A study of Students Selection, Streaming, and Training in the Technical and Vocational Schools of Ethiopia

A Thesis Presented to the
School of Graduate Studies
Addis Ababa University

In Partial Fulfillment of the
Requirements of the Degree of
Masters of Arts in Educational
Administration

BY
Dessalegn Lemmessa

June, 1996

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ACKNOWLEDGMENTS

I like to express my gratitude to my advisors, Dr. Yalew Ingedayehu and Dr. Wanna Leka, who provided me their unreserved technical and professional assistance and comments until the final stage of the thesis at the expense of their working hours as well as spare-times.

I am grateful to Ato Ayalew Shebeshi who had not only been my teacher for the last 12 years, but also for the brotherly advice and encouragement I was given to continue and successfully complete this area of study.

Finally, my special thanks and indebtedness is to my wife, Meseret Adinew, who had been a source of encouragement, advice and material support without which the completion of this program could have been very difficult.

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ABSTRACT

The purpose of the study was to investigate the selection, streaming and training of students in the TV Schools of Ethiopia, and thereby, forward recommendations for the improvements of the problems that the study brings to light.

The areas of concern were the methods, procedures, and the types of resources employed to select, stream and train students to produce the required semi-skilled manpower. These are: the provision of occupational information through the guidance program, the provision of the necessary resources, the staff- development schemes utilized to up-grade the technical and pedagogical knowledge of teachers.

Out of the 14 government TV schools operating in the country, 9 of them were included in the study. Opinions, comments and suggestions were properly gathered from the officials, administrative staff, teachers and students through the questionnaire.

Some of the major findings include:

It is the intake capacity of each training school considered as the only means to determine the number of new entrants selected every year.

The lack of job opportunity experienced by the graduates has brought trainees to become indifferent to the training programs.

Recommendations for the mentioned points are:

The responsible MOE in collaboration with the regional education bureaux, professionals in the TVET and the potential employers have to innovate a system which helps to make a balance on the number of students to be trained in each field to that of the absorptive capacity of the economy.

A study has to be carried out by the policy formulating MOE so as to (1) bring those fields of specialization having no/less market demand to terminations (phase-out) (2) the current training programs be based on indigenous technology to make them applicable for self-employment of graduates and to the local demand.

CHAPTER ONE

INTRODUCTION

Back ground of the Study

Vocational Education of an informal nature dates back to the earliest civilization. In their rise from primitive stage to civilization people have learned to work in many different ways. At first, they might have learned by accident. But, down the ages, the most popular method has been trial and error. Some people may have learnt by being told as how to do it and others might have been shown when something was actually performed. Bright individuals could have needed only to watch the expert and then imitate, that they have learnt by observation (Henry, 1947:4).

These unconscious training methods and observations served for many years. But as labour became socially required, some organized teachings were divided between homes and the specialized occupations. Theodore (1958:3) states that " It was during this time that apprenticeship program was employed as the first form of purposely organized training method."

However, the past decades have shown many changes in the world of work. Child labour has disappeared and the use of machines made manual labour less demanding. It is the industrial revolution which greatly affected the way in which people worked. The advent of the new technology has led us into further stage of work activity in which the emphasis on manual labour has shifted to the technical knowledge. Husen (in UNESCO, 1985:71) has the following to say concerning the same issue:

> The increasing part played by the industrial revolution in particular, in the daily life of the individual and of society makes it necessary for people not only to have scientific understanding of the universe, but also to be introduced to the use of new techniques and devices, and these in turn began to require new technical knowledge of the why as well as of the how.

On the other hand, the training of such people with the required technical knowledge and skills have started to seek new educational policies that aspire for the integration of theory and practice. Such a general awareness has grown 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 Gillie (1973:7), " TVET deals with knowledge, skills, and attitudes that fit an individual wholly or in part for a definite occupation or vocation. "

Therefore, this program is a part of education specifically geared to help individuals acquire skills and knowledge to do particular tasks and

become competent workers. The content of the training, the process under which students 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 relationship to the world of work. Lastly, 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 among various applicants. Infact, the selection guideline/ 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 on selection by guidance will have a socially

heterogeneous student body, composed of individuals who are highly motivated towards joining the training program (Hargreaves, 1983:37).

The other task of the training school in addition to selection would be the streaming 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 firm beliefs of the students in each fields of specialization that should lead them to be successful.

Nevertheless, streaming 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 school offers in particular and about the TVET in general. Streaming problem may also occur if students 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, 1965:355). So, it is the responsibility

of the guidance service to help students 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 labour market for everyone who is to start the program. Stressing the importance of vocational guidance, Gillie (1983:14) states that :

> Effective occupational choice must lie in the values and goals of the individual: a basic element is the linking of present actions of future goals. A major responsibility for the allocation to various students to the various types of occupations, therefore, rests on the guidance service.

Furthermore, at the TV school level, the guidance program becomes the process of helping individuals to make the right choices. It also enables them to advance in their chosen fields.

Generally, the overall implementation of the training program does not only lie 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.

The TV schools are responsible not only for inculcating knowledge, skills and attitudes but also for preparing workers and technicians capable of contributing to the development of a society. The quality of teachers will then have a direct effect on how well individuals are prepared for their working lives. Such efficiency is also a good manifestation of how much the training schools contribute to the economic development of a country.

Likewise, the training of the necessary manpower with the required technical knowledge through TV schools have also been practiced in Ethiopia.

Accordingly, the efforts made to utilize technical skills through the introduction of modern education by Menilik II were the significant achievements of his time. Moreover, Pankhurst (1967,29-86) and Girma (1982:77) state that the expansion of modern education and other progressive steps carried out to facilitate the development of the country were firmly cemented during Emperor Haile Selassie. Particularly, his reign is well recognized by the fact that it was a time when various types of the education system were established and expanded. Despite the elitist nature of the education system, the other forms such as the TVET was largely emphasized during this time.

After the Italo-Ethiopian war of 1935, there was an urgent demand for launch a program of trained people and to introduce modern management. The reason was to reconstruction and this needed technicians of all levels and other educated labour force. It was in response to this demand that the Technical School of Addis Ababa was established in 1941, and then followed by the Addis Ababa Commercial School in 1942, and the Bahir Dar Polytechnic Institute later on . It is

since then that 14 government and 3 non-government training schools have been established to fulfill the required skilled manpower in various fields of specialization's (MOE, 1965:34).

Prior to this study, for example, attempts has been made by individuals (Fekadu, 1993) as well as by institution (ICDR, 1992) to assess the overall operations of the TV schools. However, the studies mentioned lack depth in areas related to selection, streaming as well as resource allocation. This paper, rather, tries to examine as to what extent students interests, abilities, and choices of occupations are taken into account to successfully carryout the training programs and thereby, produce efficient skilled manpower. Moreover, this study specifically tries to see as to how the selection, streaming and training of students has been carried out in the TV schools of Ethiopia. The paper will also assess the provision of resources if they are adequate or otherwise, the existing staff development schemes as well as the fulfillment of other supportive inputs used to run the training program effectively.

1:2. Statement of the Problem

UNESCO'S (1983:69-70) report states that TVET is an area of study which may be freely and positively chosen as a means by which one develops talents, interest and skills leading to an occupation or to further education. On the basis of this, Ligon and Mcdaniel (1970,106-107) assert that it is through vocational guidance which each individual becomes familiar with a wider range of information about himself, his abilities and properly shapes his plans or ambitions for the future. Vocational guidance is usually interpreted as the assistance given to students in choosing, preparing for, and progressing in an occupation. Likewise, it is through this program that, the training schools can effectively select candidates who apply for admission. They are also expected to give prior orientation to students about the available fields of studies, streaming to various areas according to their interests, and help them to successfully complete the training programs.

Therefore, this study attempts to address the following research questions.

1. What basic criteria is used to determine the number of new intakes every year ?
2. Do the new entrants get the necessary initial orientations before they start their respective training programs?
3. Do teachers evaluate the performance of their students (both in theory and practice)?
4. Do teachers have the necessary qualification (technical and pedagogical) to effectively carryout the training programs?
5. What are the staff development programs carried out so as to up-date the intellectual and technical knowledge of teachers in light of the rapidly changing working conditions at present?
6. Are the necessary resources adequately provided to effectively run the intended programs?

7. What are the major problems that impede the provision and organizations of the training programs at various levels of the training schools?

1.3 Purpose of the Study

The purpose of this study is to investigate the problems facing the TV schools with regard to selection, streaming, and training of students. 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 intends to examine the provision of resources and staff development schemes that help to run the training programs effectively.

Finally, this paper would forward possible solutions for the problems encountered and appreciate the strong points discovered during their actual performances. Based on this, the following specific objectives of the study are identified:

1. To investigate as to how the training schools disseminate information about each field of study they offer and the requirements expected of the candidates ahead of time.
2. To look into the nature of the selection criteria and procedures:
   - 2:1 Whether it is open or not to all categories of students, such as female students.
   - 2:2 Whether the criteria is based on the guiding principles of TVET such as interest, vocational choice ... etc. in general.
3. To identify as to what extent the occupational choices and abilities of students are taken into consideration for streaming them to various fields of studies.
4. To examine the performance of teachers as to how they continuously evaluate the students' vocational activities and academic achievements.
5. To look into whether the machines, equipment and other materials used for the training purposes are up-to-date or not.

1:4 Significance of the Study

1. So far, no detailed research has been done on this topic. Hence, this work would help to increase the scope of knowledge in this area of study.

2. The findings may initiate planners and other concerned officials to seek solutions for the problems brought to light.

3. The suggested solutions (Recommendations) might be used as possible alternatives in the future.

4. The result of this study could be used as a stepping stone for those who want to engage in further study on the same issue.

1.5. Delimitation of the Study

There are 14 government and 3 private TV schools operating nationwide. Had it been possible to cover all of them, the results gained from the assessments of these training schools could have made the study more complete.

Therefore, taking all constraints into account, the study deals with nine government training schools that cover the northern, southern, eastern, western and central parts of the country. These schools are:

1. Wolliso Agricultural School
2. Dilla " "
3. Asebe Taferi " "
4. Mekele Technical School
5. Dire Dawa Technical School
6. Awasa Technical School
7. Entoto TV School

8. W/o Sehen TV School

9. Wingate Construction (TV) School

1.6 Definition of the Terms

The following technical terms are used in this paper as defined here under,

1. **Apprenticeship**:- Is " a practice in which a person under written agreement, learns a skill or semi-skilled industrial occupations requiring two or more years of supervised work experience on the job supplemented by related classroom instruction" (Good, 1973:36).

2. **Criteria**:- Is " A standard, norm, or judgment selected as a basis for quantitative and qualitative comparison" (Good, 1973:153).

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3. **Placement** :- Is " The assignment of a person to a suitable class course .... in accordance with his aims, capabilities, readiness, educational back ground and aspirations" (Good, 1973:424).

4. **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).

5. **Technical Education**:- " Education designed to upper secondary and lower tertiary levels to prepare middle level personnel/technicians or middle managers.../and a University level to prepare engineers and technologists for higher management positions" (UNESCO, 1978:17).

6. **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 science, and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life " (UNESCO,1978:17).

7. **Vocational Education**:- " Education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations, trades, or jobs" (UNESCO,1978:17).

8. **Vocational Guidance**:- is " The processes of assisting the individual to understand accurately both himself and the world of work in particular, the specific educational and job requirements of occupations in which he may be interested and for which he will be qualified. Finally, help is

given at the point of entrance into further training or actual placement in the vocational field most appropriate for him. This dynamic and on going process of vocational guidance is based on the assumption that an individual actually reaches his ultimate vocational choice, not at any single moment in time, but through a series of experiences and resultant decisions over a period of years" (Venn, 1964:148).

LIST OF ACRONYMS

ACVE	=	Advisory Council on Vocational Education
CSECS	=	Center for the Study of Education in A Changing Society.
EEP	=	Ethiopian Education Policy.
ESR	=	Education Sector Review
ICDR	=	Institute of Curriculum Development and Research
IME	=	Indian Ministry of Education

MOE	=	Ministry of Education
NEA	=	National Education Association
NGO	=	Non-Government Organization.
PMO	=	Prime Minister's Office
UNESCO	=	United Nation Educational, Scientific and Cultural Organization.
USA	=	United States of America
USDL	=	United States Department of Labour
USSR	=	United Soviet Socialist Republic.
TV	=	Technical and Vocational
TVE	=	Technical and Vocational Education
TVET	=	Technical and Vocational Education and Training
TVC	=	Technical and Vocational Curriculum
TVT	=	Technical and Vocational Training
VT	=	Vocational Education

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2. Historical Background of the TVET

2.1 Traditional Transmission of Skills

It is natural that the family socializes its young in a different way according to its peculiar characteristics. It is within the family that the child's personality is developed in the early and the formative years (Musgrave, 1979:42). The mother's tongue is also believed to mark the beginning of intellectual training. Hence, the manners and customs of the home are the first aids to the moral development of the child.

Traditionally, the father was responsible to his sons and the mother to her daughters in providing occupational information. Such awareness was based on what they had acquired from their parents and from what

they had learned by trial and error during the generation of productive works (Evans,1971:10).

It is also possible to think of the kind of vocational training which prehistoric people employed in the rearing of the young. The process of learning was unconscious imitation of the skills of providing food, shelter, clothing and protection from wild animals. The crude skills of hunting, cooking, farming and the more refined skills of making pottery and implements were passed on by simple imitation. Brembeck (1979:2) further states that such tasks were unspecialized and were easily transmitted from parents to a child. The learning process was spontaneous with both parents and child largely an aware that it was happening.

But, societies tend not to remain primitive in their out look and simple in their organizations. Endowed with a capacity to learn, man started to control his environment for his own purposes. Writers like Bailey and Stadt(1973:170) indicate that early historic man gradually became experienced to cook, shape rather refined implements, and melt metals. Theses skills made possible the practice of a simplified division of labour and from this came guilds which began to control entry into specialities. According to the Hanson's (1977:24) definition "Guilds are associations established during the middle ages to protect the interests of members of the same craft." Their main objective was to ensure that members reached a certain standard of competence before being admitted as full members of the craft. In this era, then , the process of transmitting skills was largely conscious imitation as Brubacher(1987:6) states the case:

> The young required no special preparation to learn the things he needed to know. Some men were better at certain skills than others that they became artisans making copper pots, weaving baskets and some others.

> Young men came to watch and to learn. They became apprentices, helping and learning at the same time.

Nevertheless, the social and economic development undertaken facilitated the need to transmit the required skills purposefully. Through times, then the method of training through planned experience called apprenticeship started to flourish in many parts of the world.

2.2. Apprenticeship: the First Organized Form of Training

Informal apprenticeship was certainly the principal method of vocational instruction in many countries. Mays (1948:6) indicated that indentured apprenticeship was introduced in ancient Egypt. The first written reference to organized apprenticeship was made in the Babylonian Code of Hamurabi: "If an artisan takes a son for adoption and teach him his handicrafts, one may not bring claim against him. If he doesn't teach him handicrafts the adopted son may return to his father's house."

Early Jewish law also made the father responsible for providing trade instruction for his son. Throughout the middle ages, skills of craftsmanship continued to pass on from father to son. This transmission method had little collective effort to provide instruction in them (Barlow, 1965:1).

The same author contends that it was after the middle of the 10th century that guilds were founded in medieval England and Paris. These organizations of craftsmen of that era had some forms of VE. Society developed the need for VE and these needs were slow to filter into the formal education and apprenticeship continued to be the chief means of teaching vocational education.

The US Bureau of Apprenticeship and Training (1968:2) defines apprenticeship as:

> "... training for those occupations commonly known as skilled crafts or trades that require a wide and diverse range of skills and knowledge as well as maturity and independent judgment."

In terms of modern industry, the bureau further states apprenticeship as " a business-like system in which the young worker entering industry is given thorough instruction and experience." The training provided is both on and off the job, in all the practical and theoretical aspects of the work in a skilled trade.

Apprenticeship is basically a process of transmitting knowledge and skills. It has also been taken as an opportunity for vocational education. Venn(1964:104) states that the program has long been a basic method of obtaining occupational competence. Apprenticeship involves a formal agreement covering a definite period of time which binds the employer to provide training in return for the work of the apprentice. Most apprenticeship run between two to four years though this duration

varies from craft to craft and place to place. Musgrave (1979:139) and Evans (1971:11) also say that apprenticeship reached its peak in Europe just prior to the beginning of the industrial revolution in the 17th century. At that time, it was the primary means of instruction for most skilled and semiskilled occupations. It was highly formalized and graduates of the apprenticeship system were the only persons licensed to practice in many occupations.

Technical apprenticeship is at the same time social relationship. Education and teaching would depend not only on the skill to be transmitted but also on the social classes in which they operate. The educational relationship would be obviously inseparable from the social relationship (UNESCO, 1984:158).

Many writers contend that the admission requirements employed by the employers and sponsoring agencies depend on their own criterion.

According to the U.S.D.L. (in Deighton, 1971:233) then students wishing to qualify for apprenticeship must have above average ability to work. They should also be above average in physical fitness and aptitude for the trade. Students had to be ordinarily between the ages of 16 and 21. The department prefers its students to have ambition, and initiative to successfully complete the program.

The students are special kinds of learners in that they are learning traditional and formally recognized skilled trade. As beginners in a trades the students had to serve for periods under a master who was a member of the appropriate guild. Before becoming journeymen and members of the guild the students had to satisfy the guild of their skills by producing examples of their works, known as master pieces (Hanson, 1979:17).

The standards of every apprenticeship program makes clear in precise detail what subjects related to their trades that students must

learn. These standards also show how much time they must spend during the training programs. Before they begin the training, they generally know that two major things would take place. Primarily, they are aware that how much of this learning process will take place on-the-job under the direct and close supervision of a skilled craftsman. The students also know in advance how much of their training times will be spent in the classroom studying the theoretical aspects of the vocation. The students are usually on the job 80 to 95 percent of the total work week. Their school activities are limited to no more than two hours each week. The schools assignments are always directly related to the work tasks (Barlow, 1965:71).

This training program is nothing more or less than an extension of the educational process. It is a school which can be considered as organized, efficient, and specialized. As a school, it is unique in one sense that it pays students while they learn. It costs students nothing that the employer pays all the training expenses. There is also no tuition

required of the students as a result of which they save the money that would have been spent had they attended an academic institution.

The financial benefits of an apprenticeship are by no means the sole advantages. Of far greater importance and personal significance to the students are the longer range career benefits. There are many possibilities for advancement. With experience and studies students can become journeymen, supervisors, or superintendents of major corporations. The program often encourages the participants to pursue further academic studies which help them update their knowledge.

Nevertheless, as industries and commercial enterprises grew at a faster rate, apprenticeship program became inadequate to provide the desired skilled manpower. On the other hand, school leavers also lacked employable skills and others became indifferent to schooling. Therefore, in order to solve these and other related problems the need to integrate education and work became so imperative than the past decades.

2.3. Integrating Education and Work:

2.3.1. The Impact of the Traditional Curricula

The impact of the traditional curriculum in emphasizing mere academic knowledge made students to lack interest in many of the courses offered. Many of them were forced to become dropouts as a result of which the participation rate started to decrease from time to time in many countries. Venn(1964:50) has written on this:

> Although the reasons for this low high school attendance record were largely social and economic, they also involved considerable indifference on the part of the students and parents toward the traditional education. It was something many were sure they could do as well without.

A curriculum is a plan of action for what is to be taught in school. Curriculum studies are fields of inquiry into how school programs are developed, implemented, and evaluated (Gorlier Incorporated, 1983:394).

Ever since the establishments of schools, curriculum have been discussed, reviewed, and changed. Many educators have argued for curriculum goals related to subject matter. Some for goals related to society, and still others for goals related to the student. So, controversies about curriculum often arise from different conceptions of what schools are supposed to do. For example, when the curriculum stresses academic discipline critics frequently complain that it neglects personal growth or fails to prepare young people for jobs. A curriculum emphasizing personal growth is often criticized for not promoting particular academic competence. Warnock(1988:27) argues that:

> We, society as a whole, must decide what we want schools to do: and if we can not agree on this, we are not entitled to complain that school and teachers fail to give us what we want, nor can we hope to find ways to improve the situation.

Accordingly, it seems imperative to assess the curriculum of the traditional education which has been one of the root causes of the controversies and critiques read in many educational literature.

The curriculum designed for the traditional school is composed of subject matter as well as standards of proper conduct handed down from the past. The attitude of students encouraged as a whole, was docility, receptivity, and obedience. The traditional scheme is, in essence, one of imposition from above and from outside. It imposes adult standards,

subject matter, and methods upon those who are only growing slowly toward maturity. The gap is so great that the subject matter, the methods of learning and of behaving are foreign to the capacities of the young. They are beyond the reach of the experience the young learners already possess. Moreover, that which is taught is essentially static. It is handed down by the teacher to the young learners as a finished product (Cahn, 1970:223). What Plaskow (1985:48) has observed may go with this view:

> Just as, say, in a large industrial firm which produces cars, the top management decides how many cars are to be produced, how many are to be saloons ... and sends orders down the line, so in education curricula experts and planners decide what the output of education system is to be and then send instructions down their lines.

However, this does not mean that such education has been employed at any single time in all the countries respectively. Among the prominent philosophers of the traditional education who assert the priority

of intellect in man were Plato(428-348/7 B.C) and Aristotle (385/4-322 B.C). Bown and Hobsen(1987:14) further write that both these philosophers put forward the notion of education as transcendence gained by an intellectual elite. Utilitarian and practical knowledge is seen as fit only for the less abled, who are to receive a minimum education. The full program being open only to the intellectually gifted ones.

Rousseau, in the mid-eighteenth century, was the first person to reject the philosophical study that these classical views of education showed. He argued for the complete abolition of formal book learning in childhood. Rousseau advocated that the child be allowed to learn through internal processes of his growth and development and in a practical environment. Dewy also went further and emphasized education as being the intelligent solution of problems in a practical environment UNESCO (1979:44), Cramer and Browne (1956:15). The essence of Makarenko's educational theory also is fundamentally the process whereby every

person from the earliest years of life, came to value both learning and labour. Bown and Hobsen (1987: 217). The progressive model of these philosophers have not only made the student a focus of attention, but emphasized vocational subjects to be included in the curricula. Therefore, in addition to the views of these philosophers, governments and the educational authorities also started to emphasize this new educational trend.

2.3.2. Vocationalization of Education

Historically, the practice to vocationalize the curriculum of schools had, at their roots, strong political motivations. They represented an important part of the effort of the colonizers, and later, the indigenous leaders to use such program as a mechanism of social control. It was taken as a means of lowering the occupational aspirations of the youngsters in these societies to mere manual level. Vocationalization was also considered as a means to prepare children of the masses as a

source of cheap labour for the foreign firms operating in these countries. A case in point is that primary schools in Kenya until the mid 1930s were strongly vocational. Their students were indentured on entry and the curriculum focused on goals relevant to their vocations. This particular policy was set by the European settlers to replace expensive skilled foreign labor with that of cheaper African artisans (Garret, 1984:176).

Vocationalization could also be taken as an attempt under taken to prevent children of the masses from competing with the dominant class to the higher level jobs in the society.

From the 1950s, however, the concept of education began to be broadened to include all forms, means and types of learning and to extend beyond the formal schooling.

The first major change was in the development of vocational training type which included apprenticeship, on the-job and in-service training of workers (UNESCO, 1985:38). The importance of vocational education properly conceived in 1950s in relation to the total manpower resources was infact a point The first major change was in the development of vocational training type of emphasis. The N.E.A. (1955:9) underlies:

> The choice of useful work which will most completely enlist the talents and interests of each individual is an important outcome of a well-rounded education. The discovery and development of these abilities and interests by appropriate guidance, training, refresher courses are so demanding for increased vocational efficiency.

It was in the 1960s and 1970s in Europe that new concept of development emerged. Educators also started to seek solutions to

questions such as how education and work should be related and how to make education relevant to the needs of socio economic development. (N.E.A,1955: 14). On this premises, the need to add vocational subjects into the academic curricula of secondary schools was taken as a better solution of the time.

Lillis and Laugla (1988:5) say that vocationalization of secondary school education is taken to mean curriculum change in a practical or vocational direction. The subjects offered should be a terminal character and lead to employment. Hence, vocationalization is intended to bring school leavers into jobs or self-employment, under conditions of widely spread youth unemployment. They further define the concept:

> Vocationalization refers to efforts made by schools to include in their curricula those practical subjects which are likely to generate among the students some basic knowledge, skills and dispositions that might prepare them to think of becoming skilled workers or to enter other manual occupations.

The realization of the program requires us to increase the range of relevant skills that the school leavers have to have. The hope is that this would improve the productivity of their education. The skills which schools try to pass on through vocationalization of their curricula are expected to be those which are likely to be more relevant. The emphasis given to the relevance is to match it with the needs of society and the individuals. In this context, those who possess such skills will be competent enough to contribute more to the required development. As Dwight Eisenhower (in Byram and Wenrich, 1965:55) has pointed out. " The wealth of the world is created by the work of skilled hands on raw materials."

Many writers argue that vocationalizing policies require greater labour market relevance of education. They rather seek the content of schooling and its application of acquired skills. attitudes, and knowledge to be important in the world of work. These programs remain essentially

political responses to the harsh labour market contexts in which school leavers are unable to find jobs. The hope is that teaching more specific vocational skills will alleviate this employment problem. In this same context, Simon and Torsten (1980:157) have this to say:

> Planners and politicians are proposing that Urban school curricula be made more relevant, more vocational under the assumption that people are unemployed because the schools are not preparing them for jobs available in the urban sector. Attempts are also being made through curriculum changes, to orient rural schools toward rural life and work..

However, schools having work programs have recently become more common in non-industrial societies and in many aspects appear more relevant. Fagerlind and Saha (1983:75) indicate that in agricultural societies, schools for rural development not only stress skills related to agricultural society. They are also instrumental in including the values, attitudes and behaviors related to the rural life.

Many countries have introduced productive or practical works into their educational programs. They intended to employ both as a teaching method and as a means of relating education more closely to the world of work. For example, one way of linking general education with vocational training is to include socially useful work in general education and general education in vocational training. Another is to alternate periods of study and periods of work as convenient as possible (UNESCO, 1985:22).

The need to prepare students with a general practical backgrounds has not only been limited to vocationalization of education. The acquaintance of students with the general technical education resulted from modern technology has also been taken so essential. General technical education in the vast majority of countries is known by a variety of labels. A few examples may serve to clear the confusion in terminology: "industrial art" in the U.S. "polytechnical education" in the previous U.S.S.R. ' technical orientation' or ' elementary technology' in France and other countries, and ' pre-vocational

education' in still other and by some international organizations. All, however, refer to the provision of a basic vocational or technical education which is part of the general education provided in general schools . Further more, general technical courses are to be clearly distinguished from the courses of traditional handicrafts designed to teach manual and artistic skills (UNESCO. 1973:57).

General technical education is, then , a general introduction to modern technology. It is given as a part of the required general courses of study on the upper primary or lower secondary level. The purpose of this type of education is to acquaint school children with the world of modern society. It is also intended to instill some basic theoretical concepts and provide practical experience in using tools and materials in various technical areas. It is not designed to train students in specialized skills. Holt (1987:71) asserts the advantage of these general vocational or general technical subjects:

> General vocational or general technical courses are more attractive to young people precisely because they build on the motivation of getting a job and becoming independent ... Even when jobs are hard to come by, they are concerned about living in a real world doing, making, and being active. It is this motivation which needs to be harnessed.

The practice of vocationalization of education is taken to mean work - experience program in the less developed and in some socialist countries. The concept relates mainly to attempts carried out to introduce manual productive activities in to the time tables of the third world schools. Typically, the program involves students in agricultural and or craft activities on the school premises. It is true that in the more industrialized countries the same term is used to refer to real world assignment of students to work in factories or offices. For example, in countries such as India and Sri Lanka small number of secondary school students do have the opportunity to participate in factory work

on a regular basis. An alternative in the countryside is to send students to work on farms around their schools. This procedure has been employed in China and other socialist countries. In addition, co-operation, a spirit of mutual service and an end to elitism ... etc. were among the objectives cited by president Nyerere of Tanzania in " education for self - reliance." The document best describes the rationale underlying modern work-experience programs (UNESCO, 1979: 51-52).

Labour education was one of the innovative concepts introduced in Ethiopia. It was one of the mechanisms employed to facilitate in integrating schools and work. In labour education, students would work up to six hours a week without interfering with the normal class schedule. The program contained services in agricultural, road and building construction, maintenance ... etc (UNESCO, 1983: 31)

However, the development of vocational curricula or work experience in less-developed countries has not been without criticism and is often unrealistic. It is to be noted that practical subjects very

often are more than twice as expensive as other subjects do. They rather require up-to-date teaching materials and the allocation of adequate resources are usually the needed inputs which these nations can not afford. On top of this, such programs alone do not solve the socio-economic problems of the third world countries. For example, Foster (in Fagerlind and Saha, 1983:82) has written a fundamental critique of vocational schools. He emphasized the fallacies that involved in regarding them as the solution for matching education with occupational needs. Foster contends that schools cannot alone solve the manpower problems in the less-developed countries, and infact, may be very clumsy instruments for this purpose. As long as the economic structure gives greater rewards to the white-collar sector, vocational or practical schooling will be unsuccessful in achieving its goals.

Generally, it is only after a country comes up with an appropriate development strategy depending on its own potential (human, material, financial, etc.) that educational change might bring a meaningful development. One major factor that facilitates and realizes the intended purpose in the development process is the training of skilled

labour forces at all levels. Therefore, the training of middle level technicians through TV schools at the post-high-school (college) level is one of the major ways of developing human resource at a higher level.

3.0 TVET at the Post-High School (College) level

3.1 Criticism and Crisis in Education : Rationale for the Emergence of TVET

The system of formal education as we know it today originated in the decades preceding the industrial revolution. UNESCO (1985 : 13-14) cites that, manpower requirements at the turn of the century were responsible for the expansion of primary education. The second stage of educational development notable for the social and technological advances was distinguished by the expansion of secondary education. The third stage in the 1950s was the scientific and technologically rapid economic growth, and decolonization. Education became a more highly organized, integrated process, more relevant, and career-oriented than ever before.

It seems worth noting to recognize certain broad time period concerned with the development in curriculum changes. Hence, Hughes (1975 : 129) writes that"... in several countries exploratory work had occurred prior to 1960s ." In the wider perspective, the sixties are marked by profound interest and dedication for educational planning largely focused on training the labour force. For example, the need to integrate education and work or the vocationalizaion of secondary schools to train human power can be cited in view of this change as shown in the preceding pages.

However, critical voices became louder and so serious in the 1970s. The school became vulnerable to attack from both left and right. It was accused of being a factor of discrimination and of the preservation of inequalities. The standards of competence achieved were said to be falling. The high rate of absenteeism and vandalism were largely observed to be acute problems of the time UNESCO (1985: 35). Lieberman and Miller (1979 : 1) have stated on this:

> There can be little doubt that our schools are in crisis, that they have lost the public trust. The exact nature of the crisis and how it can be resolved are topics of heated debate both inside and outside the educational profession .The message is clearly mixed," Go back-go forward: Do more-do less."

These scholars go further to say that, we see the current crisis as being two- fold: a crisis in mission and a crisis in resources. The crisis in mission centers on a confusion of goals. The conservative " back to the basics" trend demands a return to the teaching of traditional skills and values. It needs schools to do so in traditional ways within a social melieu where almost all traditions are discarded. At the same time, schools are expected to do more than just teach the basics. Public

expectations mandate programs in career education and vocational training as well as the development of curricula designed to produce moral and productive workers.

The prominent writer, Coombs (1968: 1-7) also reviewed the educational deficiency of the time very clearly. He says that there is a universal educational crisis due to the rapid change taking place in science and technology, political and economic conditions as well as due to the slow change in the education system. But, the degree may vary from country to country. According to this writer, in addition to the slow change in the education system the other major part of the problem emanates from the external environment of the school system. Such problems are dictated largely by the concerned society. These are like the employment structures and incentives that are poorly geared to make the best use of the educational personnel, and thereby, to promote the desired development. Clark (1969: 120-121) is also one of the more articulate spokesmen for better education. He cites the system of education to be very inadequate.

> The present level of public school inefficiency has reached an intolerable stage of public calamity... business and industry suffer intolerable financial burdens of the public school inefficiency which produces human casualties rather than constructive human beings....a nation which presents itself to the world as the guardian of democracy and the protector of human values throughout the world can not itself make a mockery... by dooming one tenth of its own population to a lifetime of inhumane futility because of remediable education deficiencies in its public schools.

One of the monuments of educational criticism is Silberman's (1970 : 203) crisis in the class room. He advocates for the alleviation of what he calls " Education for Docility." Silberaman concludes that the pressing educational problems is not how to increase the efficiency of the schools: it is how to create and maintain a human society. A society whose schools are inhuman is not likely to be human itself. The bulk of crisis in the class room is devoted to how schools should be changed and become innovative.

Moreover, Venn (1964:39) also summarizes that, it is the industrial revolution of the 17th century which brought a profound and significant changes in the world of work. Child labour has disappeared and the use of machine made manual labour less important. The emergence of the new technology has led us into a further stage of work activity in which the emphasis on manual labour has shifted to the technical knowledge. In terms of education too, the industrial revolution has affected the system of education in requiring up-to-date technical knowledge against the old curricula designed to produce unskilled school leavers. UNESCO (1985 : 71) has suggested in light of this past experience:

> Because of the scale and speed of scientific and technical advance, together with the social changes economic situation which are profoundly altering the conditions of employment. Further training and in-service training for the new responsibilities or new careers are among the major tasks of education.

3.2 The Purpose and Practices of TVET

It is in response to the above stated points of concern that many innovative educational policies have been launched as solutions for the deficiencies encountered in education. Thus, the introduction of the TVET at the post-high school level was an attempt to address this concern. According to the UNESCO's (1989 : 54) definition:

> Technical and vocational education is used as a comprehensive term referring to those aspects of the educational process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of the economic and social life.

Along this definition, UNESCO (in Berhanu, and others, 1992 :2) has also cited the major objectives of this program in relation to the educational process. These are:

1. Contributes to the achievement of society's goals of greater democratization, social, cultural and economic development. While at the same time, developing the potential of individuals for active participation in the establishment and implementation of these goals.
2. Leads to an understanding of the scientific and technological aspects of contemporary civilization in such a way that men comprehend their environment and are capable of acting upon it while taking a critical view of the social, political, and environmental implications of scientific and technological change.
3. Abolishes barriers between levels of education, between education and employment, and between school and society.
4. Improves the quality of life by permitting individuals to expand their intellectual horizons and to acquire and to constantly improve professional skills and knowledge while allowing society to utilize the fruits of

economic and technological change for the general welfare....etc.

Up to rather recent times , TVE has been primarily limited to the persons having the potential for going on to the professions. Since the end of World War II, however, occupational education into the post-high school level has opened up college type education of a different kind to a large number of population. Therefore, as to the recommendation of many writers, TVET largely focuses on the potential dropouts and on those who do not possess the ability in academic subjects, but who could be trained in vocation requiring manual dexterity and skill (Bent and Kroneberg, 1966 : 298).

Formal preparation for an occupation at this level affects both individuals and the occupations into which they enter. Since students pursue more complete formalized training for the occupation, their views would be more broader than those who receive on-the-job-training (Gillie,1973: 11).

Writers such as Finch and Curkliton (1979 : 9-11) contend that

traditionally, TVC , has been a product or graduate oriented. The ultimate success of the curriculum is not measured through students educational achievement, but through results of that achievements, i.e. results that take the form of performance in the world of work. Thus curriculum should be oriented toward the training process (experiences and activities within the school setting) and the end product (effect of these experiences and activities on former students). Currently, unlike the academic discipline, the TVE is based upon identified occupational needs of a particular locale. In light of this, its justification should extend beyond the school setting and get into the labour market, just as the curriculum of potential employers in the labour market are interested in the types of graduates, the curriculum must be responsive to the needs of such customers.

It should be recognized that such school-employers partnership would bring two important advantages. Primarily the training school or the sponsoring agency tends to review the curriculum time to time so as to keep it up to date to suit it with the rapid technical changes taking

place. This would certainly help to make the curriculum more relevant to the labour market demand and to the world of work at large. On top of this, the school is at its advantage to help students embark upon the actual performance of the firm to get work experiences. In addition, acquaintance with the various types of machines and tools would be formed. On the other hand, the employing agency can be in a position to give advises and donations. Ultimately, the employer is supplied with those competent graduates who can satisfy his labour demand in line with technical knowledge required.

TV training does not only require the curriculum to be relevant to the world of work. But, it largely needs the allocation of adequate and quality resources in addition to the provision and utilization of tools, workshops, and facilities for the intended purpose. UNESCO (1985:69) also states that:

> Occupational education will also need sufficient resources to be able to cope with another change which will affect the labour market , the expansion in the demand for jobs, which promises to be greater than ever in the next two decades ... It is

> mainly young people, more highly educated than in the past who will be affected by the problem.

Of all the resources required for this program teachers are the major component who play the decisive role in successfully completing the task. The quality of the training program largely depends upon the teachers. They occupy almost an important place in the modern society in that they link the society and the educational system. Professor Fafunwa (in UNESCO, 1973:14) has summarized the importance given to teachers:

> It is crystal clear that African reconstruction, rebirth, development, or call it what you will, can become a reality when and only when Africa is prepared to place greater premium on technical education . The training and procurement of teachers must precede all other consideration: the development of any educational level presupposes the availability of teachers in sufficient numbers to man the institutions.

Accordingly, the major responsibility for the educational and training of skilled workers and technicians lies on teachers that are needed for economic and technical progress. So, it is often proposed that TVET will be as good as those who teach it. In order that this be accomplished teachers must then be first and for most good educators. The quality of teachers will then have a direct effect on how well students are prepared for their working lives. Such efficiency is also a good manifestation of how much the training institution contributes to the general development of a given society.

TVT teachers must possess a thorough knowledge of their field and have had some experience in the world of work for which they are preparing their students. Hence, the initial preparation to teach is fundamental if they are to fulfill their tasks and goals. They must also wish to pursue their careers. It is through in service courses or staff development programs that teachers upgrade their technical and

pedagogical knowledge's to cope with the pace of technological change.UNESCO (1973, 15) has this to suggest:

> It is further agreed that all should have had a good general education, theoretical training and retraining in the special field and practical experience in exercising their speciality. Then, too, the current trend is to recognize the necessity of pedagogical studies, both general and special, as well as a guided practical teaching experience if the individual is to be a competent teacher in this rapidly changing world.

According to Liberman and Miller (1979 : ix) the term staff development is chosen instead of in-service or teacher education. It suggests a different approach of improvement: one that considers the effect of the whole school , the individual, and the necessity of long - term growth possibility. Peterson (1981 : 3) further defines the concept :

> Staff development is a process designed to foster personal and respectful, supportive, positive organizational climate having as its ultimate aim better learning for students and continuos, responsible self renewal for educators and scholars.

Integrating staff development efforts with, say, wise use of resources, curriculum development, and vocational guidance facilitates the task carried out in selecting, streaming and training of students.

Therefore, for the implementation of these above mentioned points the training school has to look into a number of variables to effectively prepare itself before the new program is to be started.

Primarily the number of positions presently exist for the middle level occupations must be accurately determined. This forecasting mechanism helps the training school not to produce excess number of

graduates, create shortage of manpower supply, and produce workers for there are no relevant jobs. This type of mis-match may occur without looking into the absorptive capacity of the economy. Such capacity of the economy is its ability to generate employment opportunities for the skilled manpower produced by the education system. Taye Gullilat and others (1972 : 9) have indicated such problems and the resultant effects:

> A balance has to be established between the output of the education system and the absorptive capacity of the economy. Where the education sector grows at a rate faster than the employment opportunities created by the economy, the result is an addition to the 'army' of educated unemployed- a source of social unrest and political instability.

Furthermore, an accurate and somewhat detailed analysis of the work performed by the workers and where they go to work must be made. The other step has to be the determination of the annual output of each type of middle level workers. Hence, we need to know which training schools are preparing middle level workers and what type of TVET programs they are providing. On top of this, the technological changes going on in kinds of technical knowledge and use of skills needed within each middle level occupation need to be made (Gillie, 1973 : 22).

Generally , it is only when students are fairly selected, properly streamed, effectively trained and placed by utilizing the guidance service that the mentioned points can be realized.

4.0. Vocational Guidance for:

4.1. Fair Selection:- Guidance as a service has been utilized in its informal and traditional form in many societies. It is believed to be a source of help which is based on the experience of others expressed through advise. In light of this, writers like Johns, Arther, and others (1984:5) cite that man's superiority over the lower animals is his ability to profit not only from his own experience but also from others.

Many authorities such as Proffitt (1982:10), Brewer (1976:64), Spaulding (1990:19) indicate the emergence of guidance to be along the beginning of the industrial revolution particularly in the U.S.A. They further assert that in its formal beginnings guidance was centered on problems related to vocations which was largely concerned with getting jobs for the young people.

However, conditions may have been changed so much that the present problems are quite different from that of the past decades. Something which was once a desirable solution may no longer be taken as

a satisfactory point throughout. There fore, these changed conditions in the educational system, too, have called for a well organized and systematized vocational guidance.

Currently, then, its primary purpose is to enable students to avoid wasting time in training for vocations for which they are unsuited. Rather, it aims at a better use of the training system by allowing only those who are competent enough to enter and benefit from it (UNESCO, 1977:32). Furthermore, this program is considered to be an assistance given to an individual to choose an occupation, prepare for it, enter upon and progress in it as Venn (1964:148) further elaborates:

> Vocational guidance is a process of helping an individual to understand accurately both himself and the world of work in particular, the specific educational and job requirements of occupations in which he may be interested and for which he will be qualified. Finally, help is given at the point of entrance into further training or actual placement in the

> vocational field most appropriate for him. This dynamic and on going process of vocational guidance is based on the assumption that an individual actually reaches his ultimate vocational choice, not at any single moment in time, but through a series of experiences and resultant decisions over a period of years.

Vocational guidance is therefore, a continuous process carried out at all levels than to be a spot-light operation applied during the post-high school training program. For example, Super and Overstreet (1962:141) in their study of ninth grade boys, point out that vocational guidance is a process which extends over a period of time. So, the cultivation of students with the TVE aims and advantages starting from the secondary school level is believed to be a bed-rock which helps students succeed in their training. The vocational information rendered in the secondary schools would help students acquaint themselves with the occupational fields offered in various training schools. As a result of this, they would

be able to choose one of them commensurate to their abilities and interests when they join the formal training schools. As practical backgrounds are desirable for the successful completion of the post-high school training, so also vocational guidance is needed to shape their vocational choices. The choice of an occupation differs from individual to individual as occupations also differ from each other. Little and Chapman (1963:151) reveal that " The choice of a vocation is the individual's, and each student be given the right of vocational choice."

Many students make unwise vocational choices and solutions of problems because of a lack of information as well as due to faulty information. Nevertheless, imparting vocational information at this stage can be carried out through regular courses, co-curricular activities, excursions, assembly talks, career days, and through open-shelf libraries (Bent and Kronenberg, 1966:379).

Therefore, writers like Deighton (1971:471-472), Leigon and McDaniel (1970:107) and Isacson (1966:35) agree that vocational choice is further influenced by a complex of interacting factors. These variables react uniquely for each person. They include education, family background, interest value systems, abilities, aptitudes, and the opportunities which develop in the larger environment of which they are a part. Accordingly, the orientation given by the guidance counselor about the post-high school training would help students increase their interests, and thereby, prepare themselves for application. Hoppock (1967:121) reveals that the counselor's role correspondingly becomes that of a resource person and dispenser of occupational information as stated here under:

> When occupations are being chosen to meet needs, as they will be, the more occupations we counselors know and the more we know about them, the better is the chance that we will be able to help our clients to find occupations that will meet their needs and in which they can also get and hold jobs.

In addition to the guidance service through which information is rendered, it is also possible to employ other means and procedures for selection. The second best means about the selection procedures and the requirements expected of the applicants are through announcements in the various communication media. These include local radio, television, and local newspapers. The other method is the use of magazines, booklets ...etc which describe the new programs to be offered. It is also the responsibility of the training school/ sponsoring agency/ to set and publicize the selection requirements ahead of time through these possible means by making open to all categories of students. For example, Evans (1971:157-158) recommends interest tests, past academic achievements, and interviews as most frequently employed criterion for selection. In the developing and in some socialist countries, however, higher institutions and training schools have been considering national services of various forms (for example, military) as criterion for selection.

Nevertheless, there has been problems of selection which are the problems caused by inequalities and errors of selection criterion or decisions. For example, the intelligence test (I.Q) taken as a selection instrument has been largely employed to segregate children of the masses from that of the upper class children. As a result of the decision made from this instrument, those considered to be the best would go to the elitist schools. But, those individuals determined to have low mental abilities have been made to join the TV schools. This could be one of the reasons as to why this type of education has been blamed of its low status and became less prestigious. Whatever it may be, the intelligence test (IQ) utilized for selection purposes has remained not only a controversial issue, but has also been taken as a fallacious reasoning and vague assumption. This is because students of low mental abilities do no better in the TV subjects than they do in academic courses. A factor often over looked by the planner or by the TVE is that many occupations do not require either

great manual skill or either great academic ability. The CSECS (1989:107) rather justifies how errors are committed:

> Errors in selection, meaning incorrect predictions of individual performance, and incorrect placement of candidate in opportunities, are the results of poor criterion for selection, or the use of poor instruments of selection, usually I.Q. tests, or poor administration of the selection process.

Generally, despite such errors, open opportunity systems which operate on selection by guidance have a socially heterogeneous student body. They are believed to be highly motivated towards joining the training program. Moreover, selection carried out in such away by overcoming the existing errors, would help the training school to fairly select those interested candidates from among various categories of applicants.

4.2. Proper Streaming :- It is to be noted that the only students whom the TV school can admit is they who apply for admission having deep interests for vocations. Gillie (1973:122) believes that the selection of students for a new program depends on the interest of the individual in particular occupational area and on a predicted reasonable chance of completing the program.

Accordingly, after admission has been finalized too, guidance service becomes a paramount importance in providing initial orientation. This awareness is not only given in terms of skill acquisition, but also to assist the students adjust themselves to their new environment. The justification given by writers such as Harlock(1959:152) reveals that the previous secondary school level for the new students is a period of adolescence for the majority of boys and girls. Basically, students who reach secondary school age have many characters and personality traits that have developed during their periods of maturation. Timidity, self-consciousness, aggressiveness, dislike are among the difficulties often apparent in adolescents. The general fact is that it is with all these

behaviors that students join their training schools. Hence, it is through the guidance service, then, that the narrow personal loyality that they feel toward their peers should be represented to the group. For adolescents, social adjustment is an immediate cause of worry, for as Cole (1981:64) cites, " The adolescent years are pre-eminently a period of social adjustment."

The five summarizing statements given by Benett (in Melvin, 1965:175) also consider the need for initial orientation:

1. To guide students in becoming acquainted with the new 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 further growth.

2. To guide students in reconsideration of their goals and purposes in relation to increased self knowledge, and in the perspective of their new opportunities for well balanced growth.

3. To guide students toward growing awareness of the wider social scene and of their places therein.

4. To contribute to the development of increased skill in self-direction through improved skill in adjusting intelligently to the new environment and through experience in utilizing new opportunities.

5. To provide opportunities for school officials to become better acquainted with new students and get more awareness of their growth needs, in order that the school environment may be made more responsive to their needs.

Furthermore, the initial orientation given at this time would also help students to appreciate TV knowledge practiced in the world of work. In connection to this, the conducive 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 streaming. In addition to their interests and abilities, their physical maturations and physical fitnesses for the vocations they are to be placed is also essential (Strong, 1954:28-35). Therefore, the noble statement of the ACVE (1968,14) would hopefully help them as a motto to start their training programs. " There is no place in the world of work either for the uneducated person or for the educated person who has not learned to work." So, as a result of all these ample information gained so far, the new students are believed to become enthusiastic to start their training.

Finally, the vocational orientations given at different times and at different levels would largely help the training school to stream trainees to various fields properly.

4.3. Effective Training and Placement Services:- TVE has always been important, but, perhaps, never so in man's history than today. In such a science and technology based world, this program is crucial to the socio-economic development of a country. On such relationship between TVE and development, the I.M.E. (1989:33) indicates that:

> The progress for development will there fore, be directly related to the pace of educational advancement and the one sure way to modernize quality is to spread TVE, produce educated and skilled citizen and train an adequate and competent workers.

Therefore, it is after considering this premises as a major guideline that the training school correspondingly starts its task with the provision of guidance service. During the training program, guidance helps individuals solve the various problems of social, vocational, and recreational adjustments that they face. Based on this information and through counseling service each trainee is helped to discover his problems and make plans for their solutions.

Counseling is a one-to-one relationship in giving and seeking help although it may take a group for certain types of experiences. It consists of various methods of assisting the individual to gain understanding and acceptance of the self. For example, says Johnson (1978:19) , it can use accumulated information, training efficiency and knowledge of the staff as they help the student understand himself, his vocational environment, and the process of change.

Out of the training and experience gained, students would be able in meeting and solving their various problems. While in school, guidance

aims to develop in them insights in to the solutions of their problems of living as well as creative initiatives for skill acquisitions.

Crow and Crow (1951:7) confirm that guidance is based on the assumption that the world has a place for every body. Thus, it helps students discover their own talents in comparison to the jobs available in the world of work. This in turn assists them to prepare themselves so that they can live well balanced lives and contribute their part to the welfare of their fellowmen. On the other hand, it would be more fallacious to expect all these students to completely accept the assistance that have been given so far. Therefore, deviants may exist who do not still tend to conform with the provided orientations deciding to go on by their own way to dropping out of the school.

The training school 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 guidance 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 refinements of the program.

Generally, Ethiopia has also been practicing TVET programs to produce middle level technical manpower since the 1940s. Therefore, whether the above mentioned philosophies, principles, and historical experiences have been properly implemented or otherwise in selecting, streaming and training of students will be seen in light of the current existing situations.

5.0. Technical and Vocational Education and Training in Ethiopia

5.1. General Background:- Many writers state that Ethiopian society had been closely tied with traditional attitudes. MOE (1984:48) further cites that some of these attitudes have a tendency to despise skilled workers like wood carvers, metalworkers, leather workers and potters. As a result of this, the need for creativity, innovation and productive culture remained very minimal.

On the other hand, the type of education provided for many years by the church and the mosque did not improve this situation. Rather, education given in these institutions was mainly used for the propagation of religion. This religious oriented education had never encouraged its recipients to become productive who would appreciate manual labour. Hence, students in both these institutions were denied the opportunity to prepare for work and productive life.

Although these institutions failed to produce skilled workers, there were efforts made in utilizing foreign crafts men and in establishing vocational training schools. A case in point is that of the rulers who had enjoyed significant diplomatic relationships with European Christian states. They had long employed foreign artisans for which their own people lacked the necessary skills. The prominent writer, Pankhurst (1967:30) and the Ministry of Information (1973:9) cite Menilik's interest in the utilization of skills. He was brought up at the court of Emperor Tewodros, whose desire for foreign craftsmen was a good justification for his notable conflict with the British Government in the 1860s. Menilik, being more cautious than his predecessor made many appeals for foreign artisans. By 1974, then, we find him writing to the khedive of Egypt to help him get people knowledgeable of the arts and crafts. Moreover, in 1976, he obtained a Frenchman who erected a small gunpowder factory near his capital at Ankober. By the year 1970, too , the same article indicates that three young Swiss technicians arrived who were specialists in ironwork, woodwork, and the like.

Since change is inevitable, modern education as opposed to the traditional one, developed fast between the year 1908 and 1935, (i.e. since the establishment of Menilik II school up to the advent of Italo-Ethiopian war).

Regarding the promotion of productive work or vocational subjects, Pankhurst (in Berhanu and others, 1988:-39) indicates some mission schools that contained production oriented subjects in their curricula. A girl's school in Belessa used to teach Tigrigna, Italian, needle-work, spinning, Weaving and house work. On top of this, it is only in the 1930's that one can find schools that prepared students for technical and professional work by providing lessons related to production.

According to Ma'aza's (1966:10-11) study also, one of such schools was the Haile Selassie Grammar school which had polytechnic section, a professional department, a department of apprenticeship and a department of medicine. In addition, the princes Tenagnewark Vocational Training School for women, located in Addis Ababa, provided

a number of women with the opportunity to obtain short-term training for variety of jobs. The Ministry of Commerce and Industry operated the Itegue Menen Handicrafts school, in which young men and women were trained in the art of preserving and improving local crafts. The Ministries of Community Development and Welfare, Posts Telegraphs and Telephones, Public Works and the Electric Light and Power Authority, for example, operated special school for training skilled and semiskilled technicians. Another to be mentioned is one opened in 1932, school of the Redmeer for orphans that offered courses in science, mathematics, shoemaking, blacksmiths work and other trades.

Finally, referring to Pankhurst's (1968) and Abebe's (1984) work, Berhanu and his colleagues (1988:42) cite that one of the first schools known to offer technical education was established by the MOE and Fine Arts in 1934. This " Ecole National des Arts Techniques" known as "Gondrand School" used to offer courses in fitting, blacksmith, machine, automotive, electricity, carpentry, masonary, welding and driving.

As time went on, then the need for better educated people and skilled workers to fill the vacant places in the government organizations and industries increased from time to time. Hence, writers like that of Vestal (1965:14) mentions that on the eve of the Italo-Ethiopian war of 1935, about 200 Ethiopians were sent abroad for further education. But, over 10% of these young people were murdered by the fascists and many of them died over-seas. Moreover, the above mentioned training schools were also short-lived due to the Italian fascist invasion.

5.1.1. From 1940s up to 1974 (Era 1) :- The efforts made to utilize technical skills and the introduction of modern education system by Menilik II were the significant achievements of his time.

Prominent writers, such as Pankhurst (1969:29-86) and Girma (1982:77) mention other steps taken to facilitate the modernization of the country by Emperor Haile Selassie, particularly, in the fields of modern education. However, many of these efforts carried out in the expansion of such fields were hampered due to the Italo-Ethiopian war of 1935.

During the Italian occupation, Italian artisans and technical personnel were imported to develop a colonial economic and social infrastructure. Nevertheless, the departure of the technicians as the result of the Italian defeat created a gap for a skilled personnel. Other foreigners who were skilled in various vocations had been driven out of the country. Further more, throughout the occupation, the fascist authorities took steps to curtail the operation of schools. The conditions of the education system during the Italian aggression was expressed by the MOE (1984:6):

> The Italian aggression affected education in a number of ways. The government school system was closed down (schools were used as barracks and hospitals). Protestant Missions remaining expelled, only Catholic Missions remaining to accept students in a four grade system where emphasis was on religion, the Italian language and subservience to the Mussoloni regime. In 1937... over 3000 young educated Ethiopians, estimated at 75% of available administration and technical personnel, were massacred.

On the contrary, the construction and establishments of different governmental, industrial and commercial organizations required skilled manpower in various TV knowledge. Just after the independence, only a handful of educated Ethiopians were remained in the country and this situation created acute shortage of educated personnel. Hence, a large number of engineers, managers, and skilled labourers were urgently needed for the modernization of the country. As a result of this, the need to establish TV schools to train youths in different vocations became so imperative. These training schools which emerged in response to this need were the Technical School of Addis Ababa in 1941, then followed by the Addis Ababa Commercial School in 1942, and the Bahir Dar Poly Technic Institute later on. They were designed to provide their own respective programs. In addition to these training schools, other public, private, and Mission training centers were established over the years (MOE and fine Arts, 1973:31-33). In line with this Ma'aza (1966:86) writes that:

> Clearly, the education policy during this decade was to prepare, as quickly as possible young men and women who could man a modern administration system. Side by side with those who, educated earlier had survived the war and years of occupation.

This policy was also directed toward providing training for technicians for new industries, for the professions, and for such services as transport and communication: it was also designed to train officers for the armed forces and the police. Therefore, when these TV schools began offering instruction, previous academic back ground was not required at all and only practical instruction was provided. For example, in 1945, a fifth grade elementary education was required to be admitted in the Technical School of Addis Ababa. Graduation from an elementary school was also made admission requirement by 1951, and this was raised to an eighth grade completion in the year 1957 (Fekadu 1993:12). According to the ESR, Task force 8 (1972:20-30) report, at the early stage training activities were conducted in automobile driving, carpentry, welding and forging, electrical installation, brick-laying, masonry and plumbing. But

that could not either be assimilated into the existing world of work or create their own work. The education given in the TV schools was not related to available industrial fields. It failed to prepare students for the other available jobs and as a result, the majority had to be employed in jobs that had no connection with their training. Therefore, Tekeste (1990:18) writes that, in 1983, the government passed a resolution calling for a review of the education sector. The resolution of the government noted:

> The formal education sector expanded rapidly after the revolution, but the fact that there are some weaknesses in the quality of education must now be recognized. The content and quality of education must fully prepare students to meet the objective demands of the nation and the ideological needs of our society. Steps should be taken without delay to implement the program for the expansion of technical and vocational education in line with the manpower demands of the country.

The new social system envisaged needed a corresponding change in the previous carricula. So, contrary to the past, the new program was geared towards the development of all rounded human personality. This concept was to prepare work related subjects placed in a polytechnical frame work of education which was largely practiced in Eastern European countries G,Neuner (1984:833-835). It was intended to prepare students to the higher TV level through which they acquaint themselves with various fields.

Evans (1971-64) also cites that "The purpose of polytechnical education is to help students to develop creative technical abilities and to inculcate a love and respect for physical labour and work." Thus, polytechnical education requires a more practical approach to learning and understanding which could be reached through scientific processes. Lillis and Lauglo (1988:5) on their part summarize the concept by stating that" it is an equally large change to narrow the gap between manual and

mental work (theory and practice) so that the knowledge and skills gained can be applied to practical situations."

Generally, as shown by the MOE (1980:20-47) under polytechnical education we find general, higher general and extended TVET programs. General polytechnical education was a program which included all the major areas of content treated appropriately for the junior secondary (7-8) level. Higher general polytechnical education was a program offered at ninth and tenth grades. The extended TVET program was given to prepare and produce middle level skilled manpower. The graduates from this program were expected to staff technical, managerial or administrative positions at para professional level.

Therefore, the purpose of the TVET had been defined in all possible ways. Their broad objectives were the " Means by which the productivity of man is raised and labour efficiency reaches its maximum through the acquisition of technology, skills and concepts of socialist

organization" MOE(1984:15). The realization of this intended purpose required the reorganization and reorientation of the previously existing six training schools along the socialist trend. The rest nine schools were established for the same purpose and were distributed in the country so that one would be available in each administrative region. Correspondingly, a need arose to raise the standards of the comprehensive schools and the training schools, and thereby, improve the technical competence of the graduates. Hence, a 10+3 year program was inaugurated and new training policy composed of various criteria became functional since 1985 (Negatua, 1989:5). The change was intended to equip the prospective graduates with better knowledge and skills which they could not cover at the previous 10+2 level. Fekadu (1993:15) states that, it was since then that these schools started to train students in one or two of the following main areas of specialization-Agriculture, Industrial Technology and Construction Technology. Business and Home Economics are also given by Entoto and Wingate schools besides these technical courses. The specific objectives of the 10+3 program are then:

1. To develop the skills of modern production system.
2. To familiarize one with the processes and the means of production in the economic sector.
3. To link theory and practice.
4. To practically and effectively participate in local development activities.

Based on these specific and general objectives of the program, the previously disorganized and diversified methods of selecting, and streaming of students has been consolidated under one single and uniform policy. Moreover, trainees selection carried out through the quota system has been the responsibility of the MOE which is based on their academic achievements at grade ten level. The criteria for selection are grade ten completion and being with in the rank of one to ten in their respective classes. The selection also depends on the interest and physical capability of the applicants which follow with the occupational choices of students for streaming (Abebe 1984:51).

Nevertheless, a study conducted by Berhanu and others (1992:27) on the seven TV schools around the fall of the Derg regime showed that, trainees enrollment was declining. The reason was discovered to be the dissatisfaction of the trainees in some fields of the program. It states that the training given was not based on the real needs of the country. There was a wide gap between the number of trainees and employment opportunities. In line with this, a survey study carried out by Dessalegn (1990:44-45) on the TV schools of Addis Ababa Concluded that:

Accordingly, being aware of the less absorptive potential of the economy since some years back, and by the name of equal chances of education through the quote system, MOE has opened the way for selecting too many entrants over the years for which there are no job opportunities in the country ...statistical data gained from the Ministry of Labour and Social Affairs show that 95% of the graduates are not yet attached to any sorts of occupations.

Moreover, even the employed ones were suffering from lack of promotion and proper placements. On top of this, female enrollment in the technical subjects was very low: yearly average number was indicated to be about 7% of the total student population. The same work of Berhanu and others (1990: 28) further confirms that, female enrollment was high in the Business (52%) and Home Economics (80%) subjects. This could be due to the imbalance selection criteria or the bias of females towards technical subjects offered in particular.

These above mentioned problems and limitations could have emanated from the lack of proper orientations given through the vocational guidance program. It is to be noted that in addition to the few counselors assigned to these TV schools, the A.A.U. undergraduate catalogue (1984:26-27) cites that graduates from the department of psychology were not taking any course regarding vocational guidance. It is only at the M.A (graduate) level of study that vocational and career counseling (EPSY. 562) course started to be offered very recently (A.A.U. Catalogue, 1994:96).

Therefore, it was from lack of such knowledge and other factors that this program became ineffective and there by, resulted in the above mentioned problems. Dessalegn (1990:42) listed some of these problems. These were:-

1. Students were only acquainted with the necessary requirements needed to join the TV schools through reading by themselves from the notice boards whenever the criteria were publicized by their previous secondary schools.

2. According to the data, students were not given adequate information as to the inavilabilities of job structures in the world of work which could have helped them find other alternatives whether to join or otherwise just at the very outset of their applications for selection.

On the other hand, the necessary financial support given to these TV schools by the government does not reflect the reality. For example, the budget allocated by the government stayed constant at 1.3% compared to the growth rate of students enrollment in the TV schools accounted to be 0.78% until the year 1990 (MOE, 1988:20). Moreover, it has been government's sole responsibility to recruit, train, and allocate teachers to the training schools. Hence, the MOE (1984:34-35) revealed that the major source of diploma teachers have been the Technical Teacher Education department at the A.A.U. the College of Teacher Education at Kotobe, Alamaya, Jima, Ambo, the Bahir Dar Polytechic Institute and the junior college in Awasa. The up-grading of the qualification of TV teachers was assisted by in service summer course program given in these institutions. In some fields where suitable training was not available, the gap had been filled by fellowship training offered abroad by special in-country courses arranged with the bilateral assistance as cited here under:

The largest need at the moment is for training facilities at both levels for teachers of technical and vocational subjects, and negotiations with IBRD have been concluded for a practical teacher training college which it is planned to establish in Nazereth as a new element in third level education system.

Despite these encouraging statements made by the Ministry, some studies rather reveal the opposite. For example, a study conducted on seven TV schools by Assefa (1993:29) has arrived on the following conclusion concerning the up-grading of TVT teachers qualification:

1. Many of the TVT teachers do not have the necessary practical experience in their particular fields.
2. Most TVT teachers are not exposed to new educational theories, methods and techniques.
3. TVT teachers were not given the necessary assistance to continue further education.

5.1.3. Issues, Policies and Guidelines Since the Fall of the Derg Regime (Era 3).

In the preceding pages, an attempt has been made to show the problems encountered during the Derg Regime in the implementation of the TVET policy. The policy and related guidelines that emphasized polytechnical education at all levels did not take the economic potential of the country into consideration.

On the other hand, the transitional government which took power from the Derg began to study the educational problems practiced over the years. To formulate the necessary and relevant education policy, it made situations conducive to use the experience and knowledge of professionals. The Ministry of Education (MOE) was given the responsibility of facilitating all activities related to the formulation of education and training policy. The general purpose of the invited 44 intellectuals drawn from 22 organizations was to study the problems encountered in the education system.

The Task Force was also divided into various groups to examine six major topics from the Derg policy, and thereby, to forward possible solutions. Out of these major issues discussed over was the training of the necessary skilled manpower which finally was determined to be given at 4 stages. These levels are the Basic, Medium, Higher Medium, and TVE and Training characterized by their own student's profile expected after the completion of each stage (Social and Administration Affair of P.M.O. 1993:34-101).

Moreover, the educational structure (6-2-4) which had been in practice since 1965 was the one that the Task Force agreed upon to replace it with the 8-4 (eight years of Primary and four years of Secondary education) structure. In line with this, administration and management of education at primary and secondary level was decentralized to make the regional education offices more responsible for their local education.

Finally, from the works of the participants, the Social and Administration Affair of the Prime Minister's Office produced a draft policy for the first time. It was prepared in Amharic (article one and two) with its proper clarifications. This draft policy is called the General Education and Training Policy published in August 1993. This draft policy was distributed to the concerned individuals and organizations for further evaluation, and thereby, to secure comments and suggestions.

The draft policy indicated above was evaluated and legally published with the same title both in Amharic and English (E.E.P-86) in April 1994. In this policy, it has been shown that, education, as a very important factor to human development is and was given a high priority in the overall development endeavor of the government. The major difference observed between the draft and the finalized policy is based on the " Areas of Special Attention and Action Priority" read in page 33 of the formalized policy (E.E.P-86) focusing on the:

1. Change of curriculum and preparation of educational materials.
2. Focus on teacher training and overall professional development of teachers and other personnel.
3. Change of educational organizations and management.

On top of this, the educational structure of the policy is the part which particularly reveals the provision of training at various levels of the system. According to the new Ethiopian Education Policy (E.E.P-86, 1994; 16-17) it has been indicated that parallel to the general education, diversified TV training will be provided for those who leave school from any level of education. Hence:

1. Training will be provided in agriculture, crafts, construction, basic bookkeeping in the form of apprenticeship, for those with the appropriate age and leaving primary school.

2. Technical and vocational training in agriculture, industrial arts, construction, commerce and home science will be provided after primary education for those who may not continue general education.

3. Technical training will be provided for those who complete grade ten for the development of middle level manpower.

4. Special education and training will be provided for people with special needs.

Immediately after the decision of the government to adopt the new policy, the ICDR (1994:53-54) designed the new curriculum interms of the goals of each educational cycle. The objectives of each level are:

1. Basic General Vocational Training

1.1. To provide trainees with basic vocational knowledge and skills.

1.2. To foster awareness among the trainees of simple labour force activities.

1.3. To provide trainees with technical problem solving activities.

2. Medium Vocational Training

2.1. To involve trainees in small scale production.

2.2. To provide trainees with cooperative work activities.

2.3. To prepare citizens for self-employment.

2.4. To provide trainees with the essential knowledge and skills needed in the next training cycle.

3. Higher Medium Vocational Training

3.1. To prepare semi-skilled workers.

3.2. To involve trainees in community needs investigations.

3.3. To develop new skills that will improve the trainees capacity for operating modern machinery.

4. Vocational Technical Education and Training

4.1. To prepare trainees for advanced vocational training for the production sector.

4.2. To provide trainees with new knowledge and skills generated by technological innovations in the respective fields.

4.3. To provide trainees an opportunity for a higher level technical vocational and educational training.

Moreover, this program will provide 3-6 months training at the Basic, 6 months at the Medium, a year at the Higher Medium, and 2 years training at the TVE and Training level of study.

To go in line with the interest of this paper, to further state about the new TVE and training program seems to be essential. Hence, it is designed to provide trainees with technical knowledge and skill, and thereby, developing their ability as skilled workers. The occupational program of this level is broadly divided into 2 components-Major and Common courses. The major course contains the foundation, whereas, the common course, additional to the major courses, provide exposure to knowledge and skills in respective fields of specializations. It also helps to bring about an appropriate integration of theory and practice. As per the policy, then, the desired training will begin to be offered for 2 years replacing the previous 10+3 program. It will be given starting from the year 1999 for those who would pass the National Examination given at grade 10 level (ICDR, 1990:57). However, it is to be noted that no mention of vocational guidance has been made at any training level since the draft policy until this stage respectively.

On the other hand, a workshop was conducted on the proposal forwarded by the MOE in July 1995, particularly, on the TV training program and its proper implementation. The over all objective was based on the new Education and Training Policy. The purposes of the proposal prepared in Amharic (1995:38) were:

1. To clearly delineate those issues that need the decisions of the concerned bodies before embarking upon the program.
2. To reveal the preparation being made on curriculum design, to show the quality and quantity of educational materials required, and to indicate teachers qualification and experience needed in general.
3. To identify the responsibilities of each region and thereby, distinguish the type of technical assistance that the MOE should provide.

4. To prepare a working document which helps to introduce the training programs designed to all concerned bodies.

In addition, the major issues included in the proposal for discussion were such as the curriculum change, the upgrading of TVT teachers knowledge and competence, training duration, certification and accreditation, students selection (admission) criteria and evaluation. Therefore, invited representatives were drawn from various organizations, educational institutions and from the main office of the MOE, They were the ones believed to be resourceful in generating relevant and important ideas regarding the TVET and its implementation in general.

Finally, the following are some of the suggestions and questions raised by the participants that got due regard for the intended purpose in the same proposal.

1. Did the MOE take the practice and experience of other countries into account while designing the TVE and Training program?
2. It would have sounded better if the difference and similarities of the policy to that of the 1972 Sector Review was clarified.
3. The occupational choice of students would be more sustainable and interesting if the service given through vocational guidance is only included in the policy and thereby utilized properly.
4. Is there a prior study made to know the financial sources for the successful realization of the program?
5. It is better to give the training program in collaboration with such organizations like that of the Ministry of Agriculture,

Ministry of Health, Ministry of Labour and Social Affair and the NGOS that lastly help graduates get assistances to run their own works jointly or otherwise.

Generally, in this chapter, it has been attempted to show the philosophies, theories and principles of TVE that many countries rely upon to realize the training program. Based on these premises, this chapter has also brought to light how selection, streaming and training of students should be carried out to successfully implement the intended purpose.

CHAPTER THREE

Design of the Study

1. This study is a descriptive survey. It deals with the current facts and conditions inorder to treat the basic questions of the study. Nine TV schools were included in the study. These training schools were, (1) Waliso, Dilla and Asebe Taferi agricultural schools, (2) Mekele, DireDawa, and Awasa Technical schools, and (3) Entoto, W/o Sehen and Wingate TV schools.

2. **Sampling Methods** :- The sample schools were chosen with the method of stratified sampling on which the population was first divided into a number of strata or categories. In this study, a school as a strata was considered from each training center so that the total sample was made up of heterogeneous elements. By following this procedure, one can remain assured that no important part is excluded from the study.

Therefore, three major categories of the TV schools were identified through stratified sampling out of which the nine training centers were randomly chosen. These were:

1. The Agricultural schools.
2. The Technical schools.
3. The Technical and Vocational schools.

Generally, the selected nine sample centers represent 64.2% of the total government schools operating in the country. Moreover, out of the 1040,624 (60%) of the graduating trainees (3rd year) (1988/96) were purposely selected for they had better exposures of the training practices and were also more matured. On the other hand, 240 TV teachers, 27 administrative staff (guidance and counselors, principals, and deputy principals) were chosen through the available data. Finally, 27 officials (three officials each responsible for the programs from Regional Education Bureaux as well as from the MOE) were purposely included for the intended purpose.

3. **Data Collection Techniques:-** The questionnaire and the available documents were mainly employed to secure the necessary information (data) from the respective respondents and the training schools taken into the sample frame.

The questionnaire was designed in such away that it incorporated various issues of the TVET based on the works of different authorities such as Schultz (1974), UNESCO (1984), and Gimeno (1983). Accordingly, three types of data collection instruments were designed that totally contained 60 items.

Form 01 :- This was a questionnaire presented at the regional and central level (to the Education Bureaux and the Department of TVE and Training). The main purpose had been to find information regarding the program. This included training policy, curriculum design, teachers recruitment and staff development schemes, supply of funds and materials, graduates placement (employment opportunity) ...etc.

Form 02 :- This was a questionnaire to be filled in by the administrative staff (principals, deputy principals, vocational counselors) and by the TVT teachers, ... The focal points had been on personal backgrounds, conditions of the workshops, material, guidance service, and issues pertaining to facilities, finance, manpower utilization, students results ... etc.

Form 03 :- Was a form prepared in Amharic to be filled in by trainees particularly by the graduating class. The objectives of this questionnaire included the selection, streaming and training process, vocational orientations, evaluation mechanism ...etc.

The style of the first two forms (01 and 02) of the questionnaire was based on a three stage Likert's oppinionnaire scaling techniques for the TVT teachers, the administrative staff and officials. They were agree, undecided, and disagree . Each scale had a numerical value of 3,2, and 1 respectively. Any item score above an average point of 2 was seen as

favourable, while the item scores below an average point of 2 was viewed as unfavourable. The average score of 2 showed a neutral attitude. The last form (03) of the questionnaire which was prepared in Amharic and provided for the students was based on a simplified checklist (Yes/No) togather the necessary data.

4. Data Analysis

All the instruments were categorized under the major and sub-objectives of the study. Different methods of analysis, relevant to each variable were employed to analyze the data gathered through the questionnaire.

1. **Frequency Distribution** :- Was employed to see as to how teachers evaluate their students achievement scores in each field of specialization.

2. **Frequency Counts And Percentages** :- Were used to analyze various characteristics of the sample population such as age, sex, educational qualification and work experiences of the TVT teachers, administrative staff and officials. Moreover, this statistical tool had also been used to analyze the responses of students.

3. **Mean Values** :- Were computed to find out averages against each item score or the questionnaire. This statistical tool is the basic indicator of the distributions of central tendency from which other statistical measures will be used.

4. **Rank Order Coefficient** :- Was applied to establish rank orders among selected items of problems associated to the purpose and practices of the TV training programs according to the magnitude of their significance based on the responses of the sample population.

CHAPTER FOUR

PRESENTATION AND ANALYSIS

OF THE DATA

There were 934 copies of questionnaire distributed to there categories of sample respondents containing both closed and open-ended items questions. All responses of the officials, administrative staff and teachers (TVET) were totally collected. On the other hand, out of the 624 questionnaire distributed to the students 612 (98.1%) of them were properly filled and returned on time. Therefore, the analysis was made on the data obtained from these 906(97%) respondents.

TABLE 1

Factors that Determine the Number of

New Entrants to Training

No	Items	Officials			Administrative Staff		
		Agr.	Und.	Dis.	Agr.	Und.	Dis.
1.	the intake capacity of the training schools	20(74.1)	2(7.4)	5(18.5)	22(81.5)	2(7.4)	3(11.1)
2.	demand of the job market	8(29.6)	2(7.4)	17(63)	5(18.5)	3(11.1)	19(70.4)
3.	help poor students get employment	8(29.6)	-	19(70.4)	2(7.4)	-	25(92.6)
4.	all factors mentioned	11(40.7)	-	16.(59.3)	9(33.3)	-	18(66.7)

Foaster (in George, 1986:56) has stated that the educational planner should provide the number of skills required by the various economic

sectors for the economy to be able to produce the anticipated skilled man power. It is in line with this guiding principle that a question was raised in Table 1 so as to see the factors that determined the number of new entrants selected every year. The majority of the respondents, 74.1% officials and 81.5% of the administrative staff agree that the factor to be the intake capacity of each training school. More over, to assess whether the job market demand is observed and given due regard to decide upon students intake, 63% officials and 70.4% administrative staff disagree with the stated factor. It is to be noted that this should be taken as an important element to bring about the intended developments. This shows that the responsible bodies who set and follow-up the implementation of the training programs have failed to create the required linkages with the employing agencies. The Children and Youth Affairs Organization (1995: 21) has clearly stated that :

> The TVET system has to reexamine its linkages with the job market since most of the graduates remain unemployed despite the great need for man power is directly related to youth, it is highly imperative that the required cooperation and linkages with the economic system be established.

Employment opportunity is one of the options raised whether it is considered as a factor to determine the number of intakes. As can be seen, the majority of the officials and administrative staff think that helping the poor student get employment is not an issue. What actually determines the number of the intakes for the training is the capacity of the school.

TABLE 2

Major Criteria Considered for Selection

No	Items	Officials			Admini-Staff			Teachers		
		Agr.	Und	Dis.	Agr.	Und.	Dis.	Agr.	Und.	Dis.
5.	interest of the Student	-	-	27(100)	-	-	27(100)	-	36(15)	204(85)
6.	counselors' recommendation	-	-	27(100)	-	-	27(100)	-	41(17.1)	199(82.9)
7.	academic ability (rank)	27(100)	-	-	27(100)	-	-	232(96.7)	8(3.3)	-
8.	teachers' proposal	-	-	27(100)	-	-	27(100)	-	-	240(100)

The items included in Table 2 are major criteria that the guideline promotes and thereby that the comprehensive secondary schools employ for selecting students. Regarding the occupational choices of students, Super and Overstrstreet (1962:106) states that their interests must be the foundation for choosing and entering into occupational training. However, all the officials as well as the

administrative staff (100%) and most teachers (85%) believe that the interest of students has never been taken as a criterion for selection.

The selection guideline of the TV schools issued on August 1987/1995 has also discarded students interest which was once considered as a requirement for selection. It is very hard to imagine how students could be successful in training programs without their interests.

It is expected that students are assisted with the guidance services at both the secondary and the training schools. 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 occupational training. In line with this, a question was presented to look into their recommendation if it has been taken as a criterion. How ever, 100% of the officials, 100% of the administrative staff and 82.9% of the teachers disagree with the suggested item. On the other hand, as it is shown in this study, the selection methods use various devices such as that of the intelligence test(I.Q) as a criterion which the responsible body believes to be advantageous to achieve the intended purpose.

In view of this, a question was put to see whether the selection criterion of the TV schools is so different from this cited instrument. Based on this, 100% of the officials, 100% of the administrative staff and 96.7% of the teachers agree that academic ability (rank) is taken as a major criterion for selection. On the basis of the guide line too, priority is given for grade 10 students of the comprehensive secondary schools who are in the 1-10th rank in their respective classes. On the contrary this requirement has affected the opportunities of average students who possibly have great interests for occupational trainings. The Children and Youth Affairs Organization(1995:21) has stated the following guide line:

> The selection of students for the TVET system is centrally controlled and based on a quota system. Those students who have completed ten years of education in comprehensive secondary schools are eligible for the program . The existing program is believed to lack flexibility.

Nevertheless, it has been cited in this study that these training programs do not either require great manual skill or great academic ability. The final item in Table 2 reveals if teachers proposal is taken as a criterion for selection. All the respondents indicate that no one takes seriously teachers' proposal as a selection criterion.

TABLE 3

Means of Introducing Selection Criteria

No	Items	Admi-Staff			Teachers			Students	
		Agr.	Und.	Dis.	Agr.	Und.	Dis	Yes	No
9.	mass media	-	3(11.1)	24(88.9)	-	-	223(9259)	-	612(98.1)
10.	through guidance service	-	-	27(100)	-	-	240(100)	-	609(97.6)
11.	using notice boards	27(100)	-	-	240(100)	-	-	612(98.1)	-
12.	through home room teachers	-	-	27(100)	-	-	240(100)	-	612(98.1)

Table 3 contains four items that show the communication means used to notify students the selection criteria. Administrative staff, teachers and students were asked which means of communication systems are used mostly by the training schools.

Ideally, different means of communication should be used to inform those students who are aspiring to join the training programs. The availability of the communication system in the country determines the kind of media to be used to notify the students.

As can be seen from Table 3, 88.4% of the administrative staff 92.9% of the teachers, 98.1% of the students indicate that mass media is not used usually or all the time to acquaint the aspiring students with the selection criteria.

All training schools use notice boards within their school compound as a means of notifying the selection criteria for the new entrants.

This kind of excercise minimizes the dissemination of information and thus blocks the opportunity of many young students. The effect of this practice is that many young and talented students will not get the opportunity to compete for the training programs they like to join. In the final analysis, the program fails to have good students as trainees.

Guidance program in schools can pay more attention not only to the social and psychological problems of adjustment during the adolescence period. But, it also imparts the required information about each field of specialization and its demand in the job market. Table 4 includes items raised to identify whether initial orientation is given or not, if given, as to what topics and issues does it address to these new comers. 85.2% of the administrative staff and 74.2% of the teachers indicate that advice is given on how to develop good study habits.

More over, 98.1% of the students also reveal that they are given such an advice. The need to emphasize on the study habits is due to the fact that students have to intensively work in the training practices and in the academic studies which are requirements for completing the program. Likewise, since it is a period of adolescence for the majority of the students the need to give lessons on sex education becomes so imperative. Table 4 shows that 63% of the administrative staff, 74% of the teachers indicate that sex education is given in the school. 97% of the students indicate also that they learn sex education.

TABLE 4

Major Orientation Given to Students to Start the Training

No	Items	Admini-Staff			Teachers			Students	
		Agr.	Und.	Dis.	Agr.	Und.	Dis.	Yes	No
13.	advice on study habits	23(85.2)	3(11.1)	1(3.7)	178(74.2)	62(25.8)	-	612(98.1)	-
14.	gives lesson on sex education	17(63)	10(37)	-	177(73.7)	63(26.3)	-	603(967)	-
15.	provides occupational information	11(40.7)	16(59.3)	-	-	13(5.4)	227(94.6)	-	604(96.8)
16.	on adjustment with the school community	27(100)	-	-	210(87.5)	30(12.5)	-	612(98.1)	-

On top of this, the necessary information about the available fields and the training programs has to be provided just from the very outset of the streaming process. It is to ascertain this tenet that item number 15 was included in Table 4. 59.3% of the administrative staff show that they are not sure if such orientation is given to students. 94.6% teachers disagree with the statement given in item 15. Inaddition, 96.7% of the students indicate they get no information on available occupations. This generally shows either the guidance workers lack the necessary knowledges concerning TVE and are also alien to the job market conditions. It can also be said that they may have merged with the school management to deal only with the administrative works.

Adjustment with school community is an important issue that the students need to know as they mature. The administrative, staff teachers and students were asked if such orientation is given in the training schools. Almost all the administrative staff (100%), the majority of the teachers (87.5%) and 98.1% of the students indicate that orientation is given on issues related to community adjustment.

TABLE 5

Methods Used for Streaming Students in Areas of Specializations

No	Items	Admini-Staff			Teachers			Students	
		Agr.	Und.	Dis.	Agr.	Und.	Dis.	Yes	No
17.	most students join the program by drawing lots	27(100)	-	-	240(100)	-	-	612(98.1)	-
18.	committee decision	19(70.4)	6(22.2)	2(7.4)	240(85)	-	36(15)		80(12.8)
19.	occupational choices of the students	11(40.7)	-	16(59.3)	-	3(1.3)	237(98.7)	26(4.2)	586(93.9)
20	through counselors' proposal	-	-	18(66.7)	-	38(15.8)	202(84.7)	-	602(96.5)

Table 5 includes items that help to identify as to what means or methods that the training schools employ to stream students to various fields of trainings. 100% of the administrative staff and 100% of the teachers indicate that most students are streamed by drawing lots for areas of trainings. 98.1 % of the students also confirm this in their reply. What is possible to see from Table 5 is that choosing of vocations which is regarded as the indviduals' concern is lacking the proper methods of choosing ones career for the future. Moreover, inaddition to the chance factor taken as a

means for streaming, 70.4% of the administrative staff and 85% of the teachers agree with the statement that students are often assigned by a committee for each training school so as to make their numbers proportional in all the fields. 85.3% of the students also indicate that the committee's decision is used as a means of streaming. How ever, the UNESCO (1983:79)
report states that:

> Technical and Vocational Education as preparation for an occupational field should lead to the acquisition of broad knowledge and basic skills applicable to a number of occupations within a given field so that the individual is not limited by his education in his freedom of occupational choice, and later transfer from one field to another in the course of his working life.

Further more, inorder to see to what extent the occupational choices (preferences) of students is given priority for streaming, item number 19 was included in Table 5. The response indicates that 59.3% of the administrative staff, 97% teachers and 93.9% students believe that occupational choices of students are not taken into consideration while streaming students into different areas of specialization.

In addition, school counselors' proposals for streaming of students is also ignored or never given due regard.

The purpose of Table 6 was to identify the types of the assessment techniques teachers employ to evaluate the performances of their students. Accordingly, 92.6% of the administrative staff and 82.9% of the teachers disagree with the theoretical exercise suggested as an assessment device.

TABLE 6

Methods of Evaluating Students Performance by Teachers

No	Items	Admini-Staff			Teachers			Students	
		Agr.	Und.	Dis.	Agr.	Und.	Dis	Yes	No
21.	theoretical exercise	-	2(7.4)	25(92.6)	-	41(17.1)	199(82.9)	4(0.6)	608(97.5)
22.	practical activities	-	3(11.1)	24(88.9)	-	-	240(100)	-	498(79.8)
23.	both theoretical and practical	27(100)	-	-	240(100)	-	-	612(98.1)	-
24.	other assignments	-	2(7.4)	25(92.6)	-	24(10)	216(90)	-	587(94.1)

97.5% of the students also indicate that theoretical exercise is not used as evaluation mechanism,. on the other hand, practical activities are not also utilized as the only means of evaluation. The majority, 88.9% of the administrative staff, 100% of the teachers and 79.8% of the students indicate that this technique is not used alone as an evaluation means. However, 100% of the administrative staff, 100% of the teachers , 98.1% of the students agree that both theoretical and practical activities are used as an evaluation mechanisms. Therefore, a study conducted by Berhanu and others (1992:35) also justifies this assessment technique to be employed in the 7 TV schools, but giving more credit for the practical activities assigned in project forms. Lastly, to seek further information whether any other assignments are given to evaluate students performances, 92.6% of the administrative staff, 90% of the teachers and 94.1% of the students indicate that no other alternative methods of evaluation is used by teachers deficiency into account, both the officials and the administrative staff as well as the teachers themselves think that the teachers need further trainings to improve their present qualification.

TABLE 7

Teachers' Qualification by School (1988 / 1996)

Schools	Qualifications			
	Diploma (12+2)	12 + 3	BA / BSC	MA/MSC
Entoto TV School	40	-	14	2
W/o Sehen TV School	18	1	6	2
Winbate Conctruction	23	2	6	3
D.Dawa Technical School	14	2	9	6
Mekele " "	15	1	9	-
Awasa " "	12	-	6	-
Waliso Agricultural "	10	4	7	4
Dilla " "	8	-	1	1
Asebe Teferi " "	6	2	2	4
Total	146	12	60	22
%	60.8	5	25	9.2

UNESCO's (1973:21) recommendation for the teaching staff of TVET program is that they should possess a higher education upto a university level.

> The teaching staff for the education of technicians should possess either a degree or a high technicians qualification in an appropriate field and should have industrial or comparable experiences in their particular discipline.

Likewise, in the study conducted on the TVET experiences of many countries, this same organization (UNESCO, 1983:65) has come out not with the need to up-grade teachers educational level, but also says that "Among the most pressing problems reported by several countries was the serious shortages of teachers for the TVET subjects." The figures obtained from each sample schools in Table 7 show that 60.8% of them do not possess the required level of qualification for teaching in these schools. A study carried out by Berhanu and others (1992:14) some years back shows teachers with diploma to be 85.1%. This implies that there is some improvement although their TV knowledges are not still compatible with the rapidly changing technology and working conditions.

It was also the objective of this study to investigate teachers' back-ground as to what types of programs are carried out to up-grade their technical and pedagogical knowledges as a part of staff-development schemes. Hence, 92.6% of the officials, 81.5% of the administrative staff and 56.7% of the teachers indicate that it is the in-service (summer) course which gives few opportunities for a limited number of teachers. It is a

known fact there are no sufficient training institutions in the TVET programs in the country that offer trainings to a degree level.

The perception that the officials and the administrative staff have towards teachers is an important factor in terms of the teaching-learning (training) environment. Moreover, self perception of the teachers in relation to their educational qualification and efficiency is also a crucial issue in terms of teacher-student relations as well as interms of teaching-learning process. A number of items in Table 8 attempt to solicit the opinions of officials, administrative staff and the teachers themselves.

Most of the officials (88.9%), administrative staff (92.6%), and teachers (98.9%) think that the TV teachers are not technically and pedagogically efficient. Moreover the teachers are not also considered as academically qualified for the positions they are in now. Taking this deficiency into account, both the officials and the administrative staff as well as the teachers themselves think that the teachers need further trainings to improve their present qualification.

TABLE 8

Competence and performances of Teachers as Perceived by Respondents

No	Items	Officials			Admi-Staff			Teachers		
		Agr.	Und.	Dis.	Agr.	Und.	Dis.	Agr.	Und.	Dis.
25	most are technically and pedagogically efficient	-	3(11.1)	24(88.9)	-	-	25(92.6)	-	-	237(98.8)
26	majority are academically qualified,	-	-	27(100)	-	-	27(100)	-	-	240(100)
27	less experienced and performance is poor	-	-	23(85.2)	-	-	27(100)	7(2.9)	-	233(97.1)
28	most are less qualified and need further training	27(100)	-	-	27(100)	-	-	206(83.8)	39(16.2)	-

TABLE 9

Major Problems That Impede the Training Program

No	Items	Admi-Staff			Teachers			Students	
		Agr.	Und.	Dis.	Agr.	Und.	Dis.	Yes	No
29	lack of money, houses and job opportunity for students	27(100)	-	-	240(100)	-	-	612(98.1)	-
30	lack of spare parts and raw materials	26(96.3)	1(3.7)	-	237(98.7)	3(1.3)	-	542(88.6)	-
31	lack of well- qualified teachers	27(100)	-	-	229(95.4)	11(4.6)	-	601(96.3)	-
32	shortage of financial input	27(100)	-	-	24(10)	198(82.5)	18(7.5)	-	-

The purpose of Table 9 was to make clear whether there are problems that can be regarded as bottlenecks in the process of providing and organizing the training programs.

On the basis of this, 100% of the administrative staff, 100% of the teachers and 98.1% of the students agree that lack of money, houses and job opportunity are the most serious problems pertinent to the students. This is due to the fact that the guideline also requires students to be self-supporting until the completion of the programs. The other serious problem which brings a psychological impact upon the students is the conditions of the unemployed graduates who have become victims of various social problems. To the lack of job opportunity, then all the respondents agree to this social problem. These could be the reasons as to why some training schools lack students for some fields of specializations. For example, Asebe Teferi Agricultural school has no 2nd year students in all the fields. Dire Dewa Technical School has no 2nd and 3rd year students in woodwork and electronics as well as no graduates in electricity. The Children and Youth

Affairs Organization (1995:21) has also admitted that lack of job opportunity is a major problem:

> Studies also indicate that job prospects for graduates of technical and vocational schools are not favourable either. Data from the 1978/79 to 1988/89 period indicate that only 23.7% of the technical and vocational graduates were able to be placed.

Apart from this, 96.3% of the administrative staff, 98.7% of the teachers and 88.6% of the students indicate that there is a problem of spare-parts and raw materials. It has been also observed that the shops, laboratories, garages of the 55.6% sample schools are installments of the previous U.S.S.R. and other socialist countries for which there are no spare

parts and raw materials in the market world. Likewise, Table 9 shows the lack of well qualified teachers and shortage of financial input allocated by the government. 100% of the administrative staff, 82.5% of the teachers and 88.6% of the students agree that there are problems in both the revealed items. However, from the actual observations made, they have been trying to cover their operating costs from their internal incomes obtained from the sells of furnitures, equipment (Dire Dawa, Entoto, Wingate) and from farm products (Dilla). Entoto and Wingate Schools particularly are at a better position in getting additional incomes from the monthly fees of extension classes. On the other hand, although the sample schools raise complain regarding the financial scarcity. Haileselassie(1995) has rather given a good suggestion to the 10 TV schools to restrict the use of school finance only for educational activities in his recommendation due to the unnecessary expenditures they make in general.

CHAPTER FIVE
SUMMARY, CONCLUSION, AND RECOMMENDATION

After analyzing and discussing the data secured from different sources, the following summary, conclusion and recommendation are made on the basis of the data analysis.

5.1 SUMMARY OF THE FINDINGS

The selection guideline has been reported to be confined to only a single factor year after year to determine the number of new entrants selected for the training programs. It is the intake capacity of each training school considered as the only means to determine the number of students admitted rather than the job market demand. The guideline has also failed to include other schools out of which better candidates could have been drawn. The only recognized few ones are the comprehensive secondary schools that are responsible for selections. Moreover, occupational (prior)

orientation which helps students to assess their limitations and strengths has been excluded in the selection guideline.

The data further confirm that the guideline largely considers academic ability (rank) as a major criterion for selecting students. On the contrary, this might have blocked the opportunities of the majority who possibly have great interests for the occupational trainings. The way the students get information about the training opportunities is mainly from the school notice boards. This technique is totally inadequate and few students are able to use this opportunity. Those students who are in the training programs are given less information on the available occupations. This seems one of the major weaknesses. The provision of occupational information to the new comers regarded as a requirement for proper streaming is not practiced in these sample schools. On top of this, after students are selected for various departments and admitted by their training schools, most of them are streamed to the available fields by drawing lots

without their preferences. Besides, streaming is often carried out by committee decision so as to allocate them proportionally in all the fields.

According to the suggestions of the majority, then, students not only face the problems mentioned above, but they are also exposed to some glaring obstacles that are common for all. These are like lack of money and houses for shelter. Moreover, lack of job opportunity experienced by their graduates have also affected those in the training programs.

The major problems that would impede the provision and organization of the training programs are found to be so serious at present. The inavailability of well qualified teachers in the TVET areas that can cope-up with the rapidly changing innovations and working conditions is one of the cited problems. It is the in-service (summer) program which is currently used as a means for the staff development scheme so as to up-grade the educational level of these teachers. The type of assessment

technique that teachers employ to evaluate the performances of their students is both theoretical and practical activities.

Other problems of the training programs include the lack of spare-parts and raw-materials in the market. Finally, it has been shown that the financial input allocated by the government is inadequate to effectively run their respective programs.

5.2. CONCLUSION

It has been taken by many as a normal practice to consider the few Comprehensive Secondary Schools as the only place where students are exposed to various vocational programs. In reality, these kinds of practices have limited two important things. These are:

5.2.1. Aspiring students who want to have vocational trainings but could not join the programs due to their high school back-grounds and,

5.2.2. TV schools lose the opportunity of having interested and talented high school students to join their programs.

On top of this, not only the required number of new entrants selected from the few Comprehensive Schools has remained constant every year, but their numbers is also determined only on the basis of the intake capacity of each training schools. In this manner, such important variable like the demand of the job market and the need for the desired socio-economic

development has been disregarded at all. However, before the number of new intakes is to be decided upon, available positions expected from the relevant occupations must be known. This anticipation helps every training school not to produce excess or small number of graduates to meet the manpower demand. The training schools should have close contacts with the labour market. There must be a flow of occupational information which helps the students, teachers as well as the training schools. Such prior orientation rendered through the guidance service initiates students to see their strengths and limitations so as to form their own objectives. It is this awareness that leads them to make wise decisions either to continue in their present studies or join the programs when the need arises. Therefore, it is after considering these issues that the responsible body gives information about the requirements ahead of time. The selection criteria that students are required to fulfill can be introduced through the mass media (Radio, T.V, Newspaper) as long as the means of communication is available in the country. On the contrary, the requirements for selection that the guideline promotes nation wide is introduced to the few comprehensive school

students only through the notice posted on school boards whenever it is formally announced.

The selection criteria formulated along the emergence of the 10+3 training schools (1977/1985) was revised for the first time in the year 1987/1995. It was also distributed to the Regional Education Bureaux and the training schools in which they are delegated for the proper realization. Nevertheless, as can be justified from the " Educational Management and Administration Guide line," article 56 of August 1987/1995, the interests of students used to be taken as a criterion for selection is eliminated. Instead, the new guide line gives great emphasis for the academic abilities (ranks) of students as a major criterion for selection. The guideline, rather, ought to identify that occupational training does not either require great manual skill or great academic ability. Moreover, this particular criterion which favours the few has totally blocked the chances of many students.

Students are not only made to compete according to their interests, but they are not also given the right to choose fields of specializations commensurate to their abilities. Hence, after they are selected for various departments and sent to their respective training schools, they are asked to draw lots to be streamed to areas of trainings. Likewise, the responsible committee of each training school sometimes allocates students to various fields so as to make their numbers proportional to the seats available. This procedure has been employed simply to make all the available areas operational and service. The main reason for such practices is that, out of the 21 fields of specializations, general mechanics, automechanics, and commerce have better opportunities for employment in which there are more applicants. For example, in Entoto TV school, 51% of the 1988/1996 graduates are found only in general mechanics and auto-mechanics. In the same way, the only graduates of the year in D.Dawa Technical school are only from both these fields. Furthermore, from the graduating class of 4 areas of trainings in Dilla Agricultural School, the only number of auto-mechanics students is indicated to be 33.3% of the total.

The TVET program suggests that the new entrants should be provided with the necessary orientation before streaming. The initial orientation helps students to secure information about the nature and the labour market demand of each field of training. Inaddition, this assistance is also given for those who have had no prior orientation in their secondary schools and also to refresh the regular ones, Nevertheless, the initial orientation given in the training schools through the guidance service is largely confined to the implementation of routine administrative works by disregarding the principles of the TVET. For example, it has been shown that in 88.9% of the sample schools, guidance and counselors have been observed to be chairpersons and members of the selection committees who go against the interests and occupational choices of students. The root cause for the less attention given to the vocational guidance in both the secondary and the training schools is well known. Primarily, it is due to the fact that the responsible individuals who work as guidance and counselors did not have the relevant courses in vocational guidance during their trainings.

Moreover there is no on-the-job training given to up-grade the quality of this people.

It is an open secret that all students have to be self-supportive until they accomplish the intended trainings. However, there are serious problems that they commonly face. One of these problems is the lack of money which do not enable them to cover the cost of stationaries, food items and also for house rents. It is simple to imagine as to how the students of Entoto and Wingate schools particularly suffer the high costs of living here in Addis Ababa. Moreover, the psychological effect of the unemployed senior graduates create upon students who are in the training programs is one of the unpleasant problems. This could be the reason as to why some training schools lack enrollees for certain fields, For example, Asebe Teferi Agricultural school has no 2nd year students in all the fields. Dire Dawa Technical school has no 2nd and 3rd year students in wood work and electronics as well as no graduates in electricity.

On the other hand, to go in line with the rapidly changing technology and working conditions, securing up-to-date information and pursuing further education is so imperative today. So, inorder to produce the required skilled manpower, first and foremost teachers have to be retrained technically and educated pedagogically in their respective training areas, Although 72.1% of them have served for more than 11 years and are well experienced in their performances, 60.8% of these teachers are still at diploma (12+2) level in their qualifications. However, the only opportunity carried out as the staff development scheme to up-grade their educational level is the short-term in-service (summer) course at present. This implies that the majority are not far better than their students who would be at 10+3(12+1) level after completing the training programs.

The training schools are also running their programs with the low quality of machines and in the absence of and/or shortage of spare-parts and raw-materials. The shops, laboratories, and garages of 55.6% sample schools have machines from the previous U.S.S.R. and other socialist countries for which there are no spare-parts in the market world.

Nevertheless, these sample schools have been trying to overcome their financial problems they face through the income generating activities. These activities include, the sells of farm products (Dilla, Asebe Teferi) and production units (Entoto, Wingate, D.Dawa). Likewise, Entoto and Wingate schools are more advantageous in earning large amount of money not only from the sells but also from their extension classes to run their respective programs.

5.3. RECOMMENDATIONS

The prevailing expression is that the standards of the training system is deteriorating and that the performances of the schools are below the expectation of the job market. The pursuit of both quality and efficiency of the training system demands a reliable planning without which human effort is dessipated and other resources would also be wasted. Planning tend to be

in the hands of a relatively few experts and politicians in a system of centralized government. On the other hand, participation in educational planning is not only becoming the concern of all in the system, but is also the central issue of our time. In light of this, the intake capacity of each training school regarded as the only factor for the determination of the number of new entrants has not been based on a development-oriented planning. To start with the responsible ministry, MOE, has to primarily create the necessary linkages with the work-world so as to assess the felt-needs of the employing agencies to establish new training practices to achieve the desired purpose. Therefore, more precisely, the MOE in collaboration with the regional education bureaux, professionals in TVET, and the potential employers have to innovate a system which helps to make a balance on the number of students to be trained in each field to that of the absorptive capacity of the economy.

Moreover, it is not only desirable to give equal opportunity for all the secondary school students of grade 10 for the occupational trainings, but the introduction of these students with the available occupations is also imperative. Hence, the necessary prior orientation on the areas of trainings in each school, their demands in the labour market, and the selection criteria should be imparted ahead of time through the possible means. To realize this purpose, not only utilizing the guidance workers at their actual assignments becomes necessary, but they have to get orientation through workshops, seminars, and also on-the-job training about the importance of vocational guidance. The training schools management and the regional education bureaux have to also start practicing to impart vocational information and the selection requirements through the radio, TV, newspapers, brochures... etc due to the fact that the means of communication is accessible in the country.

The selection criterion which gives more emphasis for the academic abilities (ranks) of students have been operational for almost 2 decades. Perhaps, this fallacy could have been emanated to attract the views of students and the public towards considering the TVET schools as they are prestigious that only admit those having good calibers. On the contrary, academic ability alone would bring no change or success in occupational trainings unless priority is given for the interests of students. Likewise, a standardized academic achievement should also be included with their interests so that the criteria would not give narrow opportunity or become loose enough that admits all applicants to pass through it. Inorder to provide students with the required information through the initial orientation, the management of each training school has to encourage the guidance workers to impart vocational information than to mis-use them for

what they were not qualified. Although they lack the relevant back-grounds in vocational guidance, until they do so, a means has to be looked for through which resourceful professionals give occupational information at least at the beginning of the year before streaming is carried out. Particularly, Entoto and Wingate schools are at their own advantages to exploit the knowledges and experiences of professionals than the rest do. Moreover, it is clear that as the training programs would result in wastage in the absence of vocational guidance so also streaming of students vicariously done without their interests would hopefully facilitate failure in the system. Therefore, the current streaming procedures carried out through drawing lots and superimposition should be corrected and therby, students be given the right to choose occupations commensurate to their abilities.

It is to be noted that before students join the training programs, they are made to be informed through the selection criteria (article 56, number 8) as they have to be self-supportive to complete the intended purpose. However, it has been confirmed that their major problems are lack of money

and houses. Therefore, inorder to solve their financial problems and lack of houses for living, the training schools have to be dedicated to primarily create / strengthen their income generating activities to get financial incomes. On top of this, incollaboration with the regional education bureaux, the school managements have to try to attract the wise attentions of their local governments, benevolent individuals, humanitarian organizations... etc to obtain financial and material aids to gradually build certain rooms for boarding purposes. This would help them not to wait for the solution to come from others and not to alleniate themselves from exploiting every conducive environment of their surroundings. Until these efforts would be put to practice, by limiting the number of new entrants stipends be provided

to students to solve their financial problems for which the sources of money can be from their own internal incomes-from the sells of various products, and extension classes.

Furthermore, it is an open secret that there are very few opportunities for employment in the country.Therefore, to alleviate this problem, a study has to be carried out by the policy formulating MOE so as to (1) bring those fields of specializations having no / less market demand to terminations (phase-out), (2) the current training programs be based on indigenous technology to make them applicable for self-employment of graduates and to the locale demands, (3) after a consensus has been made between the MOE, the administrative councils of each regions and their education bureau prepare a working document in the form of a guideline which gives a chance of getting loans for graduates from their respective locale governments to generate profitable projects that enable them to become self-employed.

Apart from this, to bring about the desired success, the up-grading of teachers technical and pedagogical knowledges in line with the rapidly changing technology is unquestionable at present. Therefore, inaddition to the in-service courses leading to the first degree(B.A) level carried out as parts of the staff-development programs at present, (1) research works in relevant fields and in the job markets be included in their job descriptions

as requirement, through which they would be exposed to new findings and knowledges in their respective fields. (2) awards or financial incentives be designed by the regional education bureaux and their locale governments for those who innovate or modify the training machines and materials for which the prize is given on certain social gatherings, educational conferences or teachers day. (3) educational exhibitions or other means be designed by the MOE through which teachers exchange their technical knowledges and experiences and are also acquainted with new technologies and novel training mechanisms (4) gradually, let the MOE, the regional education bureaux and the training schools in all possible means deal with international organizations like the UNICEF, UNESCO... etc and other institutions to get journals, books and other relevant materials in the TVET and distribute to the training schools libraries so that teachers can make use of them.

However, it is difficult, if not impossible, to totally replace the installments of the socialist countries with different machines and materials

at present. The solution does not only require high financial capacity but it also needs deep and further investigations to do so. Generally, the pursuit of the desired development through the training programs can hardly be achieved in the absence of the vocational guidance. The new education and training policy which has not included even a word of the service upto the final stage of this study should be reassessed by the MOE to consider this program without which the system will result in wastage, and would lastly be doomed to failure.

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APP 1

Comprehensive Secondary School Period Allocation for Senior Secondary Level

Area	Subject	GARDE 9	10	11	12
1	Mathematics	6	6		
	Science	6	6		
	History	4	4		
	Geography	4	4		
	Amharic	5	5	4	4
	English	6	6	8	8
	Physical Education	1	1	1	1
	Sub Total	**32**	**32**	**13**	**13**
11	Domestic Science or Industrial Arts,or Agriculture,or commerce	4	4	12-14	12-14
	Or				
	Domestic Science or Industrial Arts, or Agriculture or commerce				
	And				
	Any Subject field from area				
	111	4	4	6	6
	Or				
	Fine Arts or Music or French and any subject	4	4	12-14	12-14
	Field from area 111	4	4	4	4
	Sub Total	**4**	**4**	**4-14**	**4-14**
111	Mathematics			6	6
	Science			6	6
	History			4	4
	Geography			4	4
	Sub Total			**8-20**	**8-20**
IV	Educational Vocational Gudidance and study	4	4	3-5	3-5
	Grand Total	**40**	**40**	**40**	**40**

Number of Students in the Technical and Vocational Schools in 1988/1996

APP 2

No		STUDENTS								
		1		2		3		total		Grand
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1	AsebeTeferi Agricultural School	21	6	-	-	31	6	32	8	40
2	Wolliso Agro-technical School	24	2	28	3	78	4	106	9	115
3	Dilla Agro-technical School	6	1	17	3	76	6	64	6	70
4	W/O Sehen TV School	50	35	60	36	68	28	178	99	277
5	Entoto TV School	110	52	98	21	270	25	312	88	400
6	Wingate Construction	106	20	105	27	256	26	333	75	408
7	Dire Dawa Technical School	69	3	50	-	32	-	141	3	144
8	Awasa Technical School	39	2	28	5	46	2	103	8	111
9	Mekele Technical School	24	3	81	16	73	13	178	42	220
		570		558		1040		1785		1785

Form 01

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ADDIS ABABA

____ 199___

QUESTIONNAIRE: To be filled by the concerne officials for the TVE from the regional Education Bureaux and the MOE.

The Purpose of this questionnaire is to study as how students are selected, streamed and trained in the TVE school of Ethiopia. Besides, it is also the intention of this instrument to appereciate the strong points discovered and to forward possible solutions for the problems encountered so far.

INSTRUCTION: (1) No need of writing your name

(2) Fill in the box by usina x mark

(3) Write short answer on the space provided

Thanking you in advace for your cooperation.

SECTION 1
PERSONAL PROFILE

1. The Office (bureau) you belong to _____

2. Age range (a) 20-24 years
   (b) 25-29 "
   (C) 30-34 "

SECTION 2
OPININ SURVEY

Given below ara a number of points indicating students selection, streaming and training, teachers allocation, vocational orientations, adequecy and quality of training machines, workshops, trainees results... etc. Please, score these items in the 3 point scale according to your view of their correctness or otherwise (ie, according to the degree of your agreement to each item).

Scoring scale:-
3- agree
2- Undecided
1- disagree

(Please indicate your choice by circling one of the following)

Items	Scoring
. The students at the high school level are made to know their abilities and interests to prepare for occupational training through guidance service.	3 2 1
. That vocations provided are introduced to the high school students through the communication media.	3 2 1
. That guidane officers provide the necessary information on job opportunities and other personal development.	3 2 1
. That the training schools are provided with adequte resources on time to effectively run their respective programs.	3 2 1

Items	Scoring
That students are streamed according to their vocational choices and interests.	3 2 1
That trainees are helped to solve their personal problems through the counseling services.	3 2 1
That trainees can change their occupational choices during their training programs.	3 2 1
That trainees are helped to get work experiences from the nearby factories or industries (if available).	3 2 1
That the training schools follow the placement and efficiency of their graduates on jobs to evaluate their own training programs.	3 2 1

SECTIONS 3

A. What do you think are the problems (weaknesses) usually observed during:

1. Selection _____

_____

2. Streaming _____

_____

3. Training _____

_____

B. Does the training policy need to be improved? If yes, why and how?

A. Why _____

_____

B. How, _____

_____

(d) 34-39 years

(e) 40 years and above

3. Sex (a) Male

(b) Femele

4. Service (a) 05-years

(b) 6-10 "

(c) 11-15 "

(d) 16-20 "

(e) 21 years and above

5. Professional statue (qualification)

(a) 12+1 and below

(b) 12+2

(c) 12+4

(d) M.A/M.Sc

SECTION 2

OPINION SURVEY

Given below are a number of points indicating training policy on teachers recruitment and staff development schemes, supply of funds and materials, employment opportunity ...etc. please, score these items in the 3 point scale according to your view of their correctness or otherwise (ie,according to the degree of your agreemtnt to each item).

Form 02

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ADDIS ABABA

___199___

QUESTIONNAIRE: To be filled by (a) Teachers
(b) Vocational Counsellor
(c) Deputy principals
(d) Principals

The purpose of this questionnaire is to study as to how students are selected, streamed, and trained in the TV schools of Ethiopia. Besides, it is the intention of this instrument to appreciate the strong points discovered and to forward possible solutions for the problems encountered so far.

INSTRUCTION: (1) No need of writing your name.
(2) Fill in the box by using X mark.
(3) Write short answer on the space provided.

Thanking you in advance for your cooperation.

SECTION 1

Personal Profile

1. The training school you belong to _____
2. Age range (a) 20-24 years ____

(b) 25-29 years ____

(c) 30-34 years ____

Items	Scoring
. The finacial input alloated to each training school is based on their total expenditure.	3 2 1
✓. That the training school has a part to select its own trainees.	3 2 1
✓. That selection is largely based on the interests of students.	3 2 1
. That the training schools have got modern and adequate facilities and equipment.	3 2 1
. That there is a staff development programs carried out to increase teachers pedagogical and technical knowlegde.	3 2 1
. That teachers are allocated according to their specialites/qualification and experience.	3 2 1
. That teachers evaluate their trainees academic and practical activties continuosly.	3 2 1
✓. That TV programs meet the employment needs of the trainees.	3 2 1
✓. That students are given initial orientations that help them join their respective filds and adjust themselves to their school enivronment.	3 2 1

(d) 34-39 years

(e) 40 years and above

3. Sex (a) Male

(b) Femele

4. Service (a) 05-years

(b) 6-10 "

(c) 11-15 "

(d) 16-20 "

(e) 21 years and above

5. Professional statue (qualification)

(a) 12+1 and below

(b) 12+2

(c) 12+4

(d) M.A/M.Sc

SECTION 2

OPINION SURVEY

Given below are a number of points indicating training policy on teachers recruitment and staff development schemes, supply of funds and materials, employment opportunity ...etc. please, score these items in the 3 point scale according to your view of their correctness or otherwise (ie,according to the degree of your agreemtnt to each item).

(d) 34-39 years

(e) 40 years and above

3. Sex (a) Male

(b) Femele

4. Service (a) 0-5 years

(b) 6-10 "

(c) 11-15 "

(d) 16-20 "

(e) 21 years and above

5. Professional statue (qualification)

(a) 12+1 and below

(b) 12+2

(c) 12+4

(d) M.A/M.Sc

SECTION 2

OPINION SURVEY

Given below are a number of points indicating training policy on teachers recruitment and staff development schemes, supply of funds and materials,employment opportunity... etc. please, score those items in the 3 poing scale according to your view of their correctness or otherwise (ie,according to the degree of your agreement to each item).

Items	Scoring
. That principals and deputy principals are required to have TV knowledge and experience.	3 2 1
. That teachers recruitment is based on their TV experience and interests.	3 2 1
. That there is a staff development program carried out to increase teachers pedagogical and technical knowledge.	3 2 1
. That teachers are paid according to their qualification and work experience	3 2 1
. That incentives are given to competent and hardworking teachers, and thereby to encourage others for better performance.	3 2 1
. That the selection criteria is formulated by the MOE which is open to all categories of students.	3 2 1
. That students are made to have practical back grounds and prior orientations during their high school and preceding levels.	3 2 1
. That the number of trainees is determined on the basis of the schools accomodative capacity and the available job opportunities.	3 2 1
. That the selection criteria largely focuses at those academically competent students.	3 2 1

ቅጽ 03

በአዲስ አበባ ዩኒቨርሲቲ በቋሀረ ፆረቃ ትምህርት ቤት
የትምህርት አስተዳደር ዲፓርትሜንት
አዲስ አበባ

_____198__

መጠይቅ: በ3ኛ አመት የቲክኒክና ሙያ ተማሪያች /ተመራቂያች/ የሚሞላ

የዚህ መጠይቅ ዋና አላማ ተማሪያች ለሙለጠና አንዳት አንደሚመለመሉ፤ አንዳት በየሙያው ዘርፍ አንደሚደለደሉና አንደሚሠለጥኑ ለማጥናት ነው:: ከዚህም ሌላ በዚህ ላይ በመመርኮዝ ጠንካራ አሠራርችን ለማጼነቅና ለሚታዩት ደክማ ጉናች ደገሞ የመፍትሔ ሃሳብ ለመስጠት ነው::

መመሪያ: 1. ስም መፃፍ አያስፈለገም

2. ትክክለኛ ለሆነው "አዎን" ላለሆነው ደገሞ "አይደለም" በማለት በተሰጠው ሳጥን ~~—~~ X ምለክት በማድረግ መለስለኝ::

ለሙራው ቀናነት በማሰብ በወንይች ፀታ ብቻ በመጠቀሚ ለጻገረይች /ሴቶች/ ቅር አንደማትሰኙ አተማመናለሁ::

ክ ፍ ል 1

1. ያለህበት የሙያ ማሠልጠኛ ት/ቤት ስም _____

2. አዴሚ /ሀ/ 15–17 አመት ☐

/ለ/ 18–20 አመት ☐

/ሐ/ 21–22 አመት ☐

/መ/ ከ23–25 አመት ☐

3. ፀታ /ሀ/ ወንዴ ☐

/ለ/ ሴት ☐