

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**AN ASSESSMENT OF CAREER GUIDANCE AND LABOR
MARKET INFORMATION SERVICE PROVIDED BY
GOVERNMENT TVET COLLEGES OF ADDIS ABABA**

**BY
KINDU OUMER**



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**AN ASSESSMENT OF CAREER GUIDANCE AND LABOR
MARKET INFORMATION SERVICE PROVIDED BY
GOVERNMENT TVET COLLEGES OF ADDIS ABABA**

**A THESIS SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA**

**IN PARTIAL FULLFILMENT OF THE REQUIRMENTS FOR
THE DEGREE OF MASTER OF ARTS IN VOCATIONAL
EDUCATION MANAGEMENT**

**BY
KINDU OUMER**



**ADDIS ABABA
SEPTEMBER, 2007**



**ADDIS ABAB UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

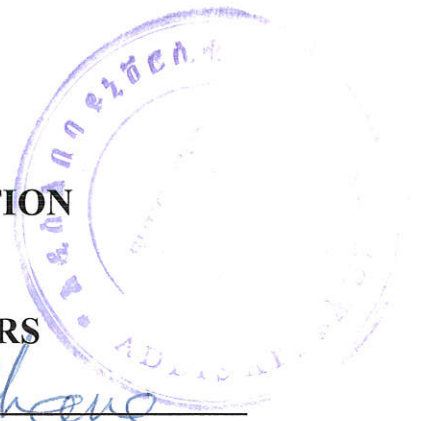
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ACRONYMS AND ABBREVIATIONS

AACG	Addis Ababa City Government
AAEBTE 1	Addis Ababa Education Bureau TVET Expert one
AAETBTE 2	Addis Ababa Education Bureau TVET Expert two
CSA	Central Statistical Authority
ELMIS	Employment Labor Market Information Service
GDP	Gross Domestic Product
GTZ	German Agency for Technical Support
ILO	International Labor Organization
IMF	International Monetary Fund
LMIS	Labor Market Information Service
LMM	Labor Market Monitoring
MOE	Minister of Education
MOLSA	Minister of Labor and Social Affairs
MOFED	Minister of finance and Economic Development
NGO	Non-Government Organization
OECD	Organization of Economic Cooperation and Development
TNA	Training Need Assessment
TVET	Technical and Vocational Education and Training
UN	United Nation
UNESCO	United Nations Educational, Scientific and cultural Organization
UNEVOC	International project on Technical and Vocational Education
WCSDG	World Committee on Social Dimension of Globalization

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ABSTRACT

The purpose of the study was to assess the current status of career guidance and labor market information service provided by TVET colleges of Addis Ababa. The area of concern believed to be relevant to examine the status of career guidance and employment labor market information service were; availability of career guidance and labor market information service, competency of career guidance officers, the organization of guidance office, using labor market information in planning and reforming TVET system, method of obtaining up to date and adequate labor market information, relationship between the TVET college and stakeholders in promoting employment labor market information and factors affecting the implementation of career guidance and labor market information service.

A descriptive survey research method was employed for the study. The sample TVET colleges were: Entoto, Addis Ababa Tegnareid and General Wingate TVET colleges. The subject of the study includes 282 trainees, 55 trainers, 6 Deans, 5 guidance officers and 2 Addis Ababa Educational Bureau TVET experts. Purposive, availability and stratified random sampling technique was used to select the colleges and the subject of the study. Questionnaires and interview were used to obtain the necessary data. The data were analyzed by employing, frequency count, percentage, weighted mean and chi-square as an instrument of data analysis.

The finding of the study depicted that there is a critical need for career guidance and employment labor market information services. However, it was found that the TVET colleges lack career guidance and employment labor market information service that result from lack of qualified manpower, unorganized office, insufficient facilities and budget. Moreover, trainees of TVET colleges, due to the absence of career guidance and employment market information are assigned to each college to study the trades that might not be required in the labor market. The outcome of the study also showed that TVET colleges don't have mechanism of obtaining timely and adequate labor market information. Moreover, concerning to the participation of stakeholders in promoting labor market information, the participation of stakeholders in TVET colleges was weak.

In light of these findings the following recommendation were forwarded: Awareness creation and career guidance service should be given due attention at all hierarchical levels of TVET system, survey of local labor market, employers or other areas of special interest for training should be conducted periodically and TVET system should be steered and implemented with the involvement of a wide stakeholders group in order to provide quality, relevant and demand driven training.

CHAPTER ONE

1. INTRODUCTION

1.1. BACK GROUND OF THE STUDY

Historically, concern with vocational aspect of schooling, in any country, has increased at the time when job shortage, particularly youth unemployment, was considered as an acute social problem: as well as at times when these unemployment problems were believed to be caused by poor schooling and lack of employment labor market information practices that were claimed to be related to the learning un related to life concentrating on the academic, neglecting the practical and technical, and hence, ignoring the skill needed by the labor market (Jonatan in Antonios, 2006:19).

According to Degobi (2006:43), Training has a dual function in that it enhances security and at the same time is increase flexibility because better employability allows easier shift from one job to another, and even from a sector requiring certain skill to another where different qualifications are needed. In order to improve a labor market of flexibility, training must provide not only several types of skills, but also technological knowledge such as theory of technology, as well as foundation skill applicable to any job in different industries or sectors.

Similarl, UNESCO and ILO (2002:21), indicated that Technical and Vocational Education and Training (TVET) should provide the foundation for productive and satisfying careers and should lead to the question of broad knowledge and generic skills applicable to a number of occupations with in a given field so that the individual is not limited in his or her choice of occupation and is able to transfer from one field to another during his or her working life. At the same time offer

both a thorough and specialized preparation for initial employment, including self employment, and also training with in employment and provide the back ground in terms of knowledge skills and attitude for continuing education at any point in the individual's working life.

According to Woldehana (2005:15), the demand for labor market information in developing countries has increased due to dramatic economic and political changes in these countries as well as development in labor market theories and polices. many countries therefore attempt to meet demand through establishment or improvement of their labor market information systems. Likewise Super in Woldahana (2005:18), indicated that the sustainability of an information system is dependent on its relevant, and is also related to other criteria such as the efficiency and effectiveness of the system. it has been argued that labor market information system can only be relevant if they are an integrated part of the institutional structure for labor and employment policy development.

Significant number of young people leaves school early with out qualifications. They need programmes in the community to help them make transitions to the working world. And to re-engage with further learning and career guidance needs to be of such programme. Career guidance also needs to be a strong part of programme with in the school designed to prevent early leaving (OECD, 2004:6).

1.2. STATEMENT OF THE PROBLEM

Technical and Vocational Education and Training system can serve as indispensable instrument in tackling employment problems when they produce graduates with the competence required to ensure smooth entry in to the labor force and when there is narrow gap between the availability and demand for

different skills in different sectors of the economy (ILO, 1997:6). Report from developing countries (e.g., Kenya, Colombia), take the view that the problem of educated unemployment is essentially one of the mismatches between job expectation of the education and training system and job opportunities provided by the labor market, similarly the Ethiopian TVET system is characterized by: the link between TVET programs and industries is not substantially strong, some enterprises do not have the initiation or willingness to accept apprentice and small scale enterprises are insignificant (Yekunoamlak, 2000:1).

As Gypers in Abostugn (2000:4), has stated that the provision of employment market information and occupational guidance service is a systematic and professional process of assisting potential graduates in locating possible employment markets which will match with their capacities. Such services are also expected to aid the prospective TVET graduates in making occupational plan and adjustment in understanding effective self-direction and in meeting challenges of personal affairs related to the aspired occupation.

According to Sultana (2005: 25), many graduates of TVET neither found employment in the formal sector nor starting their own business. It is also claimed that TVET institutions in Ethiopia provide identical or similar courses through the region with out considering the demand of labor market. Proponents of this approach call for direct relationship or linkage between the TVET institutions and the community in which they are operating for such a link to be established, it is imperative to have adequate labor market information and career guidance. In line with this, MOE (2005:50) indicated that Technical and Vocational and Training (TVET) institutions are particularly viewed as a major instrument to achieve the desired development through a strong linkage with the need of the nation's economy. On the contrary the Ethiopian TVET programs have not been closely

linked with economic, social and environment context of the country and weak linkage between TVET programes and the labor market.

Based on the statement of the problem, the researcher developed the following objectives of the study:

- To investigate the availability of career guidance department in the colleges.
- To assess guidance officers qualification and competency in implementing career guidance and labor market information
- To observe the provision of up-to-date market information to trainees.
- To examine mechanism of getting up to date labor market information in the colleges.
- Recommend alternative strategies to be used and measure to be taken to minimize unemployment that resulted from poor labor market information service in TVET.

Based on the statement of the problem and the objectives of the study the researcher set the following basic research questions:

- 1) Do TVET colleges employ career guidance and labor market information service?
- 2) Have these colleges qualified career guidance officers and organized guidance office?
- 3) Do TVET colleges plan or reform the TVET system that could be generated from the labor market assessment?
- 4) What methods do training colleges use, to get up to date and adequate labor market information?
- 5) What does the relationship between the TVET colleges and stakeholders look like in relation to the training system?

1.3. SIGNIFICANCE OF THE STUDY

The researcher believes that the study has following significances. It may:

- Help TVET administrators to incorporate qualified guidance officers in the TVET colleges
- Initiate regional authorities and TVET administrators to strengthen career guidance and labor market information in the TVET colleges
- Help trainees to make appropriate and relevant choice of future career.
- Stimulate the concerned people in the TVET colleges to provide adequate career guidance and labor market information to trainees.
- Be used as a stepping stone for interested researchers and vocational counselors to conduct further research.

1.4 DELIMITATIONS OF THE STUDY

The study is delimited to public TVET colleges found in Addis Ababa. Private colleges were excluded for the reason that, these colleges have short experience in offering TVET than the public TVET colleges.

Still more, the study only included General Wingat, Entoto and Addis Ababa Tegbareid TVET colleges for the reason that these TVET colleges have more experience in offering TVET than the rest two public TVET colleges namely Nefas silk and Misrake TVET colleges.

Further more the coverage of the research was confined to 10+3 programe of final year trainees because these groups can provide adequate information since these have been in the college for longer years.

1.5. LIMITATION OF THE STUDY

The major problem the researcher faced during research study was the fact that some of the people who received the questionnaires were reluctant to return the questionnaires.

1.6. DEFINITION OF TERMS

Assessment: A way to explore competence or capability (AACG: 2005: 35).

Career guidance: is process in which a trained guidance officer draws information from individuals about their abilities, aspirations and temperament and provides information about appropriate employment opportunities and education and training rout in to a job (Phan, 2001:78).

Labor market information: any information concerning the size and competition of the labor market like, job opportunity and demand of training (Gray, 1996: 18).

TVET: indication that is designed to train and educate students in specific traditional and modern field of vocational skill for students who have completed grade 10 and show sufficient desire and inclination to be trained in the field of their choice (MOE, 2005:94).

CHAPTER TWO

2. REVIEW OF RELATED LITRATURE

This chapter provides a theoretical basis for the study by reviewing the literature related to technical and vocational education, career guidance and employment labor market.

2.1. WHAT IS CAREER GUIDANCE AND LABOR MARKET INFORMATION?

According Hayes et. al (1971), Career guidance refers to assistance given to individuals or group of individuals, in addressing problems related to occupational and life choices, offering full opportunities for personal development and work satisfaction, and also it is a continuous process, the fundamental principle of which are the same irrespective of the age of the individuals involved, and with due regard for the characteristics of those individual and their opportunities.

Likewise Pecku (1991:14), asserts that Career guidance offers service and activities intended to assist individuals of any age and at any point through out their lives, to make educational, training and occupational choices and to manage their careers, such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the work place, in the voluntary or community sector and in the private sector. The activities may take place on individual or group bases and may be face to face or at a distance (including help lines and web based services).

They include career information provision (in print, ICT based and other forms). Assessment and self assessment tools, counseling interviews, career education

programmes (to help individuals develop their self awareness opportunity, and career management skills), Taster program (to sample options before choosing them) and Work search programmes aid transition services.

Establishing high quality career guidance programme is important in any well – functioning TVET system utilizing career guidance promotes improved course selection for students leading to benefits for learners, who are more pleased with their selection, and benefits for TVET institution which experience a lower drop-out rate. Good career guidance can also help decrease the gap between education and un/underemployment, on the one hand, productive lively hoods considered as an effective means of improving the status of TVET in the public perception (UNESCO, 2005).

According to Gordon (1980), labor market information is any information concerning to the size or composition of the labour market or any part of the labor market, the way it or any part of it functions, its problems the opportunities which may be available to it and the employment-related intentions or aspirations of those who are part of it.

This expression may be confusing for a number of reasons. One is that it hard to observe the labor market directly, or to measure its size with the aim of producing information. The usual starting point for the analysis of labor market development is the labor force, which as a result of labor market transaction, is subdivided into the employed and the unemployed. Measurement of the size, structure and characteristics of the labor force is part of the set of basic labour statistics as defined in international standards.

A different approach by Agel (1999:1-5), expresses labor market information in terms of needs of users. An example of such a definition if offered in a study of

the labor market information system in Malaysia, in which the labor market information is defined as follows:

Labor market information can be defined as the end product of need assessment, preparation, collection, processing, dissemination and analysis of labor market and other data and information is the end product of a number of processes, starting with an assessment of the needs of the users of the information.

This definition recognizes the labor market information can only be defined by the users of the information. It also points at the fact that concepts, definitions and methodologies exist to collect information on labor market actors or participants. The definition further allows for the inclusion of statistical data and non-statistical information, as well as information on the broader economic environment of labor market actors.

Statistical information is defined here as information collected through the application of statistical methodologies (e.g. censuses, survey etc.), which includes quantitative as well as qualitative information. Non statistical information can also be of a quantitative or qualitative nature, and may be subject to certain conventions or practices. The result of a collective bargaining agreement, for example, includes quantitative information on wage increase, and is formulated according to certain (legal) format based on previous experience and practice.

2.2. Objective of career guidance

Guidance is a process of helping students to understand, accept and use their abilities, aptitudes and interests in order to achieve their ambition (Dubey in Yekunoamlak, 2000:23).

Career guidance is seen as having a key role in preventing inflows in to unemployment; particularly long term unemployment due to this fact Herr (1988:12), indicated that the role of career guidance includes:

(1) Efforts to develop decision making: career guidance is concerned with helping students and adults develop decision making skills as well as defining, getting, and using, information appropriate to different choices.

(2) Concern for the life concept: decision and plans express the self concept of the chooser. It is necessary that career guidance help the student or adult achieve self understanding before or as part of occupational awareness. This information about occupations needs to go beyond the facts of salaries or work content to include how these might relate to aspirations and values or how they would provide satisfaction for psychological needs.

(3) Concern for life style, values, leisure: education, leisure occupations, and career all interacts to create or influence a life style. The way the student or adult comes to deal with such an issue is related to the clarity and characteristics of personal values. Career guidance, then can not attends to occupational choice with out examining the educational or personal/ social implications that it holds it relation to personal values, in both the present and the future.

(4) Free choice: career guidance is directed not to specific subsets of choice (vocational education) alone with in a larger category (educational curriculum) but to arrange of choices available, the personal characteristics and aspiration to which these choices need to relate, and the likely outcomes of specific choices. Vocational education, general education, or college preparation should certainly be seen as choice options to be considered, but their validity as choices lies in the comparative advantages each has over other possible choices in relation to

specific personal inertia. Indeed, the safeguarding of individual integrity argues against any form of perspective guidance that coerces the persons in to pursuing specific career or other life patterns.

(5) Individual difference: fundamental to a free society is an acknowledgement of differences individual talents opportunities by which the range of these talents can be identified and nurtured, the freedom of each individual to develop and express these talents in a unique way.

(6) Flexibility and coping with change: career guidance must help persons consider contingency planning, multiple roots to goals, and flexibility in goals, and other notions of tentativeness as methods of coping with rapid change in social and occupational conditions. Similarly OECD (2004), propose that the following aims of career guidance

- Enable citizens to manage and plan their learning and work path ways in accordance with their life goals, relating their competencies and interests to education, training and labour market opportunities and to self employment, thus contributing to their personal fulfillment.
- Assist educational and training institutions to have well motivated pupils, students and trainees who take responsibility for their own learning and set their own goals for achievement.
- Assist enterprises and organization to have well motivated, employable and adaptable staff, capable of accessing and benefiting from learning opportunities both with in and outside the work place.

Moreover Hansen in Herr (1988:11), indicates needs of career guidance: 1) to move from a focus strictly on jobs to a focus on life patterns, 2) to help make clients aware of their own career socialization, 3) to move from a focus on

slotting individuals in to what is (matching) to preparing them for the life style choice and options of what may be, 4) to move from a focus on occupational choice alone to the later sphere of people's lives and the interface of the vocational and the personal,5) to help clients achieve role integration in rapidly changing society and to help individuals more beyond the stereotypic choices women and men have made in the past to expanding the range options. They are willing to consider and choose.

2.3. Principles of guidance

According to UNESCO and ILO (2002:35), the following principles of guidance should be taken in to account:

- 1) Guidance should be viewed as a continuous process spanning the entire education system, and should be directed towards aiding all to make conscious and positive educational and occupational choices. It should ensure that individuals are provided with the prerequisites:
 - (a) To become aware of their interests, abilities and special talents, and to help them frame a plan for life:
 - (b) To pursue courses of education and training designed to realize their potential and fulfill their life plans;
 - (c) To acquire flexibility in decision-making concerning their occupations. In the initial and later stages, for developing a satisfying career;
 - (d) To facilitate transitions back and forth as needed between education, training and the world of work.

- 2) Guidance should take into account the needs of industry, the individual and the family while preparing students and adults for the real possibility of employment in the informal sector, to be achieved through:

- (a) Close liaison and coordination between lifelong learning. Training the work place and placements service;
- (b) Ensuring that all necessary information concerning the world of work and career opportunities is available and actively disseminated using all available forms of communication:
- (c) Ensuring that those engaged in work have access to information concerning continuing education and training as well as other work opportunities.

3) While emphasizing the needs of individuals, guidance should be accompanied by information that given them a realistic view of the opportunities, available including trends in the labour market and employment structures. The environmental impact of various occupations and what may be expected in terms of remuneration, career advancement and occupational mobility.

4) Guidance in the formal schooling context should promote technical and vocational education as a viable and attractive choice for people. It should:

- (a) cover a broad range of occupations, include supplementary visits to workplaces, and make the student aware of the eventual necessity of choosing an occupation and the importance of ensuring that this choice is made as rationally as possible;

- (b) Assist students and their parents/guardians in making a positive choice concerning educational streams, and encourage learners to keep open a wide range of options so as to increase their learning and occupational flexibility.

5) Guidance in technical and vocational education as preparation for an occupational fields should.

- (a) inform students of the various possibilities open in the particular field of interest, the educational background required, and the subsequent possibilities for continuing education and further training;

Encourage students to choose educational programmes that will not limit their later employment options;

(c) Follow the students' progress through their educational programmes;

(d) Supplement the programmes by short periods of work experience and study of real work situations.

6) For individuals engaged in continuing technical and vocational education as a part of their lifelong learning, guidance should;

(a) Help them to choose the programme best suited to their needs.

(b) Enable them to make effective choices regarding their entry into suitable levels of specialization.

7) Guidance should take into account:

(a) Economic, social, technological, cultural and family factors influencing the learners' attitudes, expectations and choice of career;

(c) Educational achievements and /or work experience;

(d) Opportunities and prospects in the occupational sector of interest;

(e) Individual preferences and special needs, including medical conditions, physical limitations and disabilities.

8) Guidance systems need to be accountable to the beneficiaries and sponsors of the service. Quality assurance and long-term results should be continually monitored at national and institutional levels through:

(a) Accurate records of clients, needs addressed, programmes and interventions used and resultant employment including self-employment,

(b) A system of evaluation both of staff performance and the methods used to determine the long.

Similarly, OECD (2004:69), underlie the following principles of guidance provision

- Independent: the guidance provided respects the freedom of the career choice and personal development of the users.
- Impartiality: the guidance provided is in accordance with the user's interests only, is not influenced by provider in situational and funding interests, and does not discriminate on the basis of gender, age, ethnicity, social class, qualifications ability etc.
- Confidentiality: users have a right to the privacy of personal information they provide in the guidance process.
- Equal opportunity: the guidance provided promotes equal opportunities in learning and work for all citizens.
- Holistic approach: the personal, social, cultural and economic context of user's decision making is valued in the guidance provided.
- Active involvement: guidance is a collaborative activity between the user and the provider and other significant actors (eg – learning providers, Enterprises family members, community interests) and builds on the active involvement of the users
- Friendliness and empathy: guidance staff provides a well coming atmosphere for the users.
- Right of Redress: users have an entitlement to complain through a formal procedure if they deem the guidance they have received to be unsatisfactory (OECD, 2004:69).

2. 4. Career Guidance Officers Skills

The four carrier guidance elements/skills/ are:-

1. Counseling skills of relationship building
2. Diagnostic assessment skills, to define the customer's need, work experience, skills and qualifications relevant to his or her job search
3. Skills of making occupational (educational suggestions) based partly on the customer's needs and wishes, and partly on the employment counselor's knowledge of the labor market and of employers' demands, and
4. Skills of supporting action planning (Sultana et al, 2005:26).

In addition to the above skills, carrier guidance officers according to Sultana (2005:30) are required to have an in-depth Knowledge of the labor market including detailed understanding of the requirements of different occupations. They are also expected to have access and ability to interpret labor market information as well as occupational data base, including statistical data on trends in employment sector. Career guidance staff are skilled in establishing of good relation ship with abroad range of clients, and have sound inter personal and communication skills where they are not themselves psychologists they can make an informed judgment as to when to refer a client of such psychologist (if available) who may be licensed to any out specific tests, or to engage in deeper psychological process.

Most importantly, career guidance counselor at their best have a sound theoretical understanding of their field, drawing on the insights provided by several discipline: Including sociology, philosophy, economies and law, as well as psychology in a holistic interdisciplinary manner, and constantly engaging in the critical reflective practice which is the hall mark of any profession.

2. 5. Factors influencing career development

2.5.1 The home

The family normally provides a child with his first social experiences; parents, siblings and other who regularly enter the home provide the models with which the child can identify. They can consciously set them saves up advisors or they may be approached b the child for direct advice on a wide range of matter including vocation (Hayes, 1971: 20).

Super in Hayes (1971:20), describe the family as a social, psychological and an economic entry. It is a social entity because it contains a group of people who function together as a unit. It is psychological entity because each one of its members has needs, feelings and attitudes which are important to them selves and to the family and it is economic entity because it provides a wide range of service for its member.

Likewise Hayes (1971:23), argues that family size is an important factor in vocational development. Research findings indicate that the better educated and up worldly mobile are likely to come from small families because in smaller family there is greater interaction between parents and children who consequently receive more attention and greater encouragement. It has also been suggested that even in this social welfare state parents with larger family experience greater financial difficulties in funding their children in full time education hence, they courage them to leave school at an early age

2..5.2. The school

The school influences vocational development in a variety of ways on the one hand, it is an important agent of socialization and as such its goals and values can have a significant effect. On the other hand, the nature of an individual's career

pattern is, to an ever increasing extent, being determined by his educational attachments. The school offers individuals a new range of experiences through its formally organized curricular and extra circular activities and through informal interactions with Peers, teachers, careers officers and others (Hayes, 1971:24).

Similarly, Super in Hayes (1971:26), indicated that the nature of the school and the design of the curriculum are important education, where as others are more concerned with students who, on leaving, immediately enter the world of work. The school's curriculum can shape the goals of those who pass through it and it can influence the kind of the range of information they possess about the world of work. Academic courses will do to alert students to the occupational opportunities. In the world around them, in contrast to the more vocationally oriented courses.

2.6. TVET AND LABOR MARKET

Successful TVET colleges have to be well informed about the local market demand that intended to solve the problem of the mismatch between training and labor market. Most of the basic instruments like training need assessment and tracer studies should be known and carefully conducted at all levels. In this connection, Anderson in Abusetugne (2000:6), has noted that there should exist at every training institution a program of occupational information service just to provide every student with information concerning the occupation of the community in which he or she will serve as an employee following the completion of the training programe.

Likewise Yekunoamlak (2000:18), disclosed that Labor Market Information System (LMIS) is very important information tool which provides a timely data for vocational training centers on the type of occupation and number of the skilled

labor-force required by the economy. It can serve as an "early warning system" on what is happening in the labor market including the current employment patterns and problems associated to it, as well as future trends and opportunities.

According to Degobbi (2006:43), Training has a dual function in that it enhance security and at the same time is increase flexibility because better employability allows easier shift from one job to another, and even form a sector requiring certain skills to another where different qualifications are needed. In order to improve labour market of flexibility, training must provide not only several types of skills, but also technological knowledge such as theory of technology, as well as foundation skills applicable to any job in different industries or sectors (computer skill's) and which allow an individual to quickly learn new skills .

2.6.1. Labor Market Information and employment opportunity

The problem of employment opportunity of graduates of TVET trainees is the mismatch between the training provided by the TVET colleges and the job opportunity provided by the labor market.

It is obvious that the education is in no way responsible for the problem of over all imbalances between labor supply and demand. Changes in the educational system will not change the number of job opportunities in the economy, however, education is definitely responsible for one of the problem of structural imbalance that of matching employment opportunities and expectation (Blaug, 1973:10).

If the labor market is poorly organized or if employers are unwilling to hire youngsters, so that the circumstances make the graduate vulnerable to several months to find suitable work, the rate educated unemployment is almost bound to be higher than that of un educated.

Responsive training policy requires more often accurate, regular and update labor market information and socio-economic trend analysis Systems to develop information on labour markets and to monitor training are necessary to adjust instantly to changes in skills demand. Often, however, such systems are not well developed at national levels and are even weaker at regional and local levels (World Bank, 1993:144).

In its simplest form the labor market like all market is a repeated series of exchanges in this case between capital and labor.

For well known reasons, though labor markets again like all markets function in a much more complicated fashion. They are affected by host of cultural, institutional, legal, and political mechanism. Together these mechanisms constitute what we mean by "labor market regulation." There are many aspects involved, ranging from how employers contact for the service of labor to the nature of the exchange including the rights and responsibilities of the parties, the terms and conditions of work, and the resolution of disputes. Given the direct impacts that labor markets have on the welfare of workers and their families, this area of regulation represents an important, visible, and often controversial aspect of public policy.

According to Bose et al in Abosetugne (2000:16), prospective graduates depend on the following eight factors as the major sources of employment market information (1) Parents and relatives (2) teachers (3) mass-media (4) career masters (5) Counseling office (6) previous employment of others(7) peers (other students and) (8) career guidance. Suain et al in Abosetugen (2000.66), have also stated that the development of human resources is dependent on the Operation of the labor market and the preventing employment Policy Equally, out put of the education system, by type of skills thought, has to be known for proper utilization of the human resource.

Most notably it serves as an "early warning" system "on the current employment patterns and problems associated to it, future trends and opportunities in the labor market. Similarly, World Bank (1993:134), Pointed out that an effective LMIS would provide latest information on the demographic and socio economic Characteristics of the labor force, the composition and nature of employment and unemployment and, most importantly, initial changes in labor demand and training requirements. In practical terms such systems use to analyze demand for training the transition form school to the world of work and the performance of the labor market. It also brings together the required information and acts so as to facilitate the decision making process such systems are moreover useful to avoid wastage of scarce resources and duplication of efforts.

However, TVET systems in many countries have yet established Sustainable institutional set-up required by LMIS Systems for this kind of data collection (labour market data collection), and analysis are weak and there is an extreme dependence on external agencies to carryout these functions. TVET institutions in these countries, hence, Will not be flexible in adjusting to short-term and long term changes in demands for training.

What is needed, by students, their parents, teachers trainers, job seeker, employers and employees is reliable and timely information about the state of the various labour market for qualified people meeting these information needs will be on of the main function of planning in it (Goodfrey, 2003:31).

According to Middleton (1993: 50), recent studies have shown that when employment opportunities are available or growing and a match is made between training and available jobs, TVET programs were found to produce higher productivity, wage and investment, and vocational graduates have had advantage

of getting initial employment opportunity over their counter parts- non vocational or general education graduates. More frequently, however, conditions are not encouraging to TVET graduates.

Typical examples are found in low income countries where training capacity surpasses employment demand. Studies in Kenya, Niger, Benin and Tanzania indicated low returns under conditions where a third to a half of vocational school graduates can not secure employment for as much as three years, on average.

2.6.2. Looking for Job

According to Zunker (1998: 51), Job hunting takes a lot of hard work. Job will not come to you. You have to go to the Jobs when looking for Job openings; it helps to have a plan of action of find employers who are looking for a worker with your qualifications.

There are a variety of sources you can use including personal contacts, school counselors, and direct contact with employer, news paper, employment agencies, the more Sources you use, the more job openings you are likely to find.

There are many reasons why appropriate choice is important and why factors about jobs are essential for making a wise choice of an occupation. This means that wise choice of an occupation may determine whether a job seeker will be employed or unemployed in Some Occupations, employment is notorious irregular, in other it is much more stable and secure. by choosing an occupation in which employment is known to be relatively stable, one may increase the probability it will have a job even when many others are out of work (Catter in Abosetugnel , 2000:35).

Students will need information about many occupations which they are not seriously considering. In this case, Pecku (1991:9), have stated that the wise choice of an occupation requires: relevant, comprehensive and accurate information about what options a variable, what they require and what they differ, also knowledge and acceptance of ones own a aptitudes, feelings fears and preferences are essential for making the appropriate and relevant occupational choices.

Likewise Hayes, (1971:50), asserts that the development of occupational preference can be traced through stages: awareness, interest, evaluation and trial. In the awareness stage the individuals are not at all selective about information he exposes himself to and tends to be rather passive factor and the only selectivity is that which might be imposed by his environment and his awareness of occupations is based up on the unsolicited inputs of information bomb and him from all sides. passive through the individual is in this process, his a awareness of occupations will normally increase over time as repeated inputs about the same job even fully seep though in to conscious awareness.

2.6.3. Job – broking

The rational for job-broking is that since neither employer nor job seekers have full information about vacant jobs and candidates. These require the provision of a service which can help make the link between the two sides. Without such a service jobs take longer to fill and people stay unemployed for longer periods than is necessary. The PES tries to fill this lack of information and put employers and job seekers in touch with each other and The PES is not the only channel for filling job vacancies but also other channels include personal contact, news paper advertisement, notice boards (Elien Hansen 2001:41).

The traditional job-broking process consists of listing job vacancies from employers and obtaining information from individual job seekers, then matching the two. this involves the following major tasks.

- Interviewing job seekers and registering information about them.
- Job canvassing
- Registering and advertising job vacancies on display boards. Computer screens, news papers, radios TV and internet
- Appraising job vacancies and job seekers and matching them
- Liaising between employers and job seekers and
- Providing job search assistance for those job seekers who need it in order to successfully in the labour market (Phan Thuy et al (2001:1)

2.6.4. Labor market and globalization

Globalization creates new opportunities for growth and employment but also brings challenges and problems such as job displacement and job loss, as increased stresses and strains at the workplaces exposed to increasing global competition. On a general level there is evidence that in order to grasp the new opportunities of globalize markets, it is important to be part of the trade and investment flows of the global economy. If countries do not participate in these flows or are integrated in the world economy solely as primary commodity exporters they face bleak results in their economies and labor markets (Ghose 2003).

The dismal growth, employment and poverty record of the excluded countries account for much of the unfairness in globalization found by the World Commission on the Social Dimension of Globalization (WCSDG 2004). Yet, even in the countries in which globalization has a generally positive impact; people are still affected, as globalization tends to increase labor market

adjustment problems. The pros and cons of globalization are in fact unfairly distributed between winners and losers within countries even when a country as a whole is winner in globalization.

Labor markets in particular create winners and losers: while new jobs are created, other jobs are lost. Loss and creation do not occur in the same sectors, firms and regions of a country; and don not occur at the same time. Sometimes jobs are lost in one county and created in another. Jobs destroyed and crated usually differ in terms of pay, skills, age, and sex and so on. This structural heterogeneity between jobs created and lost is one of the reasons why, even in the presence of a hypothetical quantity match of supply and demand of labor, painful qualitative adjustments are the outcome for many. The pain increases with the level of inadequacies between demand and supply and the time need to adjust.

This is one of the main causes of structural unemployment, which observers usually attribute to the supply side (people not well adapted to demand from employers) when in reality it is caused by other shortage of or ill adapted supply and shortage of or ill- adapted demand. Long periods of high unemployment in many countries show this quite drastically.

Globalization is also said to bring about more flexible labor markets. As adjustment to shocks (such as trade liberalization) becomes more frequent, the labor force has to adapt more quickly and the employment relationships is said to become more volatile and short-term. For the future of work in an era of globalization, the future of the employment relationship is relevant: most observers see dramatic changes in the employment relationship and some even see the end of (salaried) work (Rifkin & Heilbroner 1995).

To day's world is one of rapid change in virtually all dimension of life the globalization of trade means that decisions in one country may have an impact on employment opportunities in another country, where values and priorities are very different. Globalization of the labour market means that workers have greater mobility across borders, yet opportunities are not uniform from one country to another or in different segments of society with in given country there is a greater need for specialized education and training, but in some countries a tendency to cling to traditional priorities results in a shortage of workers in certain specialized fields.

There is widening gab b/n the rich and the poor those who can seize opportunities and those who are marginalized and those who have received an education and those who have not. The days of job stability are over for many and are being replaced by a context where flexibility and transferability of skills are essential (Avis. 1997).

2.7. INFORMATION SOURCE OF TVET

To improve the quality, relevant and efficiency of trainings being provided as well as to identify new needs of training requires a proper and efficient system of collecting timely data that can help to make the training program more flexible and responsive to the dynamic labor market demand.

Hence the main ways and means of obtaining information and data is labor market information system. It includes labor market monitoring, need assessment and tracer studies. Regarding this AACG (TVET) strategy (2005:21), stated that

Labor market monitoring and training need assessment are instruments used to identify skills and knowledge for individual and socio-economic development. Based on occupational standards through labor market monitoring and training need

assessment, suitable training program can be designed and provided. Moreover, tracer study is a method to obtain feedback that helps TVET institutions to evaluate the outcome of a given training trace studies monitor the quality and demand-orientation of the trainings.

To this end, Milddlton (1996:152), state that, in industrial as well as developing countries conducting periodical survey annually, quarterly or even monthly is important to obtain information and identify structural change in the economy, movement of relative wage and employment by skill qualification. The data collected can be used to analyze labor market and their performance to evaluate macro economic policies. Earning information from house hold survey is periodically analyzed with respondent qualification to estimate various levels of schooling and fields of study. Data collected from type of training can also be used to estimate rate of return to training programe. Furthermore, managers of training institutions can establish their own mechanism and source of data concerning skill demand and success of training in fulfilling those demands by forming proper relationship with enterprises.

For the improvement of training quality and efficiency, permanent exchange of market information on the demand and supply has paramount important, like wise, regular tracer studies of graduates of training programs can be used to know the balance of skills and demand on the market, to evaluate training programes and to make training decision frequent survey of employers can offer pertinent information on expected changes in skill needs, assessment of pre employment training, and constraints to the productive use of skill labor.

To sum, creating an efficient mechanisms and means of collecting timely data from relevant sources and proper utilization of the data obtained is crucial to adjust the training program to skill market demand, decide on the types and scale

of training should be provided, to evaluate the trainings being offered, to connect training program and economic plan...etc.

Hence, investing labor market information system is a priority issue that need due attention by the government, employers and training institutions to improve the quality,accesss, relevance, effectiveness and efficiency of education system in general and TVET in particular.

2.7.1 Labor market monitoring (LMM) and Training need assessment (TNA)

LMM and TNA are instruments used to identify skills and knowledge for individual and socio-economic development. Based on occupational standards through LMM, suitable training programs can be designed and provided.

A systematic and coordinated approach of continuous LMM will be developed in order to enable training providers to offer appropriate training programs in the needed skills and occupational fields, and to avoid unnecessary duplication in the training offers. Stakeholders from all TVET sectors and at all levels have to be incorporated.

A decentralized system of data collection and analysis will be set up. Such a system must work in very close cooperation with all concerned stakeholders and organizations. When the LMM has established the occupational areas for which training is needed, a training needs assessment has to identify the detail of the required training .TNA involves job assessment and human resource assessment, community need assessment, survey of employers, households and other sectors in the economy, analysis of the market for products and services,

and aim to identify the skills attitude and knowledge required to do a certain job and to determine the type of man power required.

To make the regional system effective at all levels a close work relation ship with respective stakeholders must be set up and established in terms of exchanging information and data with TVET schemes.

The results of LMM and TNA should be used by counselors for career guides of TVET (AACG, 2005: 19-20).

2.7.2. Training needs assessment

Manpower requirement planning and training needs assessment are important instruments for both individual and societal development. Above all they are important inputs to identify vital training areas and necessary knowledge and skills that enable to bring about economic progress of a nation (MOE, 2003:21).

Need assessment before the provision of TVET program is a common phenomenon in most developed countries. How ever, the training experience of less developed countries has been direct replica of other countries or mainly influenced by political overtone. Provision of the same type of training areas almost in every TVET is not uncommon in many developing countries including Ethiopia. As a result wastage of skilled human resource and educated unemployment are critical.

Taking the needs assessment as a precondition. The ministry of education (MOE, 2003:12), devises the stages

- 1, develop planning for required skilled labor force.
- 2, occupational standards
- 3, training need assessment bases and its implications

Training need assessment methods comprises the following crucial tasks:

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Taking the needs assessment as a precondition. The ministry of education (MOE, 2003:12), devises the stages

- 1, develop planning for required skilled labor force.
- 2, occupational standards
- 3, training need assessment bases and its implications

Training need assessment methods comprises the following crucial tasks:

- Situational analysis
- Market analysis
- Manpower inventory

In conclusion, training needs assessment should be taken as precondition for the provision of external efficient TVET programs.

2.7.3. Tracer Studies

Tracer studies are an important signal for TVET to know the relevance of the training areas and to identify the weakness of the program and eventually to adjust the training program in a way that it suit to the labor market.

The major focus of tracer study is to make sure that TVET institutes have achieved their desired objectives and discriminate the training areas that enable the graduate to be employed in government/private organizations or self employed. it is also an important instrument for TVET authorities and policy makers to close down irrelevant training areas to the labor market both at national level (MOE, 2003:78).

2.8. THE LABOR MARKET SITUATION IN ETHIOPIA

2.8.1. Economic back Ground

According to MOFED (2002), Ethiopia remains one of the World's poor rest country with open capital in come of just US & 102 in 2003, or approximately US & 800 at purchasing power parity. The proportion of the population living below the poverty line of less than one dollar a day at purchasing parity is estimated to be 2% for 2000, while 78% the population lived on less than 2 dollars a day (again, at purchasing power parity) The economy is predominantly agricultural, as

the agricultural sector accounts for about 8% of employment, and about 59% of GDP,

Ethiopia experienced diverse economic system over the last half a century. The economic system shifted from being market-oriented during the imperial (pre 1974) period to socialist system during the military Derg regime (1974-1991) and then back to market orientation under the current government. Formally adopted a stabilization and structural adjustment program supported by the IMF and the World Bank in 1991/1992 (ECA 2002).

Strategies of the current government to ease the problem of unemployment include the depending of the market-oriented economic reform, improving the productivity of agricultural sector and promoting the private sector as a means of achieving off farm employment and as engine for economic growth (MOFED 2002:8).

2.8.2. Population

Ethiopia has experienced high population growth in the past decades, increasing on average by 3.6 percent year between 1980 and 2005. Total population is projected to reach 73 million in 2005, making Ethiopia the second most populations' country in sub-Saharan Africa after Nigeria. Urbanization has grown over the past two decades, as the proportion of the population living in urban areas increased from about 11 percent in 1984 to 16 percent in 2005. The literacy rate is less than 40 percent, (CSA, 1999).

According to UN (2002), Ethiopian population growth has resulted in an annual addition of about 2 million members to the labor force. The absolute size of national labor force has estimated at 12.9 million people in 1984. Over the subsequent decades the size of the labor force increased, reaching an estimated 32.2 million people in 2005, with an annual average increase of 3.2 percent.

Unless the demand for labor concomitantly expands, such fast growth in the supply of labor force exacerbates the inadequate employment situation in the country.

2.8.3. Institutional and legal frame work of the Labor market

2.8.3.1. State Institutions

In Ethiopia the main state institutions while play a significant role in facilitating the match b/n labor supply and demand and which bear responsibility in planning and coordinating employment promotion activities are the ministry of labor and social affairs (MOLSA) and the labor advisory board amongst MOLSA'S responsibilities are, registering labor organization (or refusing registration) registering collective agreements and assuring their enforcement, facilitating the settlement of disputes including assigning conciliators and arbitrators up the request of the Parties, under taking studies on the national labor force, collecting and disseminating information on the Labor market, developing special programs for vulnerable groups of workers (Women, Youth, elderly etc.) and issuing directives on working conditions, occupational safety and health at work.

MOLSA has been active in organizing technical training work shops and seminars for workers organization on social dialogue and human resources and encounters difficulties in effectively performing all of its tasks (Yehenew Tsegaye in Degobi 2006:23).

2.8.3.2. Employment Services

Ethiopian has ratified two ILO conventions on employment services-The first one was convention No. 88 concerning the organization of the employment services which was ratified back in 1963. The second was ratified in 1999 and it is the private employment agencies convention, No. 18' of

1997 which came into force in 2000. Hence, employment services in Ethiopia can be both public and private. The former is coordinated through, MOLSA, whereas the latter was provided by private agencies (Yohanes and Alemseged in Degobbi , 2006:23).

The decentralization process which was introduced in the mid 1990s led to the restructuring and reorganizing of such services at regional level. The limited resources available locally, coupled with the poor implementation capacity, determined the present situation of the almost absence of public employment services in some areas of the country. In general, public employment services currently consist only of planning suitable registered job seekers in available registered position. Although the national legislation permits other tasks such as establishing links with employment and training programs for the unemployed and coordinating labor market information are not performed (Degobbi,2006:23).

2.83.3. Labor market Characteristics

According to Woldehana, (2005:15), a few features of the Ethiopian labor market stand out firstly, more than 80% of the total labour force is employed in subsistence agriculture are relatively small increase in productivity and shift towards. Industry was absorbed after the reform of the early 1990s. The growth rate in the agriculture sector is highly volatile, depending on the whether condition. And likewise according to Berhanu (2000:5), The Labor force has grown at a fast pace and is expected to do so in the future. Projected to double over the next Twenty five years-despite recent Economic growth, there has been insufficient employment creation. Employment levels vary strongly by location, gender, education and age but not by ethnicity.

Most Employed individual also illiterates, and most are casual worker. The average duration of unemployment lasting longer than 12 months (CSA, 2004) under employment and prevalent.

2.8.4. Factors Impacting unemployment in Ethiopia

Both supply and Demand factors impact on youth unemployment and under employment in developing countries supply-side issues such as Demographic factors that affect the size of labor force and education and training Policies affect the labour market outcomes in an economy. Demand-side issues such as the performance of the economy and its absorptions capacity for labor including enterprise development and job creation are key institutional and labor market process can play an intermedially role between supply and demand in the labor market (God fry 2003 in Abraham Tekeste 2005:26).

The over all performance of the economy has an impact on demand for labor and the degree and infrastructure of unemployment ILO (1986) agreed that the fundamental cause of urban and rural unemployment and low incomes in Ethiopia are structural and related to the resource base and Limited industrial development opportunities available these economies factors lead to a lack of employment opportunities.

The Ethiopia government has focused on creating micro and small enterprises, based on their potential to create employment opportunities as spelled out in the industrial development strategy of the country (Birhanu, 2005:68). The strategy identifies the important role that these enterprises could play in absorbing the young people graduating from school and colleges.

The greater the number of young people in the labor market the more the employment opportunities required absorbing them.

Due to the fact of this Birhanu (2005:73), the population policy of the country aims at closing the gap b/n the high population growth and low economic productivity by means of a planned reduction of population growth and an increase in economic returns, as well as a reduction of the rate of rural to urban migration.

2.9. TVET IN ADDIS ABABA

The TVET strategy of Addis Ababa gives a particular emphasis to integrate with Job creation and enterprise and supports this process by providing appropriate skills, knowledge and behavior and shall play a significant role in poverty alleviation. The overall objective of TVET in Addis Ababa is to enhance the social and economic development of the city in line with the relevant development strategies.

In order to reduce the constant high levels of unemployment and underemployment, the entire TVET system needs to be flexible enough to be able to adapt TVET curricula to regional needs. Based on the guiding principles the TVET system in Addis Ababa, spearheaded by the TVET commission, a net work between and among the relevant stakeholders will also be implemented. The private sector has an important role to play in the improvement of the TVET system in Addis Ababa (AACG, 2005: iii).

To promote development and change, Addis Ababa city government has embarked on strategizing the most important policy areas: the construction sector, the industrial sector, trade, health, service rendering and social development. Among these sectors the development of technical and vocational education and training (TVET) has been identified as a crucial pre requisite for economic progress in Addis Ababa (AACG, 2005:1).

2.9.1. Socio-economic profile of Addis Ababa

Addis Ababa as a capital of Ethiopia has currently about 3.500.000 (1996/E.C) inhabitants with the annual population growth rate of 2.8 (2002-2005/EUC). 150.000(60%) of the inhabitants depend on directly on the informal sector of MSE (e.g. baker, food preparation, etc.) and 100.000 inhabitants depend on the formal sector of MSE (e.g. metal work, carpenter, etc.) The unemployment rate in Addis Ababa is assumed to be the highest in Ethiopia at around 38 % (2002/03/EU).

Currently 500.000 inhabitants of Addis Ababa are unemployed. However, the informal and private sector is increasingly providing employment opportunity to the work force of Addis Ababa.

The average monthly income of 50% of the inhabitant of Addis Ababa is around 340 ETB. The vast majorities (80%) are living below the poverty threshold. 31% of the population is living in one room house and 29% in two room house with out adequate sanitation, 26% are with out a kitchen, 65% of the citizens have no access to safe drinking water, shelter, and toilets.

Every year the labor market is expected to absorb an ever increasing number of new labor entrants over the age of 15 years. Illiteracy rate are also high in Addis Ababa; this is despite the fact that access to education has increased since the beginning of 1991/E.C (AACG, 2005:2).

2.9.2 Current TVET developments in Addis Ababa

Since the technical and vocational education and training (TVET) system in Ethiopia is currently in a reform process, the Addis abaca TVET office aims to

create TVET systems, which are wage and self-employment oriented and demand driven for the appropriate development needs of the city.

In 2000/01. A bilateral partnership project between Ethiopia and Germany for TVET was signed. According to this agreement, this partnership contributes to the following:

- 1) Demand-oriented training for wage and self employment in the modern and informal sector of the economy in order to improve the employment and income opportunities of the Ethiopian population.
- 2) Integration of formal and non formal training
- 3) Flexible responses to the employment potential of the regional market
- 4) Consideration of the various target groups' as preconditions for learning

Some current problems in TVET in Addis Ababa

- The employers were often not satisfied with the outcome of training, they complain about the lack of practical skills of trainees as well as in appropriate training content. As a consequence, certificate awarded in the formal training programs are not always equally accepted by employers.
- The present curriculum-based testing and certification system has not proved to have the capacity to overcome these problems. The current system has no regulations to assess and recognizes competencies acquired through informal training.
- Lack of transparency in the labor market; in the absence of an independent testing system, skilled people with different kinds of formal and non formal certificates and references are competing for employment.
- The management of many training institutes is poor and not adequately funded; therefore, they operate below capacity and give

training below the standard, the equipment is poor and not adequate for the needs of the training program

Therefore, the reform process is oriented towards an outcome based Technical vocational and education training system based on occupational standard. (AACG. 2005:6)

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 RESEACH DESIGN

The major concern of this study, as indicated earlier, is to assess issues related to career guidance and employment labor market information service provided by TVET colleges of Addis Ababa. To this end, relevant literature had been reviewed. The method of research for this study was descriptive survey approach. This method is appropriate mainly to reveal the current state of the problem and several kinds of data related to the subject under study (Seyoum and ayalew, 1989:17).

After the type of research was identified instruments for data collection, questionnaires and interview had been developed.

3.2. SOURCES OF DATA

The data for the study were obtained from both primary and secondary sources; primary information pertaining to the study was obtained from:

- Prospective graduates (3rd year trainees) of the three colleges and responsible officers from the three colleges which includes: Deans, Vice Deans, Instructors and Guidance officers of the selected colleges.
- Responsible Authorities from the Educational Bureau of Addis Ababa City Administration
- As far as the secondary sources are concerned relevant documents, books, journals and web sites from internet wre made use of.

3.3 SAMPLING PROCEDURES

3.3.1 Colleges

In Addis Ababa City Administration there are five public TVET colleges which have 10+3 program. These were: General Wingate, Entoto, Addis Ababa Tegbareid, Nefas Silk and Misrak TVET colleges. Among these: General Wingate, Entoto and Addis Ababa Tegbareid were selected for the study. And the choice of the colleges was made through purposive sampling method because the selected colleges' have long experience in offering TVET than the remaining ones..

3.3.2 Trainees

In the year (2006/2007), the three selected TVET colleges have a total of 730 (345 male, 385 Female) final year (10+3) trainees of Industrial, Business and Construction departments which was offered by General Wingate, Entoto and Addis Ababa Tegbareid TVET colleges respectively. The researcher selected the final year 10+3 trainees because they stayed in the colleges for more year than the others it was believed that they would give adequate information.

The trainees were stratified according to their departments.

Out of the trainees' total population:

- In the industrial Technology department there were 150 trainees
- In the Business department there were 400 trainees
- In the Construction technology department there were 180 trainees

From the three departments a total of 299 (41%) trainees were randomly selected

From 150 trainees of Industrial technology department 62 (42%) from 400 trainees of Business department trainees 164 (41%) And from 180 trainees of Construction technology trainees 73 (40%) trainees were selected randomly.

3.3.3 Instructors

In the same academic year in the sampled departments there were 15 common course and 77 main course instructors (a total of 92 instructors) in Industrial, Business and Construction technology departments.

The Instructors were stratified in to two groups: main course instructors and common course instructors.

- In Industrial technology department there were 22 main course and 4 common course instructors
- In Business department there were 30 main course and 6 common course instructors.
- In construction technology department there were 25 main course and 5 common course instructors

From the three departments all of common course instructors (15) and 62% (48) main course instructors (a total of 63 instructors) were selected.

From 22 main course instructors of industrial technology department 13 (55%), from 30 main course instructors of Business department 19 (67%) and from 25 main course instructors of construction technology department 16 (64%) were selected.

3.3.4 Deans and Vice Deans, Guidance officers and educational bureau Officials

Because they were small in number availability sampling technique was employed to incorporate all guidance officers, Deans and educational bureau expert.

3.4 DATA COLLECTION INSTRUMENTS

In order to gather primary information pertaining to the subject of the study, four groups of closed-ended along with very limited number of open-ended item of questionnaires were employed to collect data from trainers, trainees, Deans and guidance officers.

In the case of Addis Ababa Education Bureau TVET experts, structured along with few number of semi structured interviews were conducted with them.

3.5 PILOT TEST OF THE INSTRUMENT

Before dispatching the questionnaire to gather information for the actual investigation, it was pre-tested in the pilot study at Higher seven TVET institution to ensure the reliability of the instrument. Based on the result of the pre test and comments from experienced staff members some in accurate and repeated items were discarded.

3.6 METHODS OF DATA ANALYSIS

The major method employed in this study is quantitative method; in addition, some qualitative aspects were included to complement the qualitative data. Depending on the nature of the basic questions and gathered data, frequencies were tallied and computed using different statistical tools, such as percentages, weighted mean and chi-square were employed. Alpha value = 0.05 level was used to test all statistical significance differences.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the presentation and interpretation of the data gathered through questionnaire from respondents of the prospective graduates of 10+3 trainees, Trainers, Deans and Guidance officers. A total of 374 copies of questionnaires were prepared and distributed to 299 trainees, 63 trainers, 6 Deans and 5 guidance officers. Out of this figure, a total of 348(93%) copies of questionnaires were properly filled in and returned. i.e. 282 (94%) trainees, 55(87%) trainers, and 6 (100%) Deans and 5 (100%) guidance officers.

In order to supplement the data collected from questionnaires interview was conducted with two educational bureau TVET experts..

Based on the responses secured from the afore-said source the analysis and interpretation of the data are presented as appeared in the subsequent section.

4.1 DESCRIPTION OF THE RESPONDENTS

This section is concerned with the description of the background characteristics of the target population which were collected using data gathering tools prepared for such a purpose. The background characteristics of the respondents include sex, qualifications and field of study as displayed in Tables 1 and 2.

The first item in Table 1 relates to the sex of Trainees respondents. As the information obtained from respondents in this regard shows 144 (51%) were Males whereas 138 (49%) were females. Thus, it is possible to deduce that representation of both male and female respondents was almost balanced.

Qualifications: from Tables 1 and 2 as shown 11(20%) of trainers were Diploma holders, 43 (78.2%) were first Degree holders and 1 (1.8%) was second degree holders. As it is observed the minimum requirements for college in first degree (MOE 2003:12) of which 10% the total trainers should be PhD holders, 50% of them should be MA/MSc holders and 40% with BA/ BSc these are the standard requirements in the regional colleges, however 20% of Trainers were below the requirements in the regional colleges, however from the data 20% of Trainers were below the requirements.

Table 1 Back ground of Trainees, Trainers

No	Item	Questionnaires for			
		Trainees		Trainers	
		No	%	No	%
1	Sex				
	- Male	144	51	50	91
	- Female	138	49	5	9
	- Total	282	100	55	100
2	Qualifications				
	- Diploma			11	20
	- BA/BSC			43	78.2
	- MA/MSC			1	1.8
- Total			55	55	
3	Field of Study				
	- Business Education	152	53.9	22	40
	- Construction Technology	70	24.8	17	30.9
	- Industrial Technology	60	21.3	16	29.1
	- Total	282	100	55	100
4	Training program				
	- 10+2				
	- 10+3	282	100		
- Total	282	100			
5	Age				
	- 16-20	203	72	-	-
	- 21-24	79	28	-	69.1%
	- 25-40	-	-	38	30.1
	- Above 40	-	-	17	100
- Total	282	100	55		

This implies that there is shortage of trainers, who were specialized in the field of study. Therefore, these various levels of training which are not in line with the standards need special attention, otherwise it may bring about adverse impact on the quality of training of trainees and at the same time it might affect employment prospect of trainees. However, on the other hand, in table 2, 4 (80%) of the guidance officers, 2 (100%) of educational bureau experts and 2 (3.3 %) Deans were first degree holders and 1 (20 %) Guidance officers and 4 (66.7%) Deans were second Degree holders. Thus, most of them meet the standard requirements of colleges set by MOE.

Table 2, Back ground of the respondents of deans, guidance officers and educational bureau expert

No	Item	Guidance officers		Educational Bureau expert		Deans	
		No.	%	No.	%	No.	%
	Sex						
	Male	4	66.7	2	100	4	66.7
	Female	1	33.3	-	-	2	33.3
	Total	5	100	2	100	6	100
	Qualifications						
	Diploma	-	-	-	-	-	-
	B.A/BSC	4	80	2	100	2	33.3
	MA/MSC	1	20	-	-	4	66.7
	Total	5	100	2	100	6	100
	Field of study						
	Business education	-	-	2	100	-	-
	Educational planning	-	-	-	-	2	33.3
	English	-	-	-	-	1	16.7
	General psychology	3	60	-	-	-	-
	Sociology	2	40	-	-	-	-
	Manufacturing	-	-	-	-	1	16.7
	Electricity	-	-	-	-	1	16.7
	Chemistry	-	-	-	-	1	16.7
	Total	5	100	2	100	6	100
	Age						
	31-40	-	-	-	-	2	33.3
	Above 40	5	100	2	100	4	66.7
	Total	5	100	2	100	5	100

The field of study was not in line with their position for instance 66.7% deans field of study were Manufacturing, Electricity, Chemistry and English. But, their

position requires good managerial skills and 40% guidance officers' field of study were Sociology while their position requires good guidance and counseling skill.

Age: with regard to age range the majority of Trainees 203 (72%) from 16-20 years, 38 (69.1%) trainers were from 25-40 years and the majority of guidance officers, deans and educational bureau expert were above 40 years.

4.2 AVAILABILITY OF CAREER GUIDANCE AND LABOR MARKET INFORMATION SYSTEM

As mentioned in the literature, system to develop information on labor market and to monitor training is fundamentally essential to adjust instantly to changes in skills demand. Such systems are, moreover, appropriate instruments to identify skills, knowledge and thereby, design and provide suitable training programs.

To be effective and to make the skill offered by them relevant and meet the demand of the labor market TVET colleges are required to employ a wide range of labor market analysis technique as much as possible. To be able to explore information on the issue, thus, question item was presented to respondents requesting them to indicate the availability of labor market information system. The response to this item is summarized and presented in the upcoming table and followed by discussion.

Table 3, Availability of career guidance and ELMIS in the TVET colleges

No.	Item	Trainees		Trainers		Deans		Df	Table value	calculated value χ^2
		No.	%	No.	%	No.	%			
2.1	Were necessary employment labor market information given to decide your field of study?									
A	Yes	69	34							
B	No	213	76							
	Total	282	100							
2.2	Is there career guidance and employment labor market information service in your college?									
A	Yes	96	30	13	23.6	2	33.3			
B	No	186	70	42	76.4	4	66.7			
		282	100	55	100	6	100	2	5.991	2.228

As indicated in Table 3 it was reported by majority of trainees 213 (76%) were disclosed that there was no labor market information when they were selecting the field of study. But 69 (34%) trainees replied that they were get information. From this one conclude that since, the majority of trainees indicated that when trainees were grade 9 and 10 no information was obtained about labor market. They select their major field with out considering labor market demand.

As indicated in item 2.2 of table 3, it was reported by majority of trainers 42 (76.4%) Trainees 186 (70%) and Deans 4 (66.7%) the labor market information system was not available. Besides, the chi-square test was calculated to check whether or not perceptual difference exists between the three study groups. Accordingly, the result revealed that for 2 degree of freedom at 0.05 level of significance the critical value of the chi-square was found to be greater than the calculated χ^2 implying that there is no statistically significant difference in perception.

How ever both AAEBTE (April 18, 2007) during the interview indicated that *"TVET colleges did not have labor market information system."* The interviewees contend that *"one of the major problems in relation to Technical and Vocational training provision is lack of need assessment."* Due to this they said, *"Colleges offer the same course each year. Even the number of trainees in each department would never vary."*

If they were to have information on the labor market, they argued, *"they would have offered marketable courses and the number of trainees in each field of study would have varied. The trend so fare is, for instance , 30 – 40 trainees for industrial and construction technology and 50 - 60 trainees for business technology and so on. Obviously, TVET colleges have not yet established institutional set up required by LMIS. They are induced by the federal or regional Bureaus to provide the training".*

In regard to Deans from open ended question replied that since so fare didn't conducted tracer study in the college they didn't know how many of their graduates are employed or un employed. This experience of the TVET colleges would further substantiate the view of the interviewees.

Even though the responses of some group of respondents who reported the availability of LMIS it may be difficult to conclude the TVET institution have labor market information system. In other words seen from many factors, TVET colleges are not at the level of where they can establish sustainable institutional set up required by LMIS.

4.3 THE EXTENT OF CAREER GUIDANCE IMPLEMENTATION

As mentioned in the literature, the provision of career guidance service is necessary because it involves all types of life situation, personal, social, educational and occupational. Career guidance is a set of service or programs, which support people to solve their problems through the provision of opportunities especially it offers for students about their educational institution and employment opportunities expected following their completion of the training programs.

As Herr (1988), pointed out that, occupational guidance services are expected to help to analysis of the individual needs, the provision of information on educational and job placement. In summation guidance service concern it self with all round provision of help in order to bring about a high level of satisfaction among the individual or groups. In order to implement the above mentioned purposes the guidance officers should be equipped with skills of career guidance.

According to Sultana (2005), the skill of career guidance includes: counseling skill, diagnostic assessment skill and required to have an in depth knowledge of the labor market including detailed understanding of the requirements of different occupation. They are also expected to have access and ability to interpret labor market information as well as occupational data base, including statistical data on trends in employment sector. To be able to explore information on the issue, thus question item was presented to respondents requesting them to indicate the status of career guidance implementation. The response to this item is summarized and presented in the upcoming tables and followed by discussion

Table 4, Competency of career guidance officers responded by: trainers, trainees and deans

No.	Item	Trainers		Trainees		Deans		D f	Table value	Calculated χ^2
		No.	%	No.	%	No.	%			
3.1	Do you think the guidance officers in your college are competent enough?									
	A) Yes	17	30.9	45	16	3	50			
	B) No	38	69.1	237	84	3	50			
	Total	55	100	282	100	6	100	2	5.91	10.57
3.2	Do you think that the trainees are getting service in connection with their career from guidance officer?									
	A) Yes	13	23.6	63	22.3	1	16.7			
	B) No	42	76.4	219	77.7	5	83.7			
	Total	55	100	282	100	6	100			

Item 3.1 of table 4 as intended to examine whether or not career guidance officers are competent enough to accomplish their task. Accordingly 38 (69.1%) of trainers 237 (84%) of Trainees and 3 (50%) of Deans disclosed that the competency of guidance officers was not in apposition to implement the tasks of career guidance.

But the chi-square test result revealed that for 2 degree of freedom at 0.05 level of significance the critical value of χ^2 were less than the calculated χ^2 implying that there was statistically significant difference between the perception of Trainers, Trainees and Deans. This significance difference emanates from the level of to be benefited from career guidance. This is mainly because trainees have more opportunity to view the activity of guidance officers while they were seeking more help from guidance officers. Therefore, from these findings it is possible to

deduce that guidance officers in the college lack competency to implement career guidance activities specially labor market monitoring.

Regarding item 3.2 of table 4 the majority of respondents 42 (76.4%) of trainers, 219 (77.7%) of trainees and 5 (83.7%) of Deans indicated that there was no enough service for trainees in connection with their career from the guidance officers.

Table 5, Conveniency of career guidance office to execute guidance function

No.	Item	Trainers		Deans		Guidance Officers		D f	Table value	Calc ulate d χ^2
		No.	%	No.	%	No.	%			
3.3	Is the career guidance office convenient to execute the career guidance objective?									
	A) Yes	21	38.2	4	66.7	1	20			
	B) No	34	61.8	2	33.3	4	80			
	Total	55	100	6	100	5	100	2	2.656	2.690
3.4	Is sufficient resource allocated to career guidance department in the form if budget?									
	A) Yes	14	25..5	4	66.7	2	40			
	B) No	41	74..5	2	33.3	3	60			
	Total	55	100	6	100	5	100	2	5.91	4.76

Item 3.3 of table 5 was intended to examine whether or not career guidance office was convenient to execute career guidance objective. According to Gail F. Farwell (1959: 21) the guidance office should be private and attractive with space for storage for current records and resource materials and room space for testing,

interviewing and small group conference. Accordingly 34 (61.8%) of trainers and 4 (80%) of guidance officers asserted that the inconveniency of the office. On the other hand, quiet high number of respondents 4 (66.7%) of Deans responded that the office was convenient

In this regarded a chi- square test was calculated to check whether the perception difference exists between the three study groups. Accordingly, the result revealed that for 2 degree of freedom at 0.05 level of significance the critical value of a chi-square was found to be less than the calculated χ^2 implying that there was statistically significance difference in perception. This significance difference emanates from the level of knowledge and the closeness to service providing to career guidance.

Thus, career guidance officers have better knowledge and have more opportunity to provide career guidance service; it is wise to ignore the difference and to depend on the responses of guidance officers and trainees. Therefore, from the findings it is possible to deduce that the career guidance office was not convenient to execute the guidance functions.

Item 3.4 of the same table raised the issue of resource allocated to career guidance department in the form of budget to accomplish career guidance objectives.

To accomplish career guidance tasks a lot of chargeable items are required.

Such as:

- Research materials for the counsellorship, library and for the student
- Record- keeping devices used for guidance services
- Expense for follow up program and
- For test and score of tests

Accordingly respondents were asked whether or not sufficiently budget allocated to career guidance department. To this end 41 (74.5 %) of Trainers, 3 60 %

guidance officers replied that no sufficient budget is allocated. While 4 (66.7%) of Deans on the contrary asserted that the budget allocated for guidance department was adequate. But the guidance officers (the professional) Knows how much budget is needed to accomplish their task than the other professional so it is wise not to rely on the deans respond instead depend on the response of the majority.

On the other hand the chi-square test result revealed that for 2 degree of freedom at 0.05 level of significance the critical value of χ^2 was greater than the calculated χ^2 indicating that there was no statistically significant difference among perception of Trainers, Deans and guidance Officers. Thus, from these findings it can be safely inferred that the career guidance department was not convenient to execute guidance task. More over, there was insufficient budget allocation.

In sum, in order to implement career guidance duties, the career guidance department has to be organized and strengthened with adequate budget, qualified manpower and adequate facilities. But as we can see from the above data, the career guidance department was not in a position to execute the career guidance duties as a result of lack of qualified man power, adequate budget and adequate facilities.

Similarly, the interview result from AAEBTE 1 (April 18, 2007) confirmed that:

Even though guidance office was set as a unit in the TVET College its function was not more than facilitating trainees' placement to apprenticeship.

The reason for this as AAEBTE 1 suggested that "Lack of qualified man power by vocational guidance and the number of guidance officers was not compatible with the number of trainees."

4.4 METHOD OF OBTAINING UP TO DATE AND

ADEQUATE LMI

The development of a system of labor market information is useful to understand the labor market situations and to monitor trainings in order to adjust oneself to changes in skill demand.

Such demands are, moreover appropriate instrument to identify skills, knowledge and to design and provide suitable training programs. Therefore, to be effective and to make the skill offered relevant and meet the demand of the labor market TVET colleges are required to employ a wide range of labor market analysis techniques. To be able to explore information on this issue, respondents were requested to indicate method of labor market analysis technique; the responses to this item are summarized below in table 6

Table 6 Method of obtaining up to date and LMI

No.	Item	Trainers		Trainees		Deans		Guidance officers	
		No.	%	No.	%	No.	%	No.	%
4.1	What mechanisms are the TVET colleges using to obtain timely and adequate labor market information?								
	A) Tracer study	2	3.6	-	-	1	16.6	-	-
	B) Need assessment	8	14.5	-	-	1	16.7	1	20
	C) Labor market monitoring	3	5.5	-	-	-	-	-	-
	D) No mechanism is using	42	76.4	-	-	4	66.7	4	80
	Total	55	100	-	-	6	100	5	100
4.2	Is there special place to display career information?								
	A) Yes	7	12.7	87	30.9	2	33.3	2	40
	B) No	48	87.3	195	69.1	4	66.7	3	60
	Total	55	100	282	100	6	100	5	100

In responding to item 4.1 in table 6, the majority of respondents 42 (76.4%) trainers, 4 (66.7%) Deans, and 4 (80%) of guidance officers indicated that labor market analysis techniques was not available in their colleges.

In addition during the interview conducted with AAEBTE 2 (April 18, 2007), remarkably noted that:

TVET colleges didn't have labor market information system. But they indicated that need assessment was conducted only once with the help of GTZ, since the program has started. The crud assessment data had been sent to MOE for analysis, but the analyzed data didn't yet obtain at the regional level.

Interview from the same source indicated that:

Regarding tracer study, Formats have been developed and disseminated to the TVET colleges in order to be filled by the graduates and send back to the training colleges. Similarly, the colleges were used to distribute the formats to graduates when they leave. But as confirmed from the colleges, practically no feed back was obtained because of no follow up was made by the colleges.

It is likely for one to conclude, may be contrary to very few number of trainers, Deans and guidance officers the TVET colleges, as they are now, are not at stage where they would make training need analysis or other wise, because the interview conducted with them disclosed that the system for labor market data collection and analysis were almost non existent and weak and there was an extreme dependence on external agencies, for instance GTZ, to carry out these functions.

Moreover, as shown in the same table on item 4.2 requests whether or not the TVET colleges have special place or room to display; booklets, charts, and pamphlets that contain important occupational information. Accordingly, 48 (87.3%) of trainers, 19 (69.1%) of trainees 6 (66.7%) of deans and 3 (60%) of guidance officers indicated that there was no special place in the college to display important occupational information to the trainees.

Table 7, Ranking of activities accomplished by TVET colleges

item		trainees		trainers		deans		Guidance officers	
		M.V	R	M.V	R	M.V	R	M.V	R
4.3	Which of the following activities are arranged by TVET colleges? Indicate the rank of each 1 st , 2 nd ...								
A	orientation talk	2.46	1	3.51	2	1.2	1	1	1
B	Career talk from experienced persons actual in the job	2.61	2	3.05	1	3	3	2.8	2
C	career conference of persons of persons from industry	2.71	3	3.2	3	2.3	2	3.6	4
D	Industrial tour/visits	2.95	4	4.7	4	3	3	3.2	3

Key = M.V = mean value = weighted mean = $\frac{W1F1+W2F2+... W4F4}{F1+F2+.....F5}$

Where F1+f2.....F4 = observed frequencies

W1+ W2 W4 = weights given

R = Rank

Item 4.3 on table 7 was used to know whether activities were arranged for trainees to obtain up to date career information. Any activity requiring decision- making should be guided by accurate and current information when students make occupational choice.

They should be based on full and accurate information. If they were not given full and detail information about their career choice, their placement may coincide with their true performance. Hence, arranging ways of obtaining information is pertinent for trainees to be equipped with current and important information. Accordingly as sown in table 8 from the four mentioned mechanisms of obtaining

information; Trainees, Deans and Guidance officers asserted that orientation talk was the frequently arranged activities, while trainers assumes orientation talk to the second.

This implied that from various mechanisms of obtaining up to date, accurate and related information to their career only orientation talk implemented in the colleges.

Table 8, Mechanism of knowing external efficiency of graduates

No.	Item	Trainers		Trainees		Deans		Guidance officers		D f	Table value	Calculated χ^2
4.4	Do you believe that the skill and the knowledge that have acquired in TVET colleges enable them to get employed in the job market?											
A	Yes	35	63.6	162	57.4	4	66.7	3	60			
B	No	20	36.4	120	42.2	2	33.3	2	40			
	Total	55	100	282	100	6	100	5	100	3	7.815	0.895
4.5	If your answer for the question is "yes" how do you know											
A	Asking graduates who are working in different firm	23	65.5	111	68.5	2	50	1	33.3			
B	Through feed back from employers	12	34.3	51	31.5	2	50	2	66.7			
C	Based on research findings	-	-	-	-	-	-	-	-			
	Total	35	100	162	100	4	100	3	100			

From the above table (table 8) it is possible for one to see that the majority of trainers 35 (63.6%), Trainees 162 (57.4%)/ deans 4 (66.7%) and guidance officers 3 (60%) disclosed that the skill and the knowledge acquired in the college enable them to acquire employment in the job market.

Besides the chi-square test was calculated to check whether or not perceptual difference exists between the four groups of respondents. Accordingly, the result

revealed that for 3 degree of freedom at 0.05 level of significance difference the critical value of the chi-square was found to be greater than the calculated χ^2 employing that there is no statistically significant difference

but the response from the open ended question of deans and trainers revealed that even if the skill and the knowledge that have acquired in TVET colleges enables them to acquire employment in the job market, on the other hand, due to various reasons most TVET graduates were not in apposition to secure employment. First, there was wider gap between the availability and demands for different skills in different sectors of the economy. Second, most vacancy announcement ask for experience of many years.

And finally the number of graduates every year with the same specialization not compatible with the demand of the labor market.

Item 4.5 of the same table requests respondents to indicate how they know whether graduates get employment or not in the job market. Accordingly, 35 (65.5%) of trainers and 111 (68.5%) of trainees and 2 (50%) Deans disclosed that by asking graduates who are working in different firm. On the other hand, 2 (66.7 %) of guidance officers revealed that through feed back from the employer. Surprisingly no response was given to tracer studies by either of the respondents. But tracer studies are very important tool to know to what extent graduates get employment in the job market.

In this regard, as disclosed in the literature tracer studies are an important instrument to make sure that the TVET colleges have achieved their desired objectives and discriminate the training areas that enable the graduates to be employed in government/private organization or self employed. It is also an important tool for TVET authorities and policy makers to close down irrelevant training areas to the labor market both at national level. (MOE, 2003:78).

4, 5 USING LABOR MARKET INFORMATION IN PLANNING AND REFORMING THE TVET SYSTEM

As mentioned in the literature an efficient mechanisms and means of collecting timely data from relevant source and proper utilization of data obtained is crucial to adjust the training program to skill market demand decided on the type and scale of training should be provided to evaluate the training being offered, to connect training program and economic plan. Hence, investing labor market information system is priority issue that need due attention by the government.

Employers and training institutions to improve the quality, access, relevance, effectiveness and efficiency of education system in general and TVET in particular therefore, seen from this view point, TVET colleges to be effective and to make the skill offered by them relevant and meet the demand of the labor market. TVET colleges have to be employing a wide range of labor market analysis technique to the extent possible. To be able to explore information on the issue, thus, question item was presented to respondents requesting them to indicate whether or not using labor market information to reform the training system according to the labor market demand. The responses to this item is summarized and presented as follows with discussion of major points.

Table 9, Using labor market information in planning and reforming the TVET system

No.	Item	Trainers		Trainees		Guidance officers		Deans		df	Table value	Calculated χ^2
		No	%	No	%	No	%	No	%			
5.1	Is the college where you work now trying to reform the training system according to the labor market demand											
A	yes	17	30.9			1	20	2	33.3			
B	No	38	69.1			4	80	4	66.7			
	Total	55	100			5	100	6	100	2	5.991	0.133
5.2	The harmony of the training being, offered and the demand of the labor market?											
A	High	7	12.3	31	11	-	-	-	-			
B	Moderate	28	47.3	116	41.1	-	-	4	66.7			
C	Low	22	40.4	135	47.9	-	-	2	33.3			
	Total	55	100	282	100	-	-	6	100			

As indicated in table 9 it was reported by majority of trainers 38 (69.1%), Trainers 4 (66.7%) and 4 (80%) of guidance officers indicated that no reform is carried out according to the labor market demand. A chi-square was calculated to check whether perceptual difference exists between the three group of respondents. Accordingly, the result revealed that for 2 degree of freedom at 0.05 level of significance the critical value of chi-square was found to be greater than the calculated χ^2 implying that there is no statistically significant difference in perception.

One of the problems of employment opportunity of graduates of TVET trainees is the mismatch between the training provided by the TVET colleges and the job opportunity provided by the labor market. To do so a question item was presented to respondents. Consequently, as one can see from the data in item 5.2 of table 9, 28 (47.3%) of trainers and 4 (66.7%) of Deans reported that there

was moderate relation ship between the training provided by the colleges and the demand of the labor market. On the other hand 135 (47.9%) of Trainees asserted that there was mismatch between the training provided by the colleges and the demand of the labor market.

In this regard the interview responses of AAEBTE 2 (April 18, 2007) seemed to support the view of the majority of respondents by saying that:

There is the relationship between the training and the demand of the labor market but the problem was the labor market needs small number of graduates or the mismatch between the number of graduates and the number of graduates demanded by the labor market.

From this one concluded that the harmony of training being offered by the demand of the labor market is moderate but the problem was the mismatch between the number of graduates and the number of graduates demanded by the labor market.

Table 10, the extent of research conducting to make training demand oriented

No.	item	Trainers		Trainees		Deans		Guidance officers	
		Total	M.V	Total	M.V	Tot al	M.V	Tot al	M. V
5.3	Indicate the extent to which you agree or disagree. Strongly agree=1 agree =2,disagree=3 and strongly disagree=4								
	Trainers undertake research to make training demand oriented	55	3.13	282	2.93	6	3.5	5	3.6

$$\text{Key} = \text{M.V} = \text{mean value} = \text{weighted mean} = \frac{W1F1 + E2W2 + \dots + W4F4}{F1 + F2 + \dots + F4}$$

Where F1+ F2 F4 = observed frequencies
W1 + W2 W4 = weights given

TVET development is currently hampered by a serious lack of relevant data and information about issue such as cost of TVET, labor market development, availability and impact of existing TVET delivery such as (especially outside of the public TVET delivery system), perception of stakeholders etc. such information, how ever, is necessary to inform planning, monitoring and innovation in the TVET system. AACG, (2005:35). Hence item 5.3 of table 10, respondents were requested to disclose their agreement whether research was conducted or not in the college. Accordingly, as the weighted mean shown both the respondents express their disagreement by saying that no research had been conducted either of the college community members

4.6.EXTENT OF RELATION SHIP BETWEEN TVET COLLEGES AND STAKE HOLDERS

According to AACG (2005:14) TVET operates at the interface of different sectors, notably the education sector, the labor market , industry, MSC sector, agriculture and rural development, and public administration, in order to serve and relate to all these sectors through high quality and demand responsive instruments, the TVET system must be steered and implemented with the involvement of a wide stake holders group, different stake holders will each contribute their own expertise and capacities, in order that their combine efforts improve the relevance and effectiveness of the TVET system. To be able to explore information on this issue a question item was presented to respondents requesting them to rate the participation of stake holders In TVET colleges. The responses to these item was summarized and presented in the table here under

Table 11, respondents view on the relation ship between TVET colleges and stakeholders

No	Item	Deans		trainers		Guidance officers		Trainees		df	Table value	Calculated χ^2
		No	%	No	%	No	%	No	%			
6.1	How do you rate the participation of stakeholders and employers									-		
A	High	-	-	-	-	-	-	-	-			
B	Moderate	-	-	8	14.6	-	-	-	-			
C	Low	2	33.3	24	43.6	1	20	-	-			
D	No participation	4	66.7	23	41.8	4	80	-	-			
	Total	6	100	55	100	5	100	-	-	6	12.59	4.29
6.2	Indicate the extent to which you agree or disagree, strongly agree =1, agree=2, disagree=3, strongly disagree=4											
	Employers have taken major responsibility of training in the college			M.V	R	M.V	R	M.V	R			
				3.3	3	2.8	3	3.8	4			

Key = M.V = mean value = weighted mean = $\frac{W1F1 + E2W2 + \dots + W4F4}{F1 + F2 + \dots + F4}$

Where F1+ F2 F4 = observed frequencies

W1 + W2 W4 = weights given

Level of agreement = Rank = R

As the above table 11 reveals 4 (66.7%) of Deans and 4 (80%) of guidance officers asserted that there was no participation of stakeholders. On the other hand 24 (43.6%) of trainers disclosed that there was participation of stakeholders but it was low or insufficient.

The chi-square test result also revealed that for 2 degree of freedom at 0.05 level of significant the critical Value of χ^2 was greater than the calculated χ^2 implying that there was no statistically significance difference among the perception of respondents.

In sum, the finding in the above table reveals that stakeholders were not involved in the TVET colleges. Since they are mere consumers of TVET services it is pertinent to participate stakeholders in the TVET colleges.

TVET colleges are encouraged and empower to develop close working relationships with employers and large, medium, small and companies in their catchments areas. In this regard, it is indicated on item 6.2 of table 11, respondents were asked to state their agreement or disagreement whether employers have taken major responsibility of training in the college. To this end as the weighted mean calculated and the result confirms that they expressed their disagreement on employers have taken major responsibility of training in the college. On the basis of this discussion one may thus, conclude that employers have not involved in the implementation of training in TVET.

To provide relevance and quality training, there should be strong relationship between training colleges and employers. Consequently, this could facilitate the up to date and adequate information exchange promotes strong participation and helps to relate training given to the real world of work. Hence identifying constraints that affects the relationship of training colleges and employers are pertinent for the implementation of the training being provided. Accordingly, as shown in table 12

Table 12, Factors affecting the relation ship of employers and TVET colleges

No.	Item	Trainers		Trainees		Guidance officers	
		M. V	R	M. V	R	M. V	R
6.3	What are the constraints that affect the relation ship of training colleges and employers? Indicate your answer in ranking order, 1 st 2 nd 3 rd and 4 th assuming that 1 st stands for the most affecting constraints and 5 th stands for the least affecting constraints.						
A	Lack of awareness of employers	2.3	1	1.3	1	1.4	2
B	employers are not represented adequately in the government bodies of TVET colleges	2.8	2	2.2	2	1.2	1
C	Lack of commitment of employers	2.9	3	3	3	3.4	4
D	the training being provided not suit with employers' employers interest	3.1	4	4.2	4	3.2	3
E	adequate number of employers are not available	3.2	5	4.5	5	3.4	5

$$\text{Key} = M.V = \text{mean value} = \frac{W1F1 + E2W2 + \dots + W5F5}{F1 + F2 + \dots + F5}$$

Where F1+ F2 F5= observed frequencies

W1 + W2 W5 = weights given

R= Rank

Lack of awareness, employers are not represented adequately and lack of commitment of employers are the first three factors that seriously affect the relation ships of the colleges and the employers respectively responded by both trainers and deans. On the other hand the guidance officers indicated that employers are not represented adequately, lack of awareness and the training being provided not suit with the employers' interest are the first three factors that seriously affect the relationships.

As a result, even if, the guidance officers ranked lack of awareness in the second factors that affect the relationship. But most of the respondents both trainers and Deans suggests lack of awareness of employers as the most highly ranked factors. This implied that creating awareness and improving the representative ness of employers in the governing structure of the TVET colleges are pertinent to strength the relation considering the available employers.

4.7 FACTORS AFFECTING THE PROVISION OF ADEQUATE AND TIMELY CAREER GUIDANCE AND LABOR MARKET

As has been discussed in the previous analysis, TVET colleges were not at the level of where they can establish sustainable institutional set up required by labor market information system. This implied that there was no adequate and timely provision of career guidance and employment labor market information. In connection with this, a question item was raised to respondents to indicate factors that influence provision of adequate and timely career guidance and labor market information service

Table 13, Factors that affecting the provision of timely and adequate LMIS

No	Item	trainers		Deans		Guidance officers		df	Table value	Calculated χ^2
		No	%	No	%	No	%			
7.1	What are the major factors that affect the training plan and the demand of the labor market not in harmony									
A	Improper planning	4	7.3	-	-	-	-			
B	Lack of adequate and reliable data	4	7.3	--	-	-	-			
C	Lack of frequent evaluation of curriculum contents	17	30.9	-	-	-	-			
D	all	30	54.5	6	100	5	100			
	Total	55	100	6	100	5	100	6	12.59	8.59
7.2	Rank the following factors that affect the provision of timely and adequate labor market information service. 1 st 2 nd 3 rd 4 th and 5 th assuming that 1st stands for the most affecting factor	M.V	R	M.V	R	M.V	R			
A	Shortage of competent manpower	2.5	1	1.7	1	1.2	1			
B	Lack of adequate budget	2.8	2	2.2	2	1.5	2			
C	Lack of commitment of the concerned body	3.1	4	4.5	5	3.3	3			
D	Lack of adequate facilities	4	3	3.2	3	3.5	4			
E	Lack of awareness regarding the necessity of career guidance	3.2	5	3.8	4	3.6	5			

Key = M.V = mean value = weighted mean = $\frac{W1F1+ E2W2 + W5F5}{F1+F2..... F5}$

Where F1+ F2 F5= observed frequencies
W1 + W2 W5 = weights given
R= Rank

As shown in table 13 on item 7.1 respondents were requested to indicate factors affecting training plan and the demand of the labor market not in harmony. To this end 30 (54.5%) of Trainers, 6 (100%) of Deans and 5 (100%) of guidance officers confirmed that the major factors that affect the training plan and the demand of the labor market not in harmony were improper planning, lack of adequate and reliable data and lack of frequent evaluation of curriculum evaluation.

A chi-square test was calculated to check whether perceptual difference exists between the three study groups, accordingly, the result revealed that for 6 degree of freedom at 0.05 level of significance the critical value of chi-square was found to be greater than the calculated χ^2 implying that there is no statistically significance difference in perception.

From this one conclude that to meet the demand of labor market, the concerned bodies have to evaluate frequently curriculum contents with technological changes and conduct need assessment.

As indicated in table 13 in item 7.2, shortage of competent man power, lack of adequate budget and lack of adequate facilities were the first three factors constraining the provision of timely and adequate labor market information service. Among the three factors shortage of competent manpower was the most highly ranked factor.

In line with this view most of respondents in their answer to open ended questions emphasized that shortage of competent manpower and lack of adequate budget was the prominent problem that affects the provision of timely and adequate labor market.

Hence, one can deduce that lack of competent man power affects not only timely and adequate provision labor market but also other career guidance tasks. Moreover, if the provision of timely and adequate labor market information service can not be conducted thoroughly, it is likely that the trainings provided by the TVET institutions might not match to the local demand. This in turn can affect the training relevance in terms of local labor market demand.

According to observable facts in the existing situation, there are a number of factors contributing problems to not employed graduates by keeping them a part from job opportunities. Such a problem of graduate unemployment needs to be analyzed in order to see the reason for failure on the part of graduates in view of securing employment immediately after graduation. Hence identifying the factors that affect graduate unemployment were pertinent for reforming and planning the TVET system according to the obtained data. Accordingly as shown in table 14

Table 14 respondents' views on reasons for graduate unemployment.

No	Item	Trainees		Trainers		Deans		Guidance officers	
		M.V	R	M.V	R	M.V	R	M.V	R
7.3	If TVET graduates are not employed what do you think the major reasons? (indicate the rank of each 1 st 2 nd 3 rd and 4 th assuming that 1 st stands for the major reasons and 4 th stand fore the least reason.								
A	Lack of skill and knowledge from the part of the graduate	2.76	4	2.97	4	3.3	4	2.8	4
B	Lack of graduate interest to be self employed other than government organization	2.47	3	2.65	3	2.3	3	1.2	1
C	Lack of possible information where there are vacancies related to their career.	2.21	1	1.97	1	1.3	1	1.6	2
D	Lack of confidence of employers about skill and knowledge of graduates	2.41	2	1.98	2	1.7	2	2.2	3
7.4	To improve the labor market what measures ought to be taken? (indicate the measures in ranking order 1 st 2 nd 3 rd 4 th assuming that 1 st stands for the first measure and 5 th stands for the least			M.V	R	M.V	R	M.V	R
A	Assigning competent and qualified man power			2.18	1	2.2	2	4.6	5
B	Allocating adequate budget			2.22	2	3.3	4	1.4	2
C	Providing adequate facilities			2.3	4	2.8	3	2.4	3
D	Awarding concerned body			2.6	5	4.2	5	4.4	4
E	Strengthening the relationship between employers and training college			2.2.2	2	1.7	1	1	1

$$\text{Key} = \text{M.V} = \text{mean value} = \text{weighted mean} = \frac{W1F1 + E2W2 + \dots + W4F4}{F1 + F2 + \dots + F4}$$

Where F1+ F2 F4 = observed frequencies

W1 + W2 W4 = weights given

R = Rank

Lack of possible information, lack of confidence of employers about skill and knowledge of graduates and lack of graduates' interest to be self employed are the first three factors that seriously affect graduates unemployment respectively.

Among the three factors lack of possible information is the most highly ranked factors. This implied that providing adequate and timely employment labor market information is pertinent for graduates' employment.

According to Gorden (2001), labor market information system is very important information tool which provides a timely data for vocational training centers. On the type of occupation and number of the skilled labor force required by the economy. It can serve as an “ early warning system” and problems associated to it as well as future trends and opportunities so that in order to get a timely data or information for TVET colleges labor market information has to be well established and strengthened.

In line with these respondents were asked to indicate measures ought to be taken to improve labor market information service in the college, accordingly, item 7.4 of table 14 Deans and guidance officers indicated that strengthening the relationship between employers and training colleges to be the most important measures to be taken. On the other hand trainers preferred assigning competent and qualified man power to be the most highly rank measures ought to be taken to improve labor market information service in the college. As a whole assigning competent and qualified man power and strengthening the relationship between employers and training colleges were the most important measures have to be taken to improve labor market information service in the colleges

CHAPTER FIVE

5.SUMMARY,CONCLUSIONSAND RECOMMENDATIONS

5.1 SUMMARY OF THE MAJOR FINDINGS

The objective of this study was to assess the current provision of career guidance and employment labor market information service in Addis Ababa. To this effect, the following basic research questions were set

- 1) Do TVET colleges employ career guidance and labor market information service?
- 2) Have these colleges qualified career guidance officers and organized guidance office?
- 3) Do TVET colleges plan or reform the TVET system that could be generated from the labor market assessment?
- 4) What methods do training colleges use, to get up to date and adequate labor market information?
- 5) What does the relationship between the TVET colleges and stakeholders look like in relation to the training system?

The study employed descriptive survey method to analyze the issues based on the basic research questions. The researcher reviewed relevant literature and prepared sets of questionnaires and interview guides to collect data from the respondents.

The questionnaires were designed for trainees, trainers, Deans and guidance officers. After discussing with the thesis advisor on the prepared questionnaires, the researcher carried out a pilot study to test whether the instrument is appropriate. Then, some modifications were made based on the response and comments gained.

The total number of respondents included in this study was specifically 282 trainees, 55 trainers, 6 Deans, 5 guidance officers and 2 educational bureau TVET experts in Addis Ababa.

The questionnaires include both close and open ended questions. The data obtained were analyzed by applying percentages, weighted mean and chi-square.

The following were the major findings:

1. The academic profile of TVET trainers, guidance officers and Deans depicted that 20% the trainers were below the requirement levels of education. On the other hand, (78%) of trainers, (80%) of guidance officers, (100%) education bureau expert and (33.3%) of Deans were first degree holders. The finding also indicated that 20% of guidance officers, 66.7% of Deans and 1.8% of trainers were second degree holders.
2. The study also disclosed that the fields of study of Deans and guidance officers were not related to their position.
3. The study also disclosed that (76.4%) of trainers, (70%) of trainees and (66.7%) of Deans asserted the lack of labor market information system in the TVET colleges.
4. The study disclosed that most of the guidance officers are regarded as in competent to carry out career guidance.
5. It was also found out guidance offices in the TVET Colleges are not convenient for conducting career guidance.

6. The study also revealed that there were no mechanisms of providing timely and adequate labor market information in the TVET colleges.
7. It was also found out that no need assessment and tracer studies have been carried out in the TVET colleges. Furthermore, the study indicated that TVET colleges were not reformed according to labor market demand.
8. Regarding labor market information system, the finding depicted that TVET colleges were not at the level where they can establish sustainable institutional set-up required by LMIS. Hence, system for labor market data collection and analysis were almost non existent.
9. The study also disclosed that the root causes for the lack of labor market data collection and analysis were absence of a responsible unit to carry out labor market and need assessment, shortage of well trained and experienced manpower.
10. The study revealed that the poor relationship between the college and other stakeholders are caused by Lack of awareness of employer of employer, inadequate representation of employers and lack of commitment of employers.
11. Finally, the study disclosed that , shortage of competent man power, lack of adequate budget and lack of commitment of the concerned body have impact on the provision of timely and adequate labor market information.

5.2 CONCLUSIONS

Based on the findings of the study the following conclusions were drawn:

Career guidance service is pertinent in helping students to know career goals and understand the world of work. so as, they can decide their course of study, field of training, further education or training, initial job choices and job change. Contrary to this importance the study revealed that career guidance was not given special emphasis in the TVET system.

Before provision of TVET program, the main way and means of obtaining information and data is labor market information system. This includes training need assessment, tracer study and labor market monitoring. As it has been found out by the study need assessment was not adequately practiced in the actual implementation at the grass root levels. Moreover, there is no trend of frequent tracer studies that can adversely affect the match of training supply, the quality, relevance and effectiveness of the training could be affected by poor labor market information system.

5.3 RECOMMENDATIONS

On the basis of the findings obtained and conclusions reached at, the following suggestions are forwarded to improve the provision of career guidance and employment labor market information at TVET colleges in Addis Ababa.

1. The new Education and Training Policy (1994) stipulates that one of the objectives of TVET training programmes is to train youngsters who can be employed in various government and private or non government organizations (NGOs) and also who can be create their own small level enterprises. To meet these objective TVET colleges need to strengthen career guidance department by hiring highly qualified and competent experts and ensure the existence of adequate facilities and budget. Since the department of career guidance is responsible for selecting trainees who have inclination and the capability to grasp the skill and knowledge with the field of training. The researcher would like to recommend that TVET colleges should be allowed to give advice entry (aptitude)test or selection interview to identify the ability and interest of trainees
2. TVET colleges have to widen employment opportunities by providing a better information system on current labor market needs and data. They have to consult both public and private organizations that can offer occupational information. Moreover, they should have special mechanism to display booklets, charts, pamphlets and newspapers that contains important occupational information.
3. In order to facilitate a job search process for TVET graduate job seekers, there ought to be a cooperative team approach to job-placement operation between the TVET colleges and employing institutions. Moreover the TVET colleges in collaboration with employing organizations should hold such

discussion forum as: symposium, job Fairs, information events, career conference, so that prospective graduates will have good access to employment and labor market information. In general, there should exist better interaction among TVET colleges, employing organization and placement offices in order to create possible mechanisms for exchanging information on skill needs for jobs content of current training and employment possibilities for graduates.

4. The Addis Ababa Education Bureau should improve the career guidance department both in pre-TVET colleges and in the colleges by assigning competent and qualified guidance officers. Besides to this, the concerned body should organize the office in such a way that it could be accessible storage for current records and resource material, and room space for testing, interviewing and small group conference. Similarly, the concerned body should allocate enough budgets for the department.

5. The finding of this study indicated that the present TVET program offered at TVET colleges were adequate and relevant to the needs of the labor market. However, as to the researcher's observation, with in the prevailing environment in which the success of TVET graduates in securing employment was disappointing, provision of the same field of study year after year could not bring graduates in securing employment. Thus,

5.1. It needs to be recognized by all concerned bodies and planners at various levels that providing targeted Job-specific training is necessary.

5.2. The training program for training in TVET must be based on comprehensive occupational analysis outcomes. That is, jobs that are available in present labor market must be identified and analyzed to develop relevant curricula.

5.3. Employers and all concerned stakeholders should be involved in designing or modifying TVET program. Other wise, simply producing graduates in the same field and the same number year after year could result in rising unemployment.

6. In order to be more responsive to the needs of the labor market in a way could contribute to securing accurate, regular and update labor market information, it is recommended if TVET college could create structures that enable the develop and manage monitoring, labor market data collection and analysis activities. For this to be practical,

6.1. The TVET colleges need to establish clearly identified career guidance department and at the same time allocate resources that would help the staff discharge its duties and responsibilities.

6.2. The college staff members should participate in providing information about the demand of the skills.

6.3. Tracer studies of the employment and wages of graduates of TVET and training need assessment should be conducted on regular bases.

6.4. Survey of local labor market, employers or other areas of special interest for training should be conducted periodically

7. The concerned body should design labor market information, staff training and development program and arrange continuous professional upgrading to enable them to function effectively.

8. The concerned body in the TVET colleges should create awareness to participate stakeholders in general and employers in particular in designing or modifying TVET activities for vocational training programs in order to meet the needs of the labor market.

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APPENDICES

Appendix-A; questionnaire 1
Addis Ababa University
School of graduate
Department of business education
Questionnaire to be filled by Trainers in TVET colleges

Introduction: The purpose of this questionnaire is to collect basic idea for the study on the assessment of career guidance and employment labor market information service provided by TVET colleges in Addis Ababa. Your cooperation in offering relevant and honest information is highly important for the success of the study. Please, be sincere, frank and accurate as much as possible in responding to each item.

Please, Note that

- No need of writing your name
 - Where alternative answers are given, please , circle the most appropriate answer
 - In answering the open ended questions please give your answer brief and to the point as much as you can.
 - In answering questions on the table put an "x" mark in the space provided
- Thank you in advance for taking time to complete this questionnaire

Part one: personal data

1. Name of the TVET colleges _____
2. sex of the respondents A) male B) female
3. Age of the respondents A) 20-30 B) 31-40 C) above 40
4. qualification A) diploma B) BSC C) MA/MSC
5. your area of specialization _____
6. course you instruct _____
7. Total year of experience _____

Part two: Questions related to the implementation of career guidance and employment labor market information service

8. Is there career guidance and employment labor market information service in your college? A) Yes B) No
9. Do you believe that the guidance officers in your college are competent enough to give career guidance and labor market information service?
A) Yes B) No
10. How many number of guidance officers are there in your college?
A) 1 B) 2 C) 3) D) 4 and above
11. Do you think the numbers of guidance officers are enough to accomplish their task when you compare with the number of trainees?
A) Yes B) No
12. Do the trainees are getting adequate and timely career guidance and labor market information service A) yes B) No
- !3. If your answer is "No" For question number 12 what was the problem?

- A) Lack of qualified manpower B) lack of budget to accomplish career guidance
C) Lack of commitment of the concerned body
A) if any other please specify

14. If your answer is "yes" for question Number 12 by whom is career guidance service offered in your college?

- A) By career guidance officers B) by Trainers (department heads)
C) By college Deans D) by community representatives
E) If any other please specify

15. Is the training which is currently offered in your college depending on the need of the labor market? A) Yes B) No

16. If your answer for number 15 is No what are the major constrains that hinder it from being based on the need of labor market? Please specify?

16. Do you orient the trainees with regard to the career objectives of the course you instruct?

- A) Yes B) No

17. Do you think that the trainees are getting service in connection with their career from guidance officers? A) Yes B) No

18. If your answer for number 17 is "yes" what is the problem? Please specify

19. Do you believe that the skills and knowledge that trainees have got in this college enable them to get employed in the job market? A) Yes B) No

20. If your response for question number is 19 is "yes" how do you know? (You can give more than one answer)

- A) Asking graduates who are working in different firm B) tracer study
C) Through feed back from employers D) through need assessment
E. specify other if any

21. Is the college where you work now trying to reform the training system according to the labor market demand?

- A) Yes B) No

Part three: factors related to availability of up to date and adequate labor market information

22. Is there corner/place to display career information in the college library or other location?

- A) Yes B) No

23. If you answer for question number "22" is yes, the materials displayed are (you can give more than one answer)

- A) Booklet of occupational information B) Photograph of industries
C) Charts of occupational information D) Pamphlets of career information

E) If any other please specify

24. What mechanisms are the colleges using to obtain timely and adequate labor market information?

- A) Tracer studies B) need assessment C) labor market monitoring
 D) All of the above mechanisms E) no mechanism is using

25. Rank the following factors that affect the provision timely and adequate labor market information (1st stands for the most important factor where as 4th stands for the least important factor)

	Factors	1	2	3	4
A	Shortage of competent manpower				
B	Lack of adequate budget				
C	Lack of commitment of the concerned body				
D	Lack of awareness				

26. To improve the labor market information system in the college what measures ought to be taken? (Indicate the measures by ranking order 1st, 2nd, 3rd, 4th, 5th) assuming that 1st stands for the first measure and 5th the last measure.

	measures	1	2	3	4	5
A	Assigning competent expert					
B	Allocating adequate budget					
C	Providing adequate facilities					
D	Awarding the concerned body					
E	Strengthen the relationship between employers and training college					

27. If TVET graduates are not employed, what do you think the major reasons (indicate the rank of each 1st 2nd 3rd 4th) assuming that 1st stands for the major reason and 4th stands for the least reason

	reasons	1	2	3	4
A	Lack of skill and knowledge from the part of the graduate				
B	Lack of graduate interest to be self-employed other than government organization				
C	Lack of possible information where there are vacancies related to their career				
D	Lack of confidence of employers about skill and knowledge of graduates				

28. Which of the following activities arranged by your college for trainees? (Indicate the rank of each 1st 2nd 3rd 4th) assuming that 1st stands for most frequently arrange and 4th stands for the least/No arranged

	activities	1	2	3	4
A	Orientation talk				
B	Career talk from experienced persons actual in the job				
C	Career conference of persons from industries				

D	Industrial tours/ visits				
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Part four: factors related to relation ship between TVET colleges and stakeholders

29. How do you rate the participation of stakeholders and that of employers in particular in planning the training system in your college?

- A) High B) Moderate C) Low D) no participation

30. What are the constraints that affect the relationship of training colleges and employers? Indicate your answer in ranking order 1st 2nd 3rd 4th and 5th) assuming that 1st stands for the most affecting constraint and 5th stands for the least constraint

	constraints	1	2	3	4	5
A	Lack of awareness of employers					
B	Employers are not represented adequately in the government bodies of TVET colleges					
C	Lack of commitment of employers					
D	The training being provided not suit with the employers' interest					
E	Adequate number of employers are not available locally					

31. The harmony of the training being offered and the demand of the labor market in your college A) High B) Moderate C) Low D) not in harmony

32. What are the major factors made the training plan and the demand of the labor market in harmony?

- A) Improper planning _____ B) lack of adequate and reliable data _____
 C) Lack of frequent evaluation and revision of curriculum content _____ D) All _____

33. Is there career guidance office convenient to execute the career guidance objective?
 A. yes B. No

48. In your college what are the major problems that have hindered the implementation of career guidance and employment labor market information service?

49. What has your college developed to overcome these problems?

50. What do you suggest to improve the career guidance and employment labor market information services in your college?

12. Is there any career corner/place to display occupational information in the college library or other location? a) Yes b) No
13. If the answer for question No. 20 is 'yes' the corner is a) a room b) corridors c) portion of library d) other, specify _____.
14. Which of the following materials are being displayed in the career corner of your college? (you can give more than one answer)
 a) Booklets about occupation b) Pamphlets about occupation
 c) Charts about occupation d) Photographs of industries
 e) Advertisements of job in the form of paper cutting
 Others, if any specify _____
15. Is there sufficient resources allocated to your department in the form of budget to achieve the objectives of career guidance? a) Yes b) No
16. Is there firm relationship between guidance office and trainees in relation to information exchange? a) Yes b) No
17. Is the training program in your college demand oriented?
 a) Yes b) No
18. Do you believe that the skills and knowledge that students have acquired in this college enable them to get employed in the job market? a) Yes b) No
19. If your response for question number 28 is 'yes' how did you know? (You can give more than one answer)
 a. Asking graduates who are working in different firms
 b. Through the feedback from employers
 c. Based on research findings
 d. Through other means specify _____

35. If TVET graduates are not employed, what do you think the major reasons (indicate the rank of each 1st 2nd 3rd 4th) assuming that 1st stands for the major reason and 4th stands for the least reason

reasons	1	2	3	4
A Lack of skill and knowledge from the part of the graduate				
B Lack of graduate interest to be self-employed other than government organization				
C Lack of possible information where there are vacancies related to their career				
D Lack of confidence of employers about skill and knowledge of graduates				

36. What mechanisms are the colleges using to obtain timely and adequate labor market information?

- A) Tracer studies B) need assessment C) labor market monitoring
 D) All of the above mechanisms E) no mechanism is using

37. Do you believe that the skills and knowledge that trainees have got in this college enable them to get employed in the job market? A) Yes B) No

38. How do you rate the participation of stakeholders and that of employers in particular in planning the training system in your college?

- A) High B) Moderate C) Low D) no participation

39. What are the constraints that affect the relationship of training colleges and employers? Indicate your answer in ranking order 1st 2nd 3rd 4th and 5th) assuming that 1st stands for the most affecting constraint and 5th stands for the least constraint

	constraints	1	2	3	4	5
A	Lack of awareness of employers					
B	Employers are not represented adequately in the government bodies of TVET colleges					
C	Lack of commitment of employers					
D	The training being provided not suit with the employers' interest					
E	Adequate number of employers are not available locally					

40. Which of the following factors that affect the provision of career guidance and labor market information service in the college?

a) Lack of qualified man power b) lack of budget c) lack of commitment to the concerned body

41. To improve the labor market information system in the college what measures ought to be taken? (Indicate the measures by ranking order 1st, 2nd, 3rd, 4th, 5th) assuming that 1st stands for the first measure and 5th the last measure.

	measures	1	2	3	4	5
A	Assigning competent expert					
B	Allocating adequate budget					
C	Providing adequate facilities					
D	Awarding the concerned body					
E	Strengthen the relationship between employers and training college					

42. What are the major factors made the training plan and the demand of the labor market in harmony?

A) Improper planning _____ B) lack of adequate and reliable data _____
 C) Lack of frequent evaluation and revision of curriculum content _____ D) All _____

56. In your college what are the major problems that hindered the implementation of career guidance and employment labor market information service?

57. What are the major strategies used in your college to overcome these problems?

58. What you suggest to improve the career guidance and employment labor market information services in your college?

Appendix-C: questionnaire-3

Addis Ababa University

School of graduate

Department of business education

Questionnaire to be filled by Deans and deputy deans in TVET colleges

Introduction: The purpose of this questionnaire is to collect basic idea for the study on the assessment of career guidance and employment labor market information service provided by TVET colleges in Addis Ababa. Your cooperation in offering relevant and honest information is highly important for the success of the study. Please, be sincere, frank and accurate as much as possible in responding to each item.

Please, Note that

- No need of writing your name
- Where alternative answers are given, please , circle the most appropriate answer
- In answering the open ended questions please give your answer brief and to the point as much as you can.

Thank you in advance for taking time to complete this questionnaire

Part one: personal data

1. Name of the TVET colleges _____
2. Sex of the respondents A) male B) female
1. Age of the respondents A) 20-30 B) 31-40 C) above 40
2. qualification A) diploma B) BSC C) MA/MSc
3. your area of specialization _____
4. Total year of experience _____

Part two: Questions related to the implementation of career guidance and employment labor market information service

5. How many instructors does your college have currently? _____
A. Male _____ B. Female _____
- 5.1. Number of instructors in business department: _____
A) Male _____ B) Female _____
- 5.2. Number of instructors In construction Department: _____
A) Male _____ B) Female _____
- 5.3. Number of instructors in industrial _____
A) Male _____ B) Female _____
6. How many Trainees does your college have currently? _____
A. Male _____ B. Female _____
- 6.1. Number of Trainees in Business Department: _____
A) Male _____ B) Female _____
- 6.2. Number of Trainees in Construction Department: _____
A) Male _____ B) Female _____
- 6.3. Number of Trainees in Industrial Department: _____
A) Male _____ B) Female _____
7. How many guidance officers does your college have currently? _____
A. Male _____ B. Female _____

8. Do you think the numbers of guidance officers are enough to accomplish their task when you compare with number of trainees?
 A. Yes B. No
9. How many departments does your college have currently? _____
10. Do you think all the departments are opened according to the local labor market?
 A. Yes B. No
11. Is there career guidance and employment labor market information service in your college?
 A) Yes B) No
12. Do you believe that the guidance officers in your college are competent enough to give career guidance and labor market information service?
 A) Yes B) No
13. Is there career guidance committee in the college? a) Yes b) No
14. If your answer for question number 13 is 'yes' who were the members of the committee? (you can give more than one answer)
 a) Dean b) Deputy Deans
 c) Trainers d) Vocational counselor
 e) Department heads f) Trainees representative
 g) Employers representative h) If any other Specify other _____
15. Do the trainees are getting adequate and timely career guidance and labor market information service A) yes B) No
16. If your answer is "No" For question number 15 what was the problem?
 A) Lack of qualified manpower B) lack of budget to accomplish career guidance
 C) if any other please specify _____
17. If you're your answer is "yes" for question Number 15 by whom is career guidance service offered in your college?
 A) By career guidance officers B) by Trainers (department heads)
 C) By college Deans D) by community representatives
 E) If any other please specify _____
18. How do you rate the participation of stakeholders and that of employers in particular in planning the training system in your college?
 A) High B) Moderate C) Low D) no participation
19. What are the constraints that affect the relationship of training colleges and employers? Indicate your answer in ranking order 1st 2nd 3rd 4th and 5th) assuming that 1st stands for the most affecting constraint and 5th stands for the least constraint

	constraints	1	2	3	4	5
A	Lack of awareness of employers					
B	Employers are not represented adequately in the government bodies of TVET colleges					
C	Lack of commitment of employers					
D	The training being provided not suit with the employers' interest					
E	Adequate number of employers are not available locally					

7. Is there sufficient resources allocated to career guidance department in the form of budget to achieve the objectives of career guidance? a) Yes b) No
21. Is there firm relationship between guidance office and trainees in relation to information exchange? a) Yes b) No
22. Do you believe that the skills and knowledge that students have acquired in this college enable them to get employed in the job market? a) Yes b) No
23. If your response for question number 24 is 'yes' how did you know? (You can give more than one answer)
- Asking graduates who are working in different firms
 - Through the feedback from employers
 - Based on research findings
 - Through other means specify _____

26. If TVET graduates are not employed, what do you think the major reasons (indicate the rank of each 1st 2nd 3rd 4th) assuming that 1st stands for the major reason and 4th stands for the least reason

	reasons	1	2	3	4
A	Lack of skill and knowledge from the part of the graduate				
B	Lack of graduate interest to be self-employed other than government organization				
C	Lack of possible information where there are vacancies related to their career				
D	Lack of confidence of employers about skill and knowledge of graduates				

20. Is there any career corner/place to display occupational information in the college library or other location? a) Yes b) No

28. Which of the following activities arranged by your college for trainees? (Indicate the rank of each 1st 2nd 3rd 4th) assuming that 1st stands for most frequently arrange and 4th stands for the least/No arranged

	activities	1	2	3	4
A	Orientation talk				
B	Career talk from experienced persons actual in the job				
C	Career conference of persons from industries				
D	Industrial tours/ visits				

29. Do you think that the trainees are getting service in connection with their career from guidance officers? A) Yes B) No

30. If your answer for number 28 is "no" what is the problem? Please specify

31. What mechanisms are the colleges using to obtain timely and adequate labor market information?

A) Tracer studies B) need assessment C) labor market monitoring
 D) All of the above mechanisms E) no mechanism is using

32. Rank the following factors that affect the provision timely and adequate labor market information (1st stands for the most important factor where as 4th stands for the least important factor)

	Factors	1	2	3	4
A	Shortage of competent manpower				
B	Lack of adequate budget				
C	Lack of commitment of the concerned body				
D	Lack of awareness				

33. To improve the labor market information system in the college what measures ought to be taken? (Indicate the measures by ranking order 1st 2nd 3rd 4th 5th) assuming that 1st stands for the first measure and 5th the last measure.

	measures	1	2	3	4	5
A	Assigning competent expert					
B	Allocating adequate budget					
C	Providing adequate facilities					
D	Awarding the concerned body					
E	Strengthen the relationship between employers and training college					

34. If TVET graduates are not employed, what do you think the major reasons (indicate the rank of each 1st 2nd 3rd 4th) assuming that 1st stands for the major reason and 4th stands for the least reason

	reasons	1	2	3	4
A	Lack of skill and knowledge from the part of the graduate				
B	Lack of graduate interest to be self-employed other than government organization				
C	Lack of possible information where there are vacancies related to their career				
D	Lack of confidence of employers about skill and knowledge of graduates				

35. Which of the following activities arranged by your college for trainees? (Indicate the rank of each 1st 2nd 3rd 4th) assuming that 1st stands for most frequently arrange and 4th stands for the least/No arranged

	activities	1	2	3	4
A	Orientation talk				
B	Career talk from experienced persons actual in the job				
C	Career conference of persons from industries				
D	Industrial tours/ visits				

36. How often is the college assessing the labor market demand to adjust the training program being offered in your college with the changing local labor market demand?

- A. Annually B. every five year C. not assessed at all
 D. if there are other please specify
-

37. What are the major factors that negatively affect need assessment activities in your college give your answer in ranking order 1st 2nd 3rd
 A. shortage of competent man power
 B. lack of adequate budget
 C. Lack of adequate facilities
 D. If any other, please specify

38. Do you believe that the skills and knowledge that trainees have got in this college enable them to get employed in the job market? A) Yes B) No

41. Is the college where you work now trying to reform the training system according to the labor market demand?
 A) Yes B) No

39. To improve the labor market information system in the college what measures ought to be taken? (Indicate the measures by ranking order 1st, 2nd, 3rd, 4th, 5th) assuming that 1st stands for the first measure and 5th the last measure.

	measures	1	2	3	4	5
A	Assigning competent expert					
B	Allocating adequate budget					
C	Providing adequate facilities					
D	Awarding the concerned body					
E	Strengthen the relationship between employers and training college					

40. What are the major factors made the training plan and the demand of the labor market in harmony?
 A) Improper planning _____ B) lack of adequate and reliable data _____
 C) Lack of frequent evaluation and revision of curriculum content _____ D) All _____

57. In your college what are the major problems that hindered the implementation of career guidance and employment labor market information service?

58. What are the major strategies used in your college to overcome these problems?

59. What you suggest to improve the career guidance and employment labor market information services in your college?

Appendix -D: questionnaire-4
Addis Ababa University
School of graduate
Department of business education
Questionnaire to be filled by Trainees in TVET colleges

Introduction: The purpose of this questionnaire is to collect basic idea for the study on the assessment of career guidance and employment labor market information service provided by TVET colleges in Addis Ababa. Your cooperation in offering relevant and honest information is highly important for the success of the study. Please, be sincere, frank and accurate as much as possible in responding to each item.

Please, Note that

- No need of writing your name
- Where alternative answers are given, please , circle the most appropriate answer
- In answering the open ended questions please give your answer brief and to the point as much as you can.

Thank you in advance for taking time to complete this questionnaire

Part one: personal data

15. Name of the TVET colleges _____
2. Sex of the respondents A) male B) female
3. Age of the respondents A) 16-20 B) 21-24 C) 25-29 D) 30 and above
4. Field of study _____

Part two: Questions related to the implementation of career guidance and employment labor market information service

5. Were you given a necessary employment labor market information service in order to decide your major field of study? A) Yes B) No
6. Do you think it is necessary for college trainees like you to be provided with relevant career information (guidance) before selecting their major field of study?
A) Yes B) No
7. Are you studying your major field according to your preference (Choice)?
A) Yes B) No
8. Is there career guidance and employment labor market information service in your college? A) Yes B) No
9. Do you believe that the guidance officers in your college are competent enough to give career guidance and labor market information service? A) Yes B) No
10. How many number of guidance officers are there in your college?
A) 1 B) 2 C) 3) D) 4 and above
11. Do you think the numbers of guidance officers are enough to accomplish their task when you compare with the number of trainees?
A) Yes B) No
12. Do you get adequate and timely career guidance and labor market information service in the college? A) yes B) No
13. If your answer is "No" For question number 12 what do you think the problem?
A) Lack of qualified manpower B) lack of budget to accomplish career guidance

C) Lack of commitment of the concerned body

14. If your answer is "yes" for question Number 12 by whom is career guidance service offered in your college?

- A) By career guidance officers B) by Trainers (department heads)
 C) By college Deans D) by community representatives

15. Is there firm relationship between guidance office and trainees in relation to information exchange? a) Yes b) No

16. Do you believe that the skills and knowledge that students have acquired in this college enable them to get employed in the job market? a) Yes b) No

17. If your response for question number 16 is 'yes' how did you know? (You can give more than one answer)

- a. Asking graduates who are working in different firms
 b. Through the feedback from employers
 c. Based on research findings
 d. Through other means specify _____

18. Have you getting service in connection with your career from career guidance officers in the college? A) Yes B) No

19. Is there corner/Places to display career information in the college?

- A) Yes B) No

20. If you answer for question number "19" is yes, the materials displayed are (you can give more than one answer?)

- A) Booklet of occupational information B) Photograph of industries
 C) Charts of occupational information D) Pamphlets of career information

21. Rank the following factors that affect the provision timely and adequate labor market information (1st stands for the most important factor where as 4th stands for the least important factor)

	Factors	1	2	3	4
A	Shortage of competent manpower				
B	Lack of adequate budget				
C	Lack of commitment of the concerned body				
D	Lack of awareness				

22. To improve the labor market information system in the college what measures ought to be taken? (Indicate the measures by ranking order 1st 2nd 3rd 4th 5th) assuming that 1st stands for the first measure and 5th the last measure.

	measures	1	2	3	4	5
A	Assigning competent expert					
B	Allocating adequate budget					
C	Providing adequate facilities					
D	Awarding the concerned body					
E	Strengthen the relationship between employers and training college					

23. If TVET graduates are not employed, what do you think the major reasons (indicate the rank of each 1st 2nd 3rd 4th) assuming that 1st stands for the major reason and 4th stands for the least reason

	reasons	1	2	3	4
A	Lack of skill and knowledge from the part of the graduate				
B	Lack of graduate interest to be self-employed other than government organization				
C	Lack of possible information where there are vacancies related to their career				
D	Lack of confidence of employers about skill and knowledge of graduates				

24. Which of the following activities arranged by your college for trainees? (Indicate the rank of each 1st 2nd 3rd 4th) assuming that 1st stands for most frequently arrange and 4th stands for the least/No arranged

	activities	1	2	3	4
A	Orientation talk				
B	Career talk from experienced persons actual in the job				
C	Career conference of persons from industries				
D	Industrial tours/ visits				

APPENDIX - E: INTERVIEW SCHEDULE

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUAT STUDIES

FACULTY OF EDUCATION

INTERVIEW GUIDE SET FOR ADDIS ABABA EDUCATIONAL BUREAU

EXPERTS (AAEBTE 1 &AAEBTE 2)

I. General information about the interviewees

1. Interviewer: _____
2. Interviewee: _____
3. Place of interview: _____
4. date of interview: April 18, 2007
- 5 Name of the interviewee: _____
6. Sex: Male: _____ Female: _____

II. Interview guide

1. Do you think adequate guidance officers placed in the TVET colleges? (both in quantity and quality)
2. Do you believe the guidance officers competent enough to accomplish the task of career guidance and employment labor market information?
3. What do you suggest to the TVET colleges to use timely and adequate employment labor market information service?
4. Can you mention the problems that influence the implementation of career guidance and employment labor market information service?
5. To what extent TVET colleges make relationship with stakeholders in general and employers in particular?
6. What do you suggest to improve the career guidance and employment labor market information service in TVET colleges?

Declaration

This thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for them has been dully acknowledged.

Name Kindu Oumer


Signature 

Place Addis Ababa

Date of submission 27/09/2007

This thesis has been submitted to for examination under my approval as University advisor

Name Dr. Dessu Wirtu

Signature 

Date 27.09.2007