system. Besides, since there is no any guidance and counseling service in lower and upper secondary school of Ethiopia, many students who enrolled in TVET institutes have faced one big problem

during selection of occupation, because, they didn't know their interest, Job-opportunity and types of the occupations. Because of these and some other reasons, many TVET graduates are not competent, productive, entrepreneur, employable and confident. So, one-focus area of the current TVET reform is establishing a rigorous strategy of vocational guidance and counseling services in TVET institutes to ensure that it would have competent, competitive and even entrepreneurial work forces.

The counselor is more responsible and professionally qualified person concerning guidance and counseling in the field he/she should play a leading role for these services to be effective in the college even by advising and making co-related work with principal (leadership) .

According to Aggarwal (1998:476-477) the role and functions of college counselors are:

- ❖ Assisting trainees to understand themselves and their social and psychological world
- ❖ Helping trainees develop their aptitude, abilities, interest and opportunities for their training program
- ❖ Helping trainees develop decision making competency
- ❖ Helping trainees to understand individual problems
- ❖ Encouraging trainees and other staff members to discuss and give positive support to guidance counseling services in the training college.

In Ethiopia, for the past few years, even though the federal TVET strategy stated a vocational counselor has to be assigned in each TVET institution or colleges; particularly those who assigned were inefficient due to the following major reasons:

- There was no any vocational counselor guideline so that assigned counselors did not know what duties and tasks expected from them,
- Many TVET staff have attaching vocational counselor with apprenticeship program only,
- A person assigned as a counselor also was not professional or did not get any guidance and counseling training and
- There were no any career and personal development courses offered in TVET system (MOE, 2005).

Besides, since there is no guidance and counseling service in lower and upper secondary school of Ethiopia, many of the students who enrolled in TVET institutes or colleges have faced one big problem during selection of fields of studies or occupation, because, they did not know their interest, job opportunity and types of the occupations. Because of these and some other reasons, many TVET graduates are not competent, productive, employable and confident. To solve the problem mentioned above, the current TVET reform should

- Establish a rigorous system of vocational guidance and counseling services in TVET institutes or colleges to ensure that it would have competent, competitive and even entrepreneurial work forces.
- Assigned the qualified and trained technical and vocational guidance and counselor in the TVET institutes or colleges. Because they are the backbone of the program to help trainees in choosing and placing them into their appropriate fields of study (MOE, 2005).

2.5 Trend of Placement of trainees in TVET institutions

Based on the common understanding in the existence of a strong linear relationship between education and development of many countries have given high priority to it in solving problems that seriously hamper their

economic development. The lack of middle level manpower, for instance was found to be bottleneck for development, and as one of the measures to alleviate this problem, technical and vocational training programs have been reorganized in many countries from 1970 onwards. In Ethiopia technical and vocational education and training (TVET), both in specialized TVET colleges and institutions, was regarded as second class by the society. It is the education and training policy (ETP) of 1994 that reverses this trend and promulgated the provision of diversified TVET program parallel to general education.

Proper placement is to be noted that the only students whom the TVET institutions can admit is those who apply for admission having deep interests for vocations. Gilli (1973: 122) believes that the placement of students for a new program depends on the interests of the individual in particular occupational area and on a predicted reasonable chance of completing the program.

The training institutions, which evaluates and prepares itself for effective work, would be familiar with the working life of the society. This will not only facilitate the intended program, but also aids in the placement of graduates to jobs and thus inspire confidence in the school. It is through the vocational choice that the school opens the way for effective follow up which, in turn, provides up-to-date information to be used as a basis for continuous appropriate placement of trainees into different fields of study.

Furthermore, the initial orientation given in any time and anywhere would also help students to appreciate technical and vocational knowledge practiced in the world of work. In connection to this, the favorable atmosphere created through the vocational guidance leads them to be placed to their respective fields according to their preferences. Since students are at the center of any educational program, their attitudes,

abilities and choices must be the basis for placement. In addition, to their interests and abilities, their physical maturities and physical fitness for the vocations they are to be placed in are also essential (Strong 1954:28-35).

Generally, Ethiopia has also been participating in TVET programs to produce middle level skilled manpower since the 1940s. Therefore, whether the above-mentioned principles and historical experience have been properly implemented, the placement of students will be seen in light of the current existing situations.

CHAPTER THREE

4. RESEARCH METHODOLOGY AND PROCEDURES OF THE STUDY

The study is aimed at investigating the problem of trainees' placement into different fields of study in selected government TVET colleges of Addis Ababa. To achieve the purpose, appropriate methods were used to collect data related with the problem under investigation.

In this section, method of the study, sample population and sampling technique, source of data, instrument of data collection, procedure of data collection and data analysis are treated.

3.1. Method of the study

The descriptive survey type research method was employed for this study. Because, the method provides the opportunity to describe the conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions (Best & Kahn 2003: 105).

3.2. Sample population and sampling technique

In Addis Ababa region, five government technical and vocational education and training (TVET) colleges are located in different sub cities providing training program. From these, three TVET Colleges were selected using purposive sampling technique as the appropriate, adequate and reliable source of information for the study. The reason for using purposive sampling technique in determining the sample TVET Colleges' conditions

in different sub cities is assumed to reflect the different vocations and make the sample population becomes representative.

Table I: Population and Sample size of the study

Samples of the Study	Respondents	Population size of the Study			Sample size of the Study			Sample's Percentage Of the Total
		M	F	T	M	F	T	
A.A.C.A.E.B.	TVET Experts	5	1	6	5	1	6	100%
Entoto	Deans	3	-	3	3	-	3	100%
	Counselors	2	1	3	2	1	3	100%
	Instructors	137	56	193	41	17	58	30%
	Trainees	599	379	978	150	95	245	25%
Tegbared	Deans	2	1	3	2	1	3	100%
	Counselors	1	1	2	1	1	2	100%
	Instructors	75	23	98	23	7	30	30%
	Trainees	523	112	635	131	28	159	25%
General Winget	Deans	2	1	3	2	1	3	100%
	Counselors	1	-	1	1	-	1	100%
	Instructors	90	29	119	27	9	36	30%
	Trainees	685	38	713	171	10	181	25%

As shown in the above table, the subjects of the study were:

- 124 (30 % of 410) Instructors of the three TVET colleges (Entoto 193 of 30 %=58, Tegbared 98 of 30 %=30 and General Winget 119 of 30 %=36),
- 585 (25% of 2326) Trainees of the selected TVET colleges (Entoto 978 of 25 %=245, Tegbared 635 of 25 %=159 and General Winget 713 of 25 %=181),

- 6 Counselors of TVET colleges, (Entoto 3, Tegbared 2 and General Winget 1),
- 9 Deans of the three selected TVET colleges (Entoto 3, Tegbared 3 and General Winget 3), and
- 6 TVET Experts of A.A.C. A. E. B. are included in the sample.

3.3. Source of the data

The data for this study was obtained from both primary and secondary sources. The primary data sources were education bureau, TVET college deans, counselors, instructors and trainees. Moreover, the secondary data sources were relevant books, journals, internet and articles that reflect the experience of placement of trainees into different fields of study in TVET colleges.

3.4. Instruments of data collection

As it is stated earlier the study included Addis Ababa City Education Bureau, TVET college deans, counselors, instructors and trainees. To get first hand information both closed and open ended questionnaires were used. These questionnaires were used and enable the researcher to obtain factual data, opinions and attitudes in structural frame work from respondents at a time. The investigator believes that questionnaire is an appropriate method that the respondents confidently can give relevant information freely. Besides to these, their idea and opinions can be kept confidentially. Thus, questionnaires composed of close and open ended items, addressing the basic questions raised, set and administered.

Then, three kinds of questionnaires were prepared and filled by

- a. Experts of Addis Ababa City Education Bureau, college deans and guidance counselors;
- b. Department heads and instructors of the colleges and
- c. Trainees,

The questionnaires filled out by instructors and department heads and college deans of TVET helped to find out information about the placement of trainees into different fields of study.

3.5. Procedure of data collection

The instrument used to collect data in the study was drafted on the intended data to be collected and on the bases of the review of the related literature. Before distributing the questionnaire to the respondents, pilot testing was made on vocational trainers' and professional advisor to evaluate and maintain its validity. After getting all the corrected items, the distribution and follow up during the collection process were made. To increase the quality of the responses and the rate of return time convenient for the respondents was arranged. The investigator made the study clear and simple to all respondents in order to avoid confusion and facilitate ease of administration. Besides to these, close follow up was also made for punctual correction of problems.

3.6. Data analysis Techniques

The data collected was analyzed and interpreted. Percentages were used to describe characteristics of the sample population such as sex, age, education, and qualification, work experience and to analyze the response of Experts of Addis Ababa City Education Bureau, deans, Guidance Counselors, instructors and trainees. The data findings obtained in this way were analyzed and interpreted with additional sources, such as related literature on international and national level on the placement of trainees into different vocational fields of TVET program. The findings obtained through these instruments were arranged in tables' inline with the basic research question. Thus, summary, conclusions and recommendations were made based on the findings.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF THE FINDINGS

This part of the study deals with presenting and analyzing the data collected through questionnaires. These questionnaires were distributed to three categories containing both closed and open-ended questions. The types of respondents include

- ↓ Trainees,
- ↓ Instructors,
- ↓ Deans and Counselors of the sample TVET colleges &
- ↓ Experts of Addis Ababa City Education Bureau

Questionnaires were distributed to all these respondents. Then, out of the 21 questionnaires distributed to the Deans (9), Counselors (6) and TVET experts of Addis Ababa City Education Bureau (6), and then 15 (71%) had been filled and returned.

The trainees who received the questionnaires were 585 (Entoto 245, Tegbared 159 and G/Winget 181) and then 474(81%) were filled and returned. On the other hand, 124 questionnaires (Entoto 58, Tegbared 30 and G/Winget 36) were distributed to the instructors of the sample colleges and 97 (78%) have been filled and returned. Thus, the researcher assumed that some respondents did not show their willingness to fill in the given questionnaires carefully. For instance, 3 deans and 3 counselors did not return the questionnaires for unknown reasons. Entoto 44, Tegbared 29 and G/Winget 38 trainees did not return the questionnaires. In addition, Entoto 11, G/Winget 9 and Tegbared 6 instructors have not filled the questionnaires received. The reason is clearly indicated that these college instructors may not have interest and adequate knowledge to fill the questionnaires given to them.

Table II:**Description of respondents by sex and age**

No	Items	Deans, Counselors and TVET experts		Instructors		Trainees	
		No	%	No	%	No	%
1	Sex						
	A)Male	11	73.33	76	78.35	356	75.11
	b)Female	4	26.67	21	21.65	118	24.89
	Total	15	100	97	100	474	100
2	Age						
	a)15-20	-	-	-	-	308	64.98
	b)21-25	-	-	-	-	141	29.75
	c)26-30	1	6.67	25	25.77	25	5.27
	d) 31-40	2	13.33	22	22.68	-	-
	e)41-50	11	73.33	21	21.65	-	-
	f)Above 50	1	6.67	29	29.90	-	-
	Total	15	100	97	100	474	100

Two items are presented in Table II to show about the general characteristics of the respondents. As shown in item 1, regarding Deans, Counselors and TVET experts, there were 4(26.67%) females and 11(73.33%) were males. Concerning Trainees gender distribution, 356(75.11%) were males while 118(24.89%) were females. 76(78.35%) of the instructors were males while, 21(21.65%) were females.

Regarding age group 25(25.77%) of the instructors belong to the age group 26-30 years, 22(22.68%) instructors were from 31-40 years old, 21((21.65%) instructors were from 41-50 age group and the remaining 29(29.90%) were above 50 years old. As far as Deans, Counselors and AACEB TVET experts, 1(6.67%) were from 26-30 age group, 2(13.33%) were from 31-40 years old, 11(73.33%) were from 41-50 age group and the remaining 1(6.67%) were above 50 years old. Concerning trainees in the sample TVET Colleges, the majority that is 308 (64.98%) belonged to the age group 15-20 years old and 141(29.75%) were from 21-25 age group and the remaining 25(5.27%) were to the age group of 26-30 years old.

The characteristics of trainee respondents in the finding imply that male trainees were greater than female trainees. The reason is that, out of the three colleges two colleges provide training in the field of Industrial and Construction technology. Even though, the society traditionally associate these fields of training might be offered for male trainees. So that, most females were not interested and placed to these fields of study. Moreover, the finding of the above Table implies majority of the placing trainees were in ideal age category to offer matured guidance and make decision on placement and they do not give attention to the task.

Table III:

Respondents Description by Qualification, Service year and Field of Specialization

No.	Items	Respondents			
		Deans, Counselors and TVET experts		Instructors	
		No	%	No	%
1	Academic Qualifications				
	a) 12+2 or Diploma	-	-	12	12.37
	b) 12+3	-	-	13	13.40
	c) B. Sc/B.A.	10	66.67	59	60.83
	d) M.A. /M. Sc	5	33.33	13	13.40
	Total	15	100	97	100
2	Years of service				
	a) 0-5	-	-	22	22.68
	b) 6-10	-	-	19	19.59
	c) 11-20	3	20.00	29	29.90
	d) 21 and above	12	80.00	27	27.83
	Total	15	100	97	100
3	Field of Specialization				
	a) Business Education	2	13.33	21	21.66
	b) Accounting	-	-	4	4.12
	c) Economics & Management	-	-	6	6.20
	e) Computer Science	-	-	7	7.22
	f) Educational Administration	2	13.33	1	1.04
	g) Construction Technology	-	-	9	9.24
	h) Mechanical Engineering	1	6.67	8	8.23
	i) Automotive Technology	1	6.67	9	9.24
	j) Electrical Technology	-	-	7	7.22
	k) English	-	-	12	12.39
	l) PSIR	1	6.67	1	1.04
	m) Mathematics	1	6.67	11	11.36
	n) Chemistry	1	6.67	-	-
	o) Psychology & Sociology	6	39.99	1	1.04
	Total	15	100	97	100

Instructors and Deans, Counselors and AACEB TVET experts were asked in Table III to indicate the qualification they possess, the service years they have and their fields of study. The findings regarding the qualification, 5(33.33%) of Deans, Counselors and AACEB TVET experts and 13(13.40%) of instructors are M.A/M. Sc. degree holders. 10 (66.67 %) of the Deans, Counselors and AACEB TVET experts and 59 (60.83%) Instructors are B.Sc. /B.A. degree holders. 12(12.37%) of instructors have college diploma (12+2) and the remaining 13(13.40%) of the instructors have advanced diploma (12+3).

Teaching experiences and services are the important items presented in the Table III. In this regard, 22 (22.68%) of the instructors have served from 0 to 5 years and 19 (19.59%) of them have served from 6 to 10 years. 3(20.00%) of Deans, Counselors and AACEB TVET Experts and 29(29.90%) of the instructors have served from 11 to 20 years. The remaining 12(80.00%) of the Deans, Counselors and AACEB TVET Experts and 27(27.83%) of the instructors have served more than 21 and above years.

As shown in item 3 of Table III, almost all instructors were graduates of technical and vocational education at various levels. That is, 33(34.02%), 24(24.74%), 21(21.66%), 10(10.32%), 7(7.22%) and 2(2.06%) of the instructors had their training in Industrial & Construction Technology, Academic Subjects, Business Education, Faculty of Business & Economics, Computer Science and Educational administration respectively.

On the other hand, 4(26.67%) 2(13.33%), 2(13.33%), 2(13.33%), 1(6.67%), 1(6.67%), 1(6.67%), 1(6.67%) and 1(6.67%) of the Deans, Counselors and AACEB TVET Experts were trained in Psychology, Educational Administration, Business Education, Sociology, Chemistry,

Mechanical Engineering, Automotive Technology, History and Mathematics respectively. Hence, the findings show that majority of the Deans, Counselors and AACEB TVET Experts 9(60.00%) were graduates from Non-Vocational field of study.

Generally, instructors tend to have relatively high years of work experiences as the majority of the teachers i.e. 56 (57.73%) have teaching experience above 10 years. With regard to teachers ' qualification, 72 (74.23%) of them fulfill the educational requirements as per Ministry of Education's standard (MOE, 2004: 43), which state instructors ought to have a minimum of first degree to teach in the middle level technical and Vocational training center. The suggestion is given based on UNESCO's (1976:21) recommendation for the teaching staff of TVET program, which is stated as follows:

The Teaching staff for the TVET should possess either a degree or a high Vocational Education qualification in an appropriate field and should have industrial or Construction or comparable experiences in their particular discipline (1976).

Hence, the findings show that majority of deans specialized in non-technical and vocational areas managing TVET colleges with great majority of instructors specialized in technical and vocational fields. The guidance counselors were specialized in psychology and Sociology who hold B.A/B. Sc. Degree which is equal to the required level of qualification at college.

Table IV:**Interest and Ability of trainees in the placement process of TVET colleges**

No	Items	Value Earned	
1	Are you placed in this college in your own choice? a. Yes b. No Total	No 275 <u>199</u> 474	% 58.02 <u>41.98</u> 100.00
2	If yes, how did you choose the vocational field of study which you are attending now? a) By my own interest b) With the help of advice from friends c) With the help of advice from teachers d) With the help of parental advice e) The college placed me randomly as the vacancy it had f) No response Total	No 106 162 81 48 56 <u>21</u> 474	% 22.36 34.18 17.09 10.13 11.81 <u>4.43</u> 100.00
3	Do you have the interest and ability required in your field of specialization before you were placed in this area of study? a) Yes b) No c) No response Total	No 280 173 <u>21</u> 474	% 59.07 36.50 <u>4.43</u> 100.00
4	If yes, from where do you get the interest and ability required in choosing your field of specialization? a) Instructions of relatives b) Instruction of friends c) Reading books d) 9 th and 10 th grade teachers e) No response Total	No 106 121 97 95 <u>55</u> 474	% 22.36 25.53 20.47 20.04 <u>11.60</u> 100.00

The findings in Table IV item 1, illustrated that the choice of the vocational field of study is mostly done by the trainees themselves. That is, out of the total student respondents 106 (22.36 %) answered that the choice is made by their own interest not by the influence of others. One Hundred sixty-two (34.18%) of trainees responded that the choice is made by their friends advice and 81(17.09%) of them respond that their teachers had helped them in their choice of field of study and specialization. Besides 56(11.81%) of the trainees said that the college placed them randomly as they get vacancy. Forty-eight (10.13%) of them suggested that their families have helped them to choose the fields of study in which they are attending now. Hence, the influence of family on the choice of fields of study and specialization was bare minimum.

Trainees were also asked whether they have the interest and ability required in the field of specialization before they were placed in the area of study. In Table IV, in Item 3, 280 (59.07%) of them responded that they have the interest and ability required in their field of study. One hundred seventy-three (36.50%) responded that they have no interest and ability. In this Table Item 4 shows that 106 (22.36%) respondents stated that the instruction of relatives lead to the development of better performance in their areas of specialization. Then, 121 (25.53%) of the trainees responded that the influence of friends to be the factor for development of ability in their field of specialization. Consequently, some 95 (20.04%) respondents stated that their 9th and 10th grade teachers instructed them highly to join to the fields of study. Others 97 (20.47%) mentioned that their ability was acquired by reading books related to the field of study. However, a significant number of the respondents did not give their opinion for item 4 because of not recognizing from where they get the ability. Thus, trainees' choice of their fields of study was mainly done through their own interest and based on their achievement of grade 10 EGSECE result.

Table V:**Orientation and Guidance Service**

No	Items	Trainees		Instructors		Deans, Counselors & Exports	
		No	%	No	%	No	%
1	Do you think that trainees are given orientation before they were placed into different fields of study?						
	a) yes	141	29.75	28	28.87	9	60.00
	b) No	285	60.13	35	36.08	4	26.67
	c) No response	48	10.13	34	35.05	2	13.33
	Total	474	100	97	100	15	100
2	Did the orientation given help you in your placement of studies?						
	a) Yes	148	31.22	-	-	-	-
	b) No	139	29.32	-	-	-	-
	c) No response	187	39.45	-	-	-	-
	Total	474	100	-	-	-	-
3	Is there any vocational guidance service in the college to help trainees when they face problems?						
	a) Yes	121	25.53	17	17.52	7	46.67
	b) No	241	50.84	51	52.58	8	53.33
	c) No response	112	23.63	29	29.90	-	-
	Total	474	100	97	100	15	100

Data about orientation before placement to different fields of studies is illustrated on Table V above, the trainees and non-trainees responded to it. Item 1 shows that 285 (60.13%) of the trainees, 35 (36.08%) instructors and 4(26.67%) Deans, Counselors and AACEB TVET experts

pointed out that there is no orientation given in the pre vocational schools about the fields of study. Where as the 9 (60.00%) the largest number of Deans, Counselors and AACEB TVET experts and 28(28.87%) instructors as well as 141 (29.75%) of the trainees respondents said that there is an orientation given before placement of trainees into different fields of study. So those, trainees can understand and choose the fields of study that fit with their ability and interest.

The researcher observed that, trainee's respondents got no orientation concerning their fields of study before placement. The reason is that, almost all the sample TVET colleges not offering orientation program to vocational trainees in the case of no assigned qualified guidance councilor in these colleges.

Trainees were asked whether the orientation given has helped them in the placement of studies as shown in Table V item 2. Most of these trainees 241 (50.84%) responded that the orientation given has not helped them in the placement process. However, 121 (25.53%) of the respondents answered that the orientation given has helped them in the placement process of vocational field of study and the remaining 112 (23.63%) of them gave no response. Because the respondents got no orientation before they were placed into this field of study.

Therefore, the majority of the trainees opposed to this opinion indicating that the school programs do not include orientation to serve students. It is assumed that the students who did not respond to the question recognized the orientation as unsatisfactory.

Responses to question item 3 in Table V shows that "Is there any vocational guidance service to help trainees when they face problems especially in choosing occupational career?" 51(52.58%) instructors and

8(53.33%) Deans, Counselors and AACEB TVET experts responded that there is no guidance service to help trainees when they face problems. However, the findings show that vocational service is not included in college programs. Thus, the trainees are left almost to their own knowledge to join vocational fields of study.

Table VI:

Criterion for placement of trainees into different fields of TVET Colleges

No.	Item	Trainees		Instructors		Deans, Counselors & Exports	
		No	%	No	%	No	%
1.	What are the criteria for the placement of trainees in the selected TVET College?						
	a. Grade 10 National Exam (EGSLCE) result.	241	50.84	43	44.33	9	60.00
	b. The in-take capacity of the college	95	20.04	15	15.46	2	13.33
	c. By drawing a lot.	76	16.03	8	8.26	3	20.00
	d. By the choice of trainees	35	7.38	13	13.40	-	-
	e. By Giving Aptitude test	10	2.11	14	14.43	1	6.67
	f. No response	<u>17</u>	<u>3.59</u>	<u>4</u>	<u>4.12</u>	<u>-</u>	<u>-</u>
	Total	474	100	97	100	15	100
2.	Who sets the placement criteria						
	a. The college	62	13.08	12	12.37	2	13.33
	b. Addis Ababa City Education Bureau	247	52.11	51	52.58	9	60.00
	c. Ministry of education	147	31.01	21	21.65	3	20.00
	d. No Criterion	<u>18</u>	<u>3.80</u>	<u>13</u>	<u>13.40</u>	<u>1</u>	<u>6.67</u>
	Total	474	100	97	100	15	100
3.	The effectiveness of the criteria						
	a. high	70	14.77	22	22.68	1	6.67
	b. average	162	34.18	49	50.52	9	60.00
	c. low	178	37.55	14	14.43	4	26.67
	d. no response	<u>64</u>	<u>13.50</u>	<u>12</u>	<u>12.37</u>	<u>1</u>	<u>6.67</u>
	Total	474	100	97	100	15	100

As Table VI item 1 shows, 241 (50.84%) of trainees 43 (44.33%) of instructors and 9 (60.00%) of Deans, Counselors and AACEB TVET experts uses 10th grade result as a placement criterion to assign trainees into Vocational fields of study. Many of the respondents that is, 95(20.04%) of trainees, 8 (8.26%) of the instructors and 3 (20.00%) of the Deans, Counselors and AACEB TVET experts believed in using a system of drawing lottery (Chance) as the criteria for the placement of trainees. Respectively 5.48%, 14.43% and 6.67% of the trainees, instructors and Deans, Counselors and AACEB TVET Experts recognized on choice, interest and aptitude test as criteria in placement of trainees in different fields of study.

Therefore, the findings have proved that the criteria used to place trainees in sample colleges are not accepted by respondents. The reason was that it excluded interests and choices of the students, particularly; instructors and trainees indicated in their response that the criteria used in placement of trainees are only the 10th grade result. In addition, the research shows that the deans, counselors and AACEB TVET Experts and instructors have detail knowledge about placement of trainees in TVET colleges. Because as it was observed from the open - ended questions the trainees sent in quota from the high schools on the base of 10th grade result under the responsibility of Addis Ababa City Education Bureau. After this, they are left to the system of drawing lottery to join fields in the available vocational areas. In this case, it is clearly seen from Table IV that interest and choice are under emphasized and not used as a criteria in the placement process.

2(13.33%) of the Deans, Counselors and AACEB TVET experts and 12(12.37%) of the instructors and 62(13.08) of trainees attributed the formulation of criteria to the college itself. Nine (60.00%) of the deans, counselors and AACEB TVET Experts, 51(52.58%) of the instructors and

247(52.11%) of the trainees indicated that the formulation of criteria put under the Addis Ababa City Education Bureau. Another 13 (13.40%) of the instructors, 18(3.80%) of the trainees and 1(6.67%) of the deans, counselors and AACEB TVET Experts responded that no criteria for the placement of trainees into the TVET field of study.

Regarding the above data, the researcher observed that the criteria (appendix C) for placement of trainees especially in to the TVET colleges are not taken into consideration by the concerned body of TVET program. Because, the TVET Colleges that offer both Technical and Vocational education and Training do not use standardize guidelines and polices in placement of trainees relevant to the existing situations of the country to meet TVET objectives.

70(14.77%) of the trainees, 22(22.68%) of the instructors and 1(6.67%) of the deans, counselors and AACEB TVET Experts stated that the suggested criteria is highly effective. 162 (34.18%) of the trainees, 49(50.52%) of the instructors and 9(60.00%) of the deans, counselors and AACEB TVET Experts considered its effectiveness as an average. 178(37.55%) of the trainees 14(14.43%) of the instructors and 4(26.67%) of the Deans, Counselors and AACEB TVET Experts indicated that the effectiveness of the criteria is low.

Therefore, the study shows that Addis Ababa City Education Bureau has a major role unlike the schools in placement of trainees in to vocational fields of study. There is no standardized criterion to place trainees as the researcher observed in selected TVET colleges of Addis Ababa.

**Table VII:
Responsibility, Guidelines and Policies about the Placement of
Trainees**

No.	Item	Instructors		Deans, Counselors & Experts	
		No	%	No	%
1	Which body is responsible for placement of Trainees into different fields of TVET colleges?				
	a) Ministry of education	35	36.08	2	13.33
	b) Addis Ababa City Education Bureau	40	41.24	12	80.00
	c) TVET Colleges' Dean	12	12.37	1	6.67
	d) No response	10	10.31	-	-
	Total	97	100	15	100
2	Guidelines and policies about placement of trainees is prepared by (if there is);				
	a) Ministry of education	27	27.84	7	46.67
	b) Addis Ababa City Education Bureau	43	44.33	5	33.33
	c) The department of the TVET College	15	15.46	2	13.33
	d) No response at all	12	12.37	1	6.67
	Total	97	100	15	100

The response of 40(41.24%) Instructors and 12(80.00%) Deans, Counselors and AACEB TVET Experts indicated in Table VII, item 1, show that, the responsibility of the placement trainees lies on the Addis Ababa City Education Bureau. 35(36.08%) Instructors and 2(13.33%) Deans, Counselors and AACEB TVET Experts responded that, the responsible body for the placement activity is the Ministry of Education. 12(12.37%) of the Instructors and 1(6.67%) of the Deans, Counselors and AACEB TVET Experts show that, the Deans of the TVET colleges are responsible for the placement activity of TVET trainees and the remaining 10(10.31%) of instructors gave no response for item 1 of Table VI.

Referring to Table VII, item 2, 27(27.84%) of Instructors and 7(46.67) of Deans, Counselors and AACEB TVET Experts said that the guide lines and policies about placement of trainees into different fields of study is prepared by the Ministry of education. Then, 43(44.33%) of instructors

and 5(33.33%) of the Deans, Counselors and AACEB TVET Experts response indicates that the Addis Ababa City Education Bureau is responsible to prepare the guidelines and policies about placement of trainees and 15(15.46%) of the deans, counselors and AACEB TVET Experts and 2(13.33%) of instructors stated that guidelines and policies about placement are prepared by department of the TVET colleges. 12(12.37%) of instructors and 1(6.67%) of the deans, counselors and AACEB TVET Experts did not respond to the question.

Based of the finding, trainees were not placed appropriately into different fields of study in the sample colleges. This is because of the absence of proper guidelines and polices that the TVET program must possessed.

Table VIII:
Evaluation of the present placement activity of TVET program

No.	Item	Instructors		Deans, Counselors & Exports	
		No	%	No	%
1	According to your view the current placement process				
	a) improved	48	49.48	9	60.00
	b) correct	33	34.02	2	13.33
	c) changed	12	12.37	3	20.00
	d) No response	4	4.13	1	6.67
	Total	97	100	15	100
2	The present placement process contribution to the effort being made to produce the supply of skilled manpower is				
	a) High	29	29.90	7	46.66
	b) Average	21	21.65	3	20.00
	c) Low	43	44.33	4	26.67
	d) No response	4	4.12	1	6.67
	Total	97	100	15	100

In reference to Table VIII, item 1, 12(12.37%) instructors and 3(20.00%) of the deans, counselors and AACEB TVET Experts suggested that the existing system of placement process should be changed completely. Those who mentioned the placement system needs improvement account for the highest percentage of the instructors 48(49.48%) and 9(60.00%) Deans, Counselors and AACEB TVET Experts responded to be improved.

Some of the non-trainees respondents 33(34.02%) instructors and 2(13.33%) Deans, Counselors and AACEB TVET Experts agreed on the correctness of the current placement activity. Coming to item 2 of Table VIII, the contributions of the present placement process to the effort being made to produce supply skilled manpower is lower according to the majority of instructors respondents 43(44.33%) and is higher according to the majority of the Deans, Counselors and AACEB TVET Experts 7(46.66%). therefore, according to the non-trainees respondents, even though the current placement process needs a lot of improvement, its contribution relatively is higher with regard to manpower requirement.

Table IX:
Respondents level of agreement for each item provided in the table.

No	Items	Instructors						Deans, Counselors & Exports					
		Agree		Un decided		Dis agree		Agree		Un decided		Dis agree	
		No	%	No	%	No	%	No	%	No	%	No	%
1	The students at the high school level are made to know their abilities and interests to prepare for occupational training through guidance service	22	23	27	28	48	49	4	26	3	21	8	53
2	Guidance officers provide the necessary information on job opportunities and other personal development.	22	23	22	23	53	54	5	33	3	21	7	46
3	The training college has a part to place its own trainees.	18	19	23	24	46	47	-	-	8	53	7	46
4	Placement of trainees is largely based on the interests of trainees.	59	61	16	16	22	23	8	53	3	21	4	26
5	Trainees are given initial orientations that help them join their respective fields and adjust themselves to their school environment.	50	51	28	29	19	20	7	46	7	46	1	8
6	Trainees are placed according to their vocational choices and interests	22	23	18	19	57	58	4	26	3	21	8	53
7	Trainees are helped to solve their personal problems through counseling services.	27	28	45	46	25	26	5	33	6	41	4	26
8	The placement criteria that are formulated by concerned body ought to be open to all categories of trainees.	51	52	20	21	26	27	7	46	4	26	4	26
9	There are trainees who did not join into different fields of study in the TVET College, after they had been placed	53	55	19	20	22	23	8	53	4	27	3	20

It is expected that students are assisted with the guidance services at both the secondary and the training colleges. In this process too, the observation that guidance workers make may help them to propose as to who can succeed in the academic study or vocational training. In line with this, a question was presented to look into their recommendation, if it has been taken as a criterion. However, 49% instructors and 53% of Deans, Counselors and AACEB TVET Experts disagree with the suggested item.

The necessary information about the available fields and the training programs has to be provided just from the very outset of the placement process. It is to ascertain this tenet that item number 2 was included in Table IX. 46% of the Deans, Counselors and AACEB TVET Experts show that they are not sure if such information is given to trainees. 54% of instructors disagree with the statement given in item 2.

What actually determine the numbers of intakes for the training are the capacity of the colleges and the educational plan of the needs of skilled man power of the society. Then, government colleges could not have a part to place their own trainees without the knowledge of Ministry of Education and Addis Ababa City Education Bureau. Thus, the response indicates that 47% of instructors and 46% of Deans, Counselors and AACEB TVET Experts disagree with the suggested statement given in item 3.

It is very hard to imagine how students could be successful in training program without their interest. Thus, interests must be considered as the foundations for Choosing and placing trainees in to vocational training. Regarding interest of the trainees 61% of the instructors and 53% of the Deans, Counselors and AACEB TVET Experts agree with the suggested point.

Item 5 raised to identify whether initial orientation is given or not. If given, it must help trainees join their respective fields and adjust themselves to their college environment. 51% of the instructors and 46% of Deans, Counselors and AACEB TVET Experts agree that orientation is given on how to develop good study habits. In order, to see to what extent the occupational choices of trainees are given priority to placement, item No. 6 was included in Table IX. The response indicates that 53% of Deans, Counselors and AACEB TVET Experts believe that vocational choices of trainees are not taken into consideration while making placement of trainees into different fields of studies.

In item 7 of Table IX, 46% of the instructors and 41% of the Deans, Counselors and AACEB TVET Experts indicate that trainees are helped to solve their personal problems through counseling services is indicated in TVET colleges. In addition, counselors' proposal for placement of trainees is unnoticed or never given due regard.

The 8th item, in Table IX is indicating the criteria that the responsible body employs for placing trainees into different fields of study. Thus, as it is shown in this study, the placement systems use various devices such as aptitude test as a criterion which the concerned body believes it to be advantageous to achieve the intended goals. In view of this, a suggested statement was put to see the placement criteria that are formulated by concerned body ought to be open to all categories of trainees. Based on this, 52% of instructors and 46% of Deans, Counselors and AACEB TVET Experts agree to the point mentioned and stated above.

The last item of this table indicates and suggested that there are trainees who did not join into different fields of study in the TVET College, after they had been placed. The reason is that, the availability of the placement criteria of trainees in the college or in the Addis Ababa city education

bureau should present the required information about each field of specialization and its demand in the job market. However, as these TVET colleges become less adequate to present the required information needed to the trainees and could not place them according to their choice and interest, trainees are intended not to join in the assigned colleges. On the basis of this, 55% of instructors and 53% of Deans, Counselors and AACEB TVET Experts agree with the suggested item.

A) Opinion of respondents in the open-ended items regarding placement of trainees if it is done by the college

1. Positive aspect of placement of trainees, if it is done by the college;

- interested applicants will be placed to the college in accordance with their choice, ability, interest and their need should be taken into account;
- the college could have been in a position to admit trainees based on their educational background and interest if it is established for a specific area of training;
- the college evaluates the ability and interest of the trainees and places them according to their choice;
- trainees become well informed about the different fields of study if it is given in every TVET college;
- the college has a mandate to set its own criteria and admit trainees according to their interest and level of intake capacity;
- the college may prepare its own entrance exam and accept trainees based on the criteria set;
- the college can place trainees based on its training shops, class size and laboratories as to the standard number of trainees according to the regulation of MOE;
- the college may utilize its resources recently before the entrance of trainees;

- ✦ all departments in the college will have equal right to place trainees according to their interest and ability.

The study attempted to find out opinion of respondents in the open-ended items regarding the placement of trainees. Then, the question “What are the positive and the negative aspects of placement of trainees, if it is done by the colleges” was asked. Thus, the opinions mentioned by the majority of the respondents, regarding the positive aspect of placement of trainees, if it is done by TVET colleges are; “Interested applicants will be placed to the college according to their choice, ability, interest and their need can be taken into account”, "trainees become well informed about the different fields of study given in every TVET colleges" and "The college have a mandate to set their own criteria and admit trainees according to their interest and level of intake capacity". However, less number of the respondents pointed out that “the college may utilize its resources recently before the entrance of trainees”, and “all departments in the college will have equal right to place trainees according to their interest and ability” are the positive aspect of placement if it is to be done by college.

2. Negative aspects of placement of trainees, if it is done by the College;

- students with good grades may not get priority to be placed on the basis of their choice;
- trainees will not get precedence to assign them near their residence;
- if responsibility is given to the college to place TVET trainees according to the intake capacity, limited trainees may enjoy the privileged;

- number of students who are assigned to each field of study may not be balanced because of the less availability of training facilities and intake capacity of TVET colleges;
- there may be segregation that is opposing or accepting the trainees choice;
- unless entrance exam is not conducted effectively in the college personal bias will take place;
- nepotism will be practiced and there will be a sabotage to place trainees in choosing appropriate fields of study according to their interest and ability;
- the college can not entertain all applicants if it is given mandates to place trainees according to their interests and ability;
- if it is given mandates to place trainees according to their interests and ability, more work will be imposed on the college and it is difficult to manage because of the large numbers of applicants that may come to place in;
- the college may suffer to place trainees according to their interest and ability because of limited capacity they have to accept the whole applicants in the city;
- if responsibility is given to the college to place TVET trainees, bias and prejudice of administrators will be seen unless there is control mechanisms have been formed systematically;
- colleges are not well organized to administers placement issue and they may lack uniformity of accepting trainees in each field of study;
- if it is given mandates to place trainees, there may be chances of discrimination and It leads to a certain corruptions and tendency that the college may favor some trainees;

All respondents were asked to give suggestion about negative aspects of placement of trainees, if it has done by the college. Then, the given opinions are indicate that “Students with good grades may not get priority to be placed on the basis of their choice”, “Trainees will not get precedence to assign them near their residence” and “Nepotism will be practice and there will be a sabotage to place trainees in choosing appropriate fields of study according to their interest and ability” are the crucial issue in terms of the negative aspects of placement of trainees, if it has done by the college. On the other hand, “there may be chances of discrimination and it leads to a certain corruptions and tendency that the college may favor some trainees” and “Colleges are not well organized to administer placement issue and they may lack uniformity of accepting trainees in each field of study” are opinions that are forwarded by a small number of respondents.

B) Issues Raised by Respondents in the open ended questions.

- ↓ trainers have no awareness of the importance of vocational fields of study and they lack enough orientation about TVET program;
- ↓ lack of Vocational guidance and counseling service about their career pre and after training;
- ↓ in every government TVET colleges, the majority of trainees are trained without their interest and ability;
- ↓ Almost all students’ choice may be the same, because of this, the large number of trainees wants to be white-color. The reason indicates that trainees did not get appropriate orientation regarding TVET program before they placed into different fields of study;
- ↓ trainees are interested to train in one area of study because of limited knowledge about other fields of study;

- ✚ trainees are not placed mostly on their interest regardless of the large numbers of trainees' choice in the area of study;
- ✚ students who scored low grade may be placed in the field of study that could not successfully carried on;
- ✚ the placement that is processed by concerned body does not consider the interest of trainees, labor market information, and trainees residence location;
- ✚ the students background does not match with the standard of the curriculum set to be covered;
- ✚ trainees are unenthusiastic since they are forced to attend out of their will;
- ✚ trainees were expected to join in the field of their choice but due to their less result may assign in other field of study;
- ✚ deprived administration and absences of consistent policies and guidelines or criteria to place trainees into TVET colleges;
- ✚ trainees' who do not join to the college assigned wants to place themselves into other private TVET colleges according to their interest and register for the better level of training or they may go to the other regions where they can join preparatory program with the point required and they have;
- ✚ students who do not join to the college assigned have a plan to take re national re-exam to enter in the preparatory program;
- ✚ non-coincidence between the number of graduates and nations need of manpower;
- ✚ unbalance of number of trainees seen in different fields of study in every government colleges;
- ✚ lack of employment opportunity in the future creates attitudinal behavior to dislike the field assign without their choice;
- ✚ placement of trainees is not based on market demand of the society;
- ✚ the training outcome will be wasted in the near future;

- ✚ trainees do not timely placed creates wastage of time and uncovered courses will be observed in every fields of study;
- ✚ The concerned body is accustomed to place trainees lately for consecutive years. Because of this fact, a lot of wastages are seen during placement activity and discourage trainees to continue their training program;
- ✚ If placement of trainees are not done timely by the concerned body late registration and misplaced of trainees will be happened, when they assign them into TVET colleges.

The survey attempted to find out the problems on the open-ended questionnaires. Then, the question "what are the problems of placement of trainees into different fields of study in the TVET college and their impact on the teaching learning process" was asked.

Thus, the problems mentioned by the respondents are; "Lack of Vocational guidance and counseling service about their career pre and after training", Trainers have no awareness of the importance of vocational fields of study and they lack enough orientation about TVET program", and "In every government TVET colleges, the majority of trainees are trained without their interest and ability" are the most highlighted issues to be improved. Hence, the researcher observed that the problems mentioned by the majority of the respondents are the real problem all trainees faced in the TVET colleges. Then, unless the concerned bodies of TVET program look for and clear the difficulty, it would become the bottleneck of the process of providing and organizing the training program.

In the other hand, some of the respondents raised the problems that "Placement of trainees is not based on market demand of the society" and "Trainees do not timely placed creates wastage of time and uncovered

courses will be observed in every fields of study” are the list indicated issues presented by respondents.

Thus, regarding the above analysis less number of respondents considered that these problems are not so much severe and serious in teaching vocational education in TVET colleges. But, the researcher considered that these two problems have almost the same obstacles with the above three serious problems in the case of TVET program. Because all problems mentioned by respondents have equal impact and these problems interact each other so that, it is very hard to solve them separately when we implement them practically in the TVET program.

C) Proposed Suggestions that are given by the Respondents

- Placement of trainees should be done based on their interest and abilities. The reason is that, interested trainees can be successful in the training area and also in the world of work
- The college should be able to identify the interest of trainees and abilities to place them properly according the capacity it had
- Trainees should be placed based on their achievement of Grade 10 result and by taking into account their choice and available space of the collage.
- Students choice must be taken into consideration before assigning them into different fields of study
- Placement should be done according to the interest of students and by conducting aptitude test to assess their talent and ability.
- The guidance and counselors of their respective schools should give orientation to the students about the different fields of study before and after placement

- Making vocational guidance services part of the college programs and giving service to trainees' population is one of the inevitable task to be suspected.
- Trainees have to be informed on the nature and concept of the courses given in TVET colleges to help them in choosing appropriate fields of study
- Guidance counseling should be given to students at high school level in different grades to create the awareness of broadening the option of their career
- There should be consistent policies and guidelines to place trainees into different fields of study.
- The criteria being set by authorized body should be known by the parents of trainees and the institution
- Making arrangements for the trainees to practice on the job related to their field outside the college
- Reconciling the number of graduates to the nation's need of manpower.
- Trainees are motivated by the green light of employment and self-employment opportunity
- Stakeholders should participate directly or indirectly in the placement activity
- The Deans, Counselors and AACEB TVET Experts of TVET colleges should have knowledge about vocational education.
- The placement process should be done by knowledgeable professionals.
- There should be some improvements in the placement process of trainees after having general assessments of the program

All respondents were asked to suggest solution to the placement of trainees into TVET College. Then, the suggested solutions are presented above. Though, a large number of respondents suggested that “Trainees are motivated by the green light of employment and self-employment

opportunity”, “there should be consistent policies and guidelines to place trainees into different fields of study” and “the guidance and counselors of their respective schools should give orientation to the students about the different fields of study before and after placement”. However, regarding the above suggestion made the researcher observed that “trainees are motivated by the green light of employment and self-employment opportunity” are taken into consideration. Thus, these suggestions are very important for the TVET program that is using it currently for the eradication of poverty and to avoid unemployment problem of the country.

On the contrary, some of the respondents suggested that “There should be some improvements in the placement process of trainees after having general assessments of the program” and “reconciling the number of graduates to the nation’s need of manpower”. Thus, concerning the two suggestions indicated above, the researcher observed that “there should be some improvements in the placement process of trainees after having general assessments of the program”. Because of this, trainees will get priority to place into different fields of studies according to their interest and abilities instead of going to the other regions where they can join preparatory program with the point they have or who wants to place them into other private TVET colleges. For instance, appendix B shows the number of trainees that were not registered in the assigned colleges, because their interest and abilities were not considered in assigning to the fields of study according to their choice.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter attempts to present the summary of the findings, conclusions and recommendations on the basis of the study.

5.1 Summary

Based on the information obtained from the respondents, the data were tabulated and analyzed and the findings of the study are summarized as follows.

1. The majority of trainee respondents that is 356 (75.11%) were male while 118 (24.89) of them were female. However, the sex distributions differ according to the field of study they enter. For instance, in Industrial Technology (Tegbared 18% of 159=28) and in Construction Technology streams (G/Winget 6% of 181=10) the females' involvement is lower. And then, in Business Education fields of study (Entoto 39% of 245= 95) the number of female trainees' involvement is average compared to the above mentioned two colleges.

2. 106 (22.36%) of the trainees indicated that they join their field of study by their own interest. However, the rest 368(77.64%) replied that their teachers had helped them. Some of them replied that the college placed them randomly as there is vacancy and their families influenced them in their choice of field of study.

3. The large number of student respondents 280(59.07%) revealed that they have the ability to pursue further training in their fields of specialization. This ability as the majority of the respondents mentioned was acquired in their previous knowledge they have learned.

4. As indicated by the majority of the trainees and instructor respondents 285(60.13%) and 35 (36.08%) respectively orientation was not given before placement. Where as, the highest percentage of the Deans and Counselors of the colleges and TVET experts of AACEB 9(60.00%) indicated that orientation was given before placement.

5. Regarding vocational guidance services, 8(53.33%) of Deans and Counselors of the colleges and TVET experts of AACEB and 51((52.58%) of the instructors suggested that, guidance services was not provided to the trainees according to the objective of TVET college expected programs. Thus, this shows that the trainees lack guidance counseling services in the sample colleges.

6. Many of the Deans and Counselors of the colleges and TVET experts of AACEB 9(60.00%) and instructors 43(44.33%) and 241 (50.84%) of the trainees considered 10th grade results are used as criteria in placement. On the contrary, 76 (16.03%) of trainees, 8 (8.26%) of the instructors and 3 (20.00%) of the Deans and Counselors of the colleges and TVET experts of AACEB believed in using the system of drawing a lottery (chance) as determining factor for the placement of trainees in different fields of TVET colleges.

7. As 9 (60.00%) of Deans and Counselors of the colleges and TVET experts of AACEB, 51(52.58%) of the instructors and 247 (52.11%) of the trainees suggested, responsibility of formulating criteria for placement is that of the Addis Ababa City Education Bureau. Where as 3(20.00%) of the Deans and Counselors of the colleges and TVET experts of AACEB, 21(21.68%) of the instructors and 147 (31.01%) of the trainees recognized Ministry of Education as a responsible body in determining these criteria.

8. Deans and Counselors of the colleges and TVET experts of AACEB and instructors seem to have detailed knowledge about placement. Out of the respondents included in the survey, 9 (60.00%) Deans and Counselors of the colleges and TVET experts of AACEB, 49(50.52%) of the instructors considered that the effectiveness of the criteria as average while, 178 (37.55%) of the trainees opposed to it.

9. Out of the respondents included in the survey, 12 (80.00%) Deans and Counselors of the colleges and TVET experts of AACEB and 40(41.42%) of the instructors revealed that the Addis Ababa City Education Bureau is the responsible body for placement of trainees from its high schools, while 35 (36.08%) of the instructors and 2(13.33%) opposed to them.

10. Most of the Deans and Counselors of the colleges and TVET experts of AACEB 7(46.67%) and 27(27.84%) of instructors stated that guidelines and policies regarding placement of trainees are prepared by the Ministry of Education.

11. According to the study, majority of the instructors 48(49.48%) and 9(60.00%) of Deans and Counselors of the colleges and TVET experts of AACEB suggested that the current placement activity should be improved.

12. The contribution of the present trainees' placement activity to the production skilled manpower requirement of the country is high. But according to 7(46.66%) of the Deans and Counselors of the colleges and TVET experts of AACEB and 43(44.33%) of the instructors it is low.

5.2 Conclusion

On the basis of the findings, the following points can be given as conclusion for the topic under study.

1. The colleges included in the survey do not follow coherent and appropriate system of placement of trainees into vocational fields of study. The trainees are not placed according to their interests and ability.
2. The influence of family towards the choice of fields of study and specialization of trainees was bare minimum compared to the advice of their friends.
3. Vocational guidance and orientation services are very important factors to place trainees. But the sample colleges do not realize this fact. The orientation given is insufficient and limited to the provision of information on opportunities of job and further education. Vocational guidance service is not at all the part of college programs. This made the colleges to face the problem of placement process and the trainees join their field on their personal knowledge and system of chance.
4. The placement of trainees into their field of study is based on the criteria prepared by the Addis Ababa City Education Bureau. Both the Ministry of Education and colleges have no role in placement of trainees in TVET colleges. This will affect the standard of the trainees and reduced the quality of education in the TVET program in general and in the colleges considered in particular.
5. The Survey indicated that most of the Deans and Counselors of the colleges and TVET experts of AACEB do not have adequate

knowledge and skills in vocational training. This contributed its part to the problems of placement activity.

6. Nation's need of skilled manpower is not considered in the placement and determining the number of trainees and graduates.
7. Formulation of policies and guideline for placement of trainees into different fields of study is left to the Addis Ababa City Education Bureau. It excludes the participation of TVET colleges, stakeholders and parents which could have otherwise contributed to the success of placement. These policies and guidelines are not much flexible and the fairness or correctness of their practices does not seem to have been realized so far.
8. The main shortcomings of the present placement activity are absence of consistent policies and guidelines, lack of vocational guidance and poor relationship between the TVET colleges and responsible bodies in the process of placement of trainees in different fields of study.
9. The present placement process contribution to the effort being to achieve the need for skilled manpower as the study revealed is unsatisfactory. However, the study shows that the system needs improvement for the criteria and policy of placement process.

5.3 Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. Interests and choices of student must be given paramount priority in placement so that they will be successful in their vocational careers.
2. Trainees' educational background especially concerning their fields of study ought to be evaluated before placement.
3. Parents and vocational subject instructors should participate as a committee in the placement of trainees so that they and their trainees are informed about the fields.
4. Vocational guidance and orientation services should be part of the TVET college programs to provide occupational information and to develop interest in trainees so that the content of this orientation ought to include opportunities available in further education and in self-employment.
5. Coherent and comprehensive criteria should be formulated either by the Ministry of Education or Addis Ababa City Education Bureau. Colleges' instructors and parents should participate in the formulation of these uniform criteria for the placement of the trainees into different fields of vocational studies.
6. Before placement of the trainees, the countries need for skilled manpower should be determined.
7. The present placement procedures are vague and inconsistent. Therefore, to avoid such problems, the following solutions are recommended; Formulate practical policy and guidelines to wards such end and Invite TVET experts, instructors and other relevant bodies to participate actively in the improvement of the existing placement policy.

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APPENDICES

DDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS EDUCATION

Questionnaire: To be filled by TVET

- ➔ Concerned Officials of Addis Ababa Education Bureau
- ➔ College Deans and
- ➔ Guidance and Counselors

The purpose of this questionnaire is to gather information and opinion about the Placement of Trainees into different fields of study in selected Government TVET Colleges. Thus, your frank and sincere responses to the items in the questionnaire will help to meet the objectives of the study. Be sure that the information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance,

For each of the questions, you are requested to indicate your responses according to direction given in each of the parts.

Please Note that:

- No need to write your name
- Please be as brief as possible in answering the open-ended questions.

Direction: Please **circle the letter** of your choice and fill the appropriate answers, if the questions require written responses.

Section 1

1. Name of the TVET college or Education Bureau _____
2. Sex a) Male b) Female
3. Age a) 21-25 b)26-30 c) 31-40 d)41-50 e)Above 50
4. Your academic qualification a) diploma b) B.A. /B.Sc.
c) M.A/M. Sc d) Ph.D.

5. Your field of specialization _____
6. Years of Service a) 0-5 b) 6-10 c) 11-20 d) 21 and above
7. Do you think that trainees are given orientation before they placed into different fields of study?
- a. Yes b. No c. No response
8. If your answer to question No 7 is 'No' what do you think is the reasons?
Please, mention the reason (s), if any;
- _____
- _____
9. Is there any vocational guidance service to help trainees?
- a. Yes b. No c. I don't know
10. If your answer to question No 9 is 'No', please, indicate your reasons;
- _____
- _____
11. What are the criteria for the placement of trainees in this TVET College?
- a. Grade 10 national exam (EGSLCE) result.
- b. The in-take capacity of the college
- c. By drawing a lot.
- d. By the choice of trainees
- e. By Giving Aptitude test
- f. No response
- g. Please, mention other reasons, if any, below.
- _____
12. Who formulate the criterion for the placement of trainees into different fields of study in the college?
- a. The college itself
- b. Addis Ababa City Government Education Bureau
- c. Ministry of Education
- d. No Criterion
- e. Others? Please, specify, if any, _____

Appendix A_{1.3}

13. To what extent are the criteria mentioned in No 11 (and used by concerned bodies) are satisfactory and effective?
- high
 - average
 - low
 - no response
14. Which body is responsible for placement of Trainees into different fields of TVET colleges?
- Ministry of education
 - Addis Ababa City Education Bureau
 - TVET Colleges' Dean
 - No response
15. Guidelines and policies about placement (if there is) is prepared by:
- Ministry of education
 - Addis Ababa City Education Bureau
 - The department of the TVET colleges.
 - No response at all
16. According to your view the current placement process
- should be improved
 - Is correct
 - Should be changed
 - No response
17. The present placement process contribution to the effort being made to produce the supply of skilled manpower is
- Higher
 - Lower
 - Average
 - No response

18. What are the positive and the negative aspects of placement of trainees, if it is done by the college?

18.1 Positives aspects _____

18.2 Negative aspects _____

Section 2

Please, score these items in the 3 point scales according to your view of their correctness or otherwise (i.e., according to the degree of your agreement to each item).

Scoring scales:-

3- Agree

2- Undecided

1- Disagree

Please mark your answer using (√) in the corresponding cell

No.	Items	Scoring		
		3	2	1
1	The students at the high school level are made to know their abilities and interests to prepare for occupational training through guidance service			
2	Guidance officers provide the necessary information on job opportunities and other personal development.			
3	The training college has a part to place its own trainees.			
4	Placement of trainees is largely based on the interests of trainees.			
5	Trainees are given initial orientations that help them join their respective fields and adjust themselves to their school environment.			

6	Trainees are placed according to their vocational choices and interests			
7	Trainees are helped to solve their personal problems through counseling services.			
8	This TVET college follow the placement and efficiency of their graduates on jobs to evaluate their own training programs offered			
9	There are trainees who did not join into different fields of study in the TVET College, after they had been placed			

Section 3

A. What are the problems of placement of trainees into different fields of study in the TVET college and their effect on the teaching learning process

B. Does the placement activity which is done by concerned bodies need to be improved? If yes,

A. Why? _____

B. How? _____

C. Does the placement activity which is done by concerned bodies need to be improved? If No,

A. Why? _____

B. How? _____

Thank You

Appendix-A₂

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES DEPARTMENT OF BUSINESS EDUCATION

QUESTIONNAIRE for Department Heads and Instructors

The purpose of this study is to collect information about the placement of trainees into different fields of government technical and vocational education and training colleges in Addis Ababa. The information to be collected through the questionnaire will be used only for research purposes. I, therefore, kindly request you to provide genuine information for it highly determines the success of the study.

It is hoped that the findings of the study will help the concerned bodies who are engaged in placement of trainees into different fields of TVET courses. Moreover, it is also believed that the study will help for guidance and counseling offices of the colleges who have responsibility for giving advice to the vocational trainees and also assists those school personnel who are involved on offering courses in technical and vocational education and training.

Thank you in advance,

For each of the questions, you are requested to indicate your responses according to the directions given in each of the parts.

Direction: Please **circle the letter** of your choice and fill the appropriate answers, if the questions require written responses.

Section 1

1. Name of the training college: _____
2. Sex a) Male b) Female
3. Age a) 21-25 b)26-30 c) 31-40 d)41-50 e)Above 50

11. To what extent are the criteria mentioned in No 9 (and used by concerned bodies) are satisfactory and effective?
- e. high
 - f. average
 - g. low
 - h. no response
12. Which body is responsible for placement of Trainees into different fields of TVET colleges?
- d) Ministry of education
 - e) Addis Ababa City Education Bureau
 - f) TVET Colleges' Dean
 - g) No response
13. Guidelines and policies about placement (if there is) is prepared by:
- a) Ministry of education
 - b) Addis Ababa City Education Bureau
 - c) The department of TVET Colleges
 - d) The TVET College
 - e) No response at all
14. According to your view the current placement process
- d) should be improved
 - e) Is correct
 - f) Should be changed
 - d) No response
15. The present placement process contribution to the effort being made to produce the supply of skilled manpower is
- d) Higher
 - e) Lower
 - f) Average
 - d) No response

6	Trainees are placed according to their vocational choices and interests			
7	Trainees are helped to solve their personal problems through counseling services.			
8	This TVET college follow the placement and efficiency of their graduates on jobs to evaluate their own training programs offered			
9	There are trainees who did not join into different fields of study in the TVET College, after they had been placed			

Section 3

A. what are the problems of placement of trainees into different fields of study in the TVET college and their effect on the teaching learning process?

B. Does the placement activity which is done by concerned bodies need to be improved? If yes,

A. Why? _____

B. How? _____

C. Does the placement activity which is done by concerned bodies need to be improved? If No,

A. Why? _____

B. How? _____

Thank You

Appendix-A_{2.5}

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS EDUCATION**

A Questionnaire to be filled by Trainees

The purpose of this questionnaire is to gather information and opinion regarding to the Placement of Trainees into different fields of study in selected government TVET Colleges. Thus, your frank and sincere responses to the items in the questionnaire help to meet the objective of the study. Be sure that the information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance,

For each of the questions, you are requested to indicate your responses according to direction given in each of the parts.

Please Note that:

- No need to write your name
- Please be as brief as possible in answering the open-ended questions.

Direction: Please **circle the letter** of your choice and fill the appropriate answers, if the questions require written responses.

Part one: General background

1. Name of the TVET Colleges _____
2. Field of Training _____
3. Sex: a. Male b. Female
4. Age: a. 15-20 b. 21-25 c. 26-30 d. Above 30

Part Two: General Questions

5. Are you placed this college in your own choice?
 a. Yes b. No
6. If yes, how did you choose the vocational field of study which you are attending now?
 a) By my own interest
 b) With the help of advice from friends

- c) With the help of advice from teachers
- d) With the help of parental advice
- e) The college placed me randomly as the vacancy it had
- f) No response
- g) Other, specify_____

7. Do you have the interest and ability required in your field of specialization before you were placed in this area of study?

- a) Yes
- b. No
- c. No response

8. If yes, from where do you get the ability?

- a) Instructions of relatives
- b) Instruction of friends
- c) Reading books
- d) 9th and 10th grade teachers
- e) No response

9. Do you think that trainees are given orientation before they placed into different fields of study?

- a) yes
- b) No
- c) No response

10. Did the orientation given help you in your placement of studies?

- a) Yes
- b) No
- c) No response

11. Is there any vocational guidance service in the college?

- a) Yes
- b) No
- c) No response

12. What are the criteria for the placement of trainees in this TVET

College? a. Grade 10 national exam (EGSLCE) result.

- b. The in-take capacity of the college
 - c. By drawing a lot.
 - d. By the choice of trainees
 - e. By Giving Aptitude test
 - f. No response
 - g. Please, mention other reasons, if any, below.
-

13. Who formulate the criterion for the placement of trainees into different fields of study in the college?

- a. The college itself
- b. Addis Ababa City Government Education Bureau
- c. Ministry of Education
- b. No Criterion
- d. Others? Please, specify, if any, _____

14. To what extent are the criteria mentioned in No 12 (and used by concerned bodies) are satisfactory and effective?

- i. high
- j. average
- k. low
- l. no response

15. What are the positive and the negative aspects of placement of trainees, if it is done by the college?

15.1 Positives aspects _____

15.2 Negative aspects _____

16. Would you please list the major problems that you faced in the placement of your choice of training ?

17. What solutions would you suggest to improve the problems of placement of trainees in TVET Colleges?

Thank You

Appendix - B

**Statistics for 10+3 Program of Addis Ababa TVET trainees placement for the last consecutive three years
(From 1997 E.C. up to 1999 E.C.)**

Name of the TVET College	Field of Study	No of Trainees placed to the government Colleges by Addis Ababa City Admin. Education Bureau									No of Regular Trainees of current year /1999/								
		1997			1998			1999			1 st Year			2 nd Year			3 rd Year		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Entoto	Accounting	11	43	54	69	53	122	47	6	53	39	3	42	33	28	61	52	46	98
	Information Technology	26	18	44	36	17	53	34	8	42	31	6	37	17	5	22	33	18	51
	Secretarial Science	4	37	41	3	47	50	2	38	40	-	27	27	-	38	38	2	46	48
	Purchasing	37	16	53	23	35	58	37	10	47	30	7	37	12	16	28	32	25	57
	Salesmanship/Marketing	33	18	51	46	74	120	56	5	61	41	3	44	35	35	70	35	26	61
	Banking & Insurance	18	36	54	31	33	64	38	14	52	37	7	44	24	14	38	27	24	51
	Law							115	20	135	50	4	54						
	Auto Mechanics							25	1	26	23	1	24						
	General Mechanics							26	-	26	16	-	16						
	Machine Technology							17	1	18	15	-	15						
	Survey							19	-	19	16	-	16						
	Total										297	58	355	121	136	257	181	185	366
	Tegbared	Auto Mechanics	29	7	36	33	15	48	45	-	45	41	-	41	31	1	32	49	-
Electricity		30	5	35	40	6	46	38	4	42	35	2	37	35	3	38	35	4	39
Electronics		34	2	36	39	3	42	35	2	37	35	2	37	31	2	33	35	2	37
General Mechanics		36	1	37	35	6	41	42	2	44	39	-	39	28	1	29	26	-	26
Machine Technology		37	-	37	26	8	34	40	-	40	36	-	36	17	3	20	36	-	36
Textile Technology		22	15	37	21	39	60	38	5	43	32	2	34	16	6	22	14	8	22
Masonry								25	1	26	16	-	16						
Road Construction								24	2	26	21	2	23						
Drafting								36	-	36	35	-	35						
Surveying								33	1	34	32	-	32						
Total											332	8	330	158	16	174	195	14	209

የአዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ



CITY GOVERNMENT OF ADDIS ABABA EDUCATION BUREAU

ቁጥር REF. No 49/255/208-20/11
ቀን DATE 2/8/99

ለ አሥሩ ክፍለ ከተማ ትምህርት/ሥል/ጽ/ቤቶች አዲስ አበባ

ጉዳይ:- የ1999 የቴክኒክና ሙያ መግቢያ ነጥብን ስለማሳወቅ፤

ከላይ በርዕሱ እንደተጠቀሰው የ1999 ዓ.ም በ10+1፣ 10+2 እና የ10+3 የቴክኒክና ሙያ መግቢያ መስፈርት በአዲስ አበባ ከተማ አስተዳደር ዛሬ-ት 10 የመንግሥት ቴክኒክና ሙያ ተቋማትና ኮሌጆች የመጠቀል አቅም እንደሚከተለው ተመሰክሯል፡፡

- 1ኛ. 10+3 የቴክኒክና ሙያ መግቢያ መስፈርት
 - ወንዶች 2.14 ነጥብና ከዚያ በላይ ያላቸው በሙሉ መወዳደር ይችላሉ፡፡
 - ሴቶች 2.00 እና ከዚያ በላይ ያላቸው በሙሉ መወዳደር ይችላሉ፡፡
- 2ኛ. 10+2 የቴክኒክና ሙያ መግቢያ መስፈርት
 - ወንዶች ከ1.86 እስከ 2.00 ነጥብ ያላቸው በሙሉ መወዳደር ይችላሉ፡፡
 - ሴቶች ከ1.71 እስከ 1.86 ነጥብ ያላቸው በሙሉ መወዳደር ይችላሉ፡፡
- 3ኛ. 10+1 የቴክኒክና ሙያ መግቢያ መስፈርት
 - ወንዶች 1.71 ነጥብ ያላቸው በሙሉ መወዳደር ይችላሉ፡፡
 - ሴቶች 1.57 ነጥብ ያላቸው በሙሉ መወዳደር ይችላሉ፡፡

ሆኖም ያለው የቅበላ አቅም ከተቀመጠው የየደረጃው አነስተኛ የመግቢያ መስፈርት ተወዳዳሪዎች ቁጥር ያነሰ በመሆኑ እያንዳንዱ ተወዳዳሪ በ9ኛና 10ኛ ክፍል አማካይ ውጤቱ መሠረት ተወዳዳሪ ጠልጫ ካላገኘ ከተወዳደረበት ደረጃ ገዢ ጠሎ የሚመደብ መሆኑንና በ10+1 ፕሮግራም ከሚወዳደሩት መካከል ደግሞ ላይመደቡ የሚችሉ መኖራቸውን ተማሪዎቹ እንዲያውቁትና በትምህርት ቤቶቻቸው በኩል እንዲገለጽላቸው እንዲደረግ እየሰጠን ቀደም ሲል በተላከው የቴክኒክና ሙያ ምርጫ ኮድ መሠረት በተዘጋጀው ማጠቃለያ መሠረት የተማሪዎቹ የተቋምና የሙያ መስክ ምርጫ ተጠቃሎ እጅግ ቢዘገይ እስከ ሕሙስ ተቅምት 9 ቀን 1999 ዓ.ም ድረስ ለአዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ የመደበኛ ቴክኒክና ሙያ ትምህርት/ሥል መምሪያ በሲ.ዲ.(ፍ.ሎ.ፒ) እና ኮፒው በወረቀት ታትሞ እንዲደርስ እንዲደረግ በናንተ በኩል ለአስፈላጊ ሁለተኛ ደረጃ ትምህርት ቤቶች በአስቸኳይ እንዲያውቁት እንዲደረግ አናስታውቃለን፡፡

- ግልባዎ/
- ለቢሮ ኃላፊ ጽ/ቤት
 - ለቴክኒክና ሙያ ትምህርት/ሥል/ ዘርፍ ምክ/ቢሮ ኃ/ጽ/ቤት
 - ለለአጠቃላይ ትምህርት ዘርፍ ምክ/ቢሮ ኃ/ጽ/ቤት
 - ለመደበኛ ቴክኒክና ሙያ ትምህርት/ሥል/ መምሪያ
 - ለትምህርት/ሥል/ጽ/ቤት/መምሪያ
- አዲስ አበባ



ከሰላምታ ጋር
ለበባ ልጉስ ገ/አይወቅ
የቴክኒክና ሙያ ትምህርት ሥልጣን
ጽ/ቤት ኃላፊ

Handwritten signatures and dates: 10/3/2009

+2511223884/91 FAX +25111223888 744 E-mail aacgeb@ethionet.et

አዲስ አበባ - አትሎጵያ Addis Ababa - Ethiopia
ግልበያ ውልቢ የግንኙነት ቁጥርን የተጻፉ ርዕዮ የሚመለከተውን ክፍል ይተቡ
REMINDER: PLEASE ALWAYS PROVIDE REF. NO SUBJECT AND ATTENTION TO

የ1999 ዓ.ም የቴክኒክና ሙያ ተቋማትና ሙያ መስክ ምርጫ ፎርም
(በመራጭ ተማሪዎች የሚሞላ)

2006/07 A.Yr. TVET Institute and Occupation Choice Form

የተማሪው ሙሉ ስም ከነአያት _____
Student's Full Name (በአማርኛ) (In English)

ፆታ ልብ ሴት
Sex { Male Female }
ዕድሜ _____ ክፍለ ከተማ _____ ቀበሌ _____ የቤት ቁ. _____
Age Sub City Kebele House No

የ9ኛ እና 10ኛ ክፍል ትራንስክሪፕት አማካይ ውጤት _____ የ10ኛ ክፍል ብሔራዊ ፈተና ውጤት _____
Grade 9 & 10 Transcript Average Result EGSECE GPA

የቴክኒክና ሙያ ተቋም (ኮሌጅ) ምርጫ TVET Institute (Colleg Choice)	
አ.ንስቲትዩት/Institute	ኮድ/Code
1	
2	
3	

የሙያ መስክ ምርጫ Occupation Choice	
የሙያ መስክ/Occupation	ኮድ/Code
1	
2	
3	
4	
5	

የተማሪው/ዋ ፊርማ _____
Student's Signature

የወላጅ/አሳዳጊ ስምና ፊርማ _____
Parent's/Guardian's Name and Signature

የ1999 ዓ.ም የቴክኒክና ሙያ ተቋማትና ሙያ መስክ ምርጫ ፎርም
(በመራጭ ተማሪዎች የሚሞላ)

2006/07 A.Yr. TVET Institute and Occupation Choice Form

የተማሪው ሙሉ ስም ከነአያት _____
Student's Full Name (በአማርኛ) (In English)

ፆታ ልብ ሴት
Sex { Male Female }
ዕድሜ _____ ክፍለ ከተማ _____ ቀበሌ _____ የቤት ቁ. _____
Age Sub City Kebele House No

የ9ኛ እና 10ኛ ክፍል ትራንስክሪፕት አማካይ ውጤት _____ የ10ኛ ክፍል ብሔራዊ ፈተና ውጤት _____
Grade 9 & 10 Transcript Average Result EGSECE GPA

የቴክኒክና ሙያ ተቋም (ኮሌጅ) ምርጫ TVET Institute (Colleg Choice)	
አ.ንስቲትዩት/Institute	ኮድ/Code
1	
2	
3	

የሙያ መስክ ምርጫ Occupation Choice	
የሙያ መስክ/Occupation	ኮድ/Code
1	
2	
3	
4	
5	

የተማሪው/ዋ ፊርማ _____
Student's Signature

የወላጅ/አሳዳጊ ስምና ፊርማ _____
Parent's/Guardian's Name and Signature

የ1999 ዓ.ም የቴክኒክና ሙያ ተቋማትና ኮሌጆች ምርጫ ኮድ
2006/07 TVET Institutes(Colleges) Choice Codes

No	Institute/ College	Code	10+1	10+2	10+3
1	Addis Ababa Tcgbare'id TVET College	10	✓	✓	✓
2	Geneal Wingate TVET College	11	✓	✓	✓
3	Entoto TVET College	12	✓	✓	✓
4	Nefas Silk TVET College	13	✓	✓	✓
5	Misrak TVET College	14	✓	✓	✓
6	Higher 7 Middle Levele TVET Institute	15	✓	✓	
7	Higher 4 Middle Levele TVET Institute	16	✓	✓	
8	Higher 20 Middle Levele TVET Institute	17	✓	✓	
9	Akaki Middle Levele TVET Institute	18	✓	✓	
10	Higher 12 Middle Levele TVET Institute	19	✓	✓	
11	Leather & Leather Tech. Institute	21			✓
12	Menilk II Nurses Training Institute	22			✓



የ1999 ዓ.ም የ-ቴክኒክና ሙያ ሥልጠና መስኮች ምርጫ ኮድ
2006/07 TVET Training Occupations Choice Codes

No	Occupation	Code	10+1	10+2	10+3
1	Accounting	41	✓	✓	✓
2	Secretarial Science	42	✓	✓	✓
3	Banking & Insurance	43		✓	✓
4	Salesmanship	44	✓	✓	✓
5	Purchasing	45	✓	✓	✓
6	Information Technology	46	✓	✓	✓
7	Auto Mechanics	47	✓	✓	✓
8	Electricity	48	✓	✓	✓
9	Electronics	49	✓	✓	✓
10	General Mechanics	50	✓	✓	✓
11	Machine Technology	51	✓	✓	✓
12	Textile Technology	52	✓	✓	✓
13	Building Painting & Decorating	53		✓	
14	Building Electrical Installation	54		✓	
15	Plastering	55	✓		
16	Tiling	56		✓	
17	Concreting	57		✓	
18	Carpentry	58		✓	
19	Masonry	59			✓
20	Building Metal Work	60		✓	
21	Plumbing	61		✓	
22	Road Construction	62	✓	✓	✓
23	Drafting	63	✓	✓	✓
24	Surveying	64	✓	✓	✓
25	Wood Work	65	✓	✓	✓
26	Tailoring	66	✓	✓	
27	Dress Making	67	✓	✓	
28	Hair Dressing	68	✓	✓	
29	Cooking	69	✓	✓	
30	Home Management	70	✓		
31	Hotel Service	71	✓		
32	Bakery & Confectionery	72	✓		
33	Coaching (Sport)	73	✓	✓	
34	Leather & Leather Products Technology	81			✓
35	Clinical Nursing	82			✓



አዲስ አበባ ከተማ አስተዳደር
ትምህርት ቢሮ



CITY GOVERNMENT OF
ADDIS ABABA
EDUCATION BUREAU

ትምህርት ቢሮ አስተዳደር

ቁጥር 419/186/7728-ደር/10
Ref. No.
ቀን 24/1/98
Date

ለ አሥሩ ክፍለ ከተማ ትምህርት መምሪያዎች
አዲስ አበባ

ጉዳዩ፡- የ1998 ዓ.ም የቴክኒክና ሙያ ሠልጣኞች የመግቢያ ነጥብ መቁረጫን ይመለከታል።

ከላይ በርዕሱ ስለተጠቀሰው ጉዳይ በ1997 ዓ.ም የአጠቃላይ ትምህርት ማጠናቀቂያ ፈተና ከወሰዱት መካከል ወደ ቴክኒክና ሙያ ተቋማትና ኮሌጆች ገብተው ለመሠልጠን ከሚፈልጉት መካከል በአ/አ/ከ/አስ/ትም/ቢሮ በተወሰነው የመግቢያ ነጥብ መሠረት ሠልጣኞችን በምርጫቸው፣ ባገኙት ነጥብና በ9ኛና 10ኛ ክፍል አማካይ ውጤታቸው መሠረት በውድድር ምደባ የሚሠራ ይሆናል። በዚህም መሠረት ከዚህ በታች በተሰጠው የነጥብ መስፈርት መሠረት አስፈላጊ ትምህርት ቤቶች ተማሪዎቻቸውን ምርጫ በማስጥላት ቀደም ሲል በተላከው ፎርማት በማጠቃለልና በፍሎፕ ዲስኬት ወይም በሲዲ ኮፒ በማድረግ በአስቸኳይ ለመደበኛ ቴክኒክና ሙያ ትምህርትና ሥልጠና መምሪያ እንዲልኩ በናንተ በኩል እንዲያውቁት እንዲደረግ እያሳሰብን ሆኖም ካለው የተወዳዳሪ ብዛትና የቦታ ውሳኔነት አንጻር ሁሉም ተመዝጋቢዎች በተወዳደሩበት ደረጃ የማይመደቡና በ9ኛና 10ኛ ክፍል አማካይ ውጤት ውድድር የተበለጠና ለ10+1 ፕሮግራም ከተወዳደሩት መካከልም ላይመደቡ የሚችሉ መኖራቸው ጭምር በት/ቤቶቹ በኩል ተወዳዳሪ ተማሪዎቹ እንዲያውቁት እንዲደረግ እናሳስባለን።

ለ1998 ዓ.ም የቴክኒክና ሙያ ተቋማትና ኮሌጆች መግቢያ የተወሰነ የውድድር መስፈርት

ፕሮግራም	የመወዳደሪያ መስፈርትና ለምደባ የተዘጋጁ ቦታዎች					
	ወንዶች			ሴቶች		
	ነጥብ	ተወዳዳሪ ብዛት	የሚመደቡ ብዛት	ነጥብ	ተወዳዳሪ ብዛት	የሚመደቡ ብዛት
10+1	2.00	1793	1119	1.86	1774	1502
10+2	2.14-2.43	3223	2089	2.00-2.14	2521	2521
10+3	2.57	549	396	2.29	756	324



ከሰላምታ ጋር
የትምህርት ቢሮ
ምክትል ቢሮ ጋራ

ገልባጭ
ለቴክኒክና ሙያ ትምህርት/ምክ/ቢሮ ጋራ አ/ቤት
ለመደብ/ቴክኒክና ሙያ ትምህርት/መምሪያ
ለትምህርት/ሱፐር/ምክ/ቢሮ
አዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ

☎ 223884 FAX 223888 ☎ 744 E-mail aacgeb@telecom.net.et
አዲስ አበባ ኢትዮጵያ Addis Ababa - Ethiopia

መልስ ሲጻፉን የኛን ቁጥር ይጠቀሱ
In replying please quote our reference number

አገልግሎት
30/1/98

አዲስ አበባ ከተማ አስተዳደር
ትምህርት ቢሮ



CITY GOVERNMENT OF
ADDIS ABABA
EDUCATION BUREAU

ቁጥር 711/1042/ኧ28-40/16
Ref. No.
ቀን 7/1/97
Date

- ለ አራዳ ክ/ከተማ ትምህርት መምሪያ
 - ለ አዲስ ከተማ ክ/ከተማ ትምህርት መምሪያ
 - ለ ልደታ ክ/ከተማ ትምህርት መምሪያ
 - ለ ቂርቆስ ክ/ከተማ ትምህርት መምሪያ
 - ለ ቦሌ ክ/ከተማ ትምህርት መምሪያ
 - ለ ዩኅ ክ/ከተማ ትምህርት መምሪያ
 - ለ ነፋስ ስልክ ላፍቶ ክ/ከተማ ትምህርት መምሪያ
 - ለ አቃቂ ቃሊቲ ክ/ከተማ ትምህርት መምሪያ
 - ለ ኮልሬ ቀራኒያ ክ/ከተማ ትምህርት መምሪያ
 - ለ ጉላሌ ክ/ከተማ ትምህርት መምሪያ
- አዲስ አበባ

አዲስ አበባ

ጉዳዩ:- የ1997 ዓ.ም የቴክኒክና ሙያ ሠልጣኞች ምርጫ ፎርም ስለመላክ

ከላይ በርዕሱ እንደተጠቀሰው በ1996 ዓ.ም የአጠቃላይ ሁለተኛ ደረጃ ትምህርት ማጠናቀቂያ ስርተሬጅት ፊተና ከወሰዱት መካከል በቴክኒክና ሙያ ትምህርትና ሥልጠና መስክ ገብተው ለመሰልጠን ፍላጎት ያላቸውና የተወሰነውን የመግቢያ ነጥብ ያሟሉ ዕጩ ሠልጣኞች በተፈተኑባቸው ት/ቤቶች ምርጫ እየመረጡ በማሰልጠኛ ተቋማት ባሉ ቦታዎች መደልደል ስለሚኖርባቸው ይኸው በናንተ በኩል ታውቆ በክ/ከተማችሁ ስር ለሚገኙ አስፈላጊ ሁለተኛ ደረጃ ት/ቤቶች ለአይንዳንዳቸው በየሥልጠና ፕሮግራሙ (10+1፣10+2 እና 10+3) የሚሰጡ የሙያ መስኮችና የሚሰጡባቸው ተቋማት ከነኮዳቸው የያዘ 6 ገጽ መረጃና እያንዳንዱ ተማሪ ምርጫውን የሚሞላባት 1 ገጽ ፎርም እንዲሁም 1 ገጽ ማጠቃለያ በድምሩ 8 ገጽ ከዚህ ደብዳቤ ጋር አባሪ አድርገን የላክን መሆኑን እየገለጹን እነዚህ መረጃዎች በናንተ በኩል ለት/ቤቶች ደርሷቸው ምርጫዎቹ ተሟልተው ማጠቃለያው በተዘጋጀው የኮምፒዩተር ፎርም ተሰርቶ በዲብሌት ለት/ቢሮ በአስተካኪ ተመላሽ እንዲደረግ እናሳስባለን።

☎ 223884 FAX 223888 ☒ 744 E-mail aacgeb@telecom.net.et
 አዲስ አበባ ኢትዮጵያ Addis Ababa – Ethiopia

መልስ ሲጻፉን የቺን ቁጥር ይጥቡ
 In replying please quote our reference number

የ1997 ዓ.ም የቴክኒክና ሙያ ሠልጣኞች የምርጫ ፎርም

የተማሪው መረጃ/Student's Information

በአማርኛ	In English (Write in BLOCK Letters)
ስም _____	Name _____
የአባት ስም _____	Father's Name _____
የእያት ስም _____	G.Father's Name _____
ገጽ/አ ከተማ _____ ቀበሌ _____	
ፆታ ወንድ <input type="checkbox"/> ሴት <input type="checkbox"/> ነጥብ _____	

የአካል ጉዳት ካለ የጉዳቱ አይነት

የመሰማት <input type="checkbox"/>	የመያዝ <input type="checkbox"/>	ሌላ (ይገለጹ) _____
የማየት <input type="checkbox"/>	የመራመድ <input type="checkbox"/>	

የቴክኒክና ሙያ ተቋምና የሙያ መስክ ምርጫ ኮድ

	ተቋም	የሙያ መስክ	ኮድ
1ኛ ምርጫ			
2ኛ ምርጫ			
3ኛ ምርጫ			
4ኛ ምርጫ			
5ኛ ምርጫ			

በምርጫው ስለመስማማታቸው የወላጅ ወይም ያሳዳጊ ማረጋገጫ

የወላጅ/ያሳዳጊ ሙሉ ስም _____

ፊርማ _____

ቀን _____

ተምህርት ቤቱ ርዕሰ መምህር ስምና ፊርማ _____

የአዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ 1997 ዓ.ም የቴክኒክና ሙያ
የ10+3 ፕሮግራም ሥልጠና መስኮችና የምርመራ ኮዶች

APPENDIX-E4

የሙያ መስክ ኮድ	የሙያ መስክ	የተቋሙ ስም	የቅበላ አቶም	ምርመራ
0101	Accounting	እንጦጦ	50	
0102	Secretarial Science	እንጦጦ	50	
0103	Banking & Insurance	እንጦጦ	51	
0104	Purchasing	እንጦጦ	50	
0105	Selesmanship	እንጦጦ	50	
0106	Information Technology	እንጦጦ	40	
0107	Auto	ተግባረዕድ	30	
0108	Electricity	ተግባረዕድ	30	
0109	General Mechanics	ተግባረዕድ	30	
0110	Machine Technology	ተግባረዕድ	30	
0111	Electronics	ተግባረዕድ	31	
0117	Textile Technology	ተግባረዕድ	30	
0112	Wood Work	ጄነራል ዊንጌት	30	
0113	Drafting	ጄነራል ዊንጌት	30	
0114	Surveying	ጄነራል ዊንጌት	30	
0115	Building Construction	ጄነራል ዊንጌት	30	
0116	Road Construction	ጄነራል ዊንጌት	30	
1101	Leather Technology	የቆዳ ቴክኖሎጂ ኢንስቲትዩት	130	
1201	Clinical Nursing	ምኒልክ ነርሲንግ ት/ቤት	30	
Total			782	

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of materials used for the thesis have been dully acknowledged.

Name: GIRMA ZELEKE HIGU

Signature: 

Addis Ababa, February, 2007

