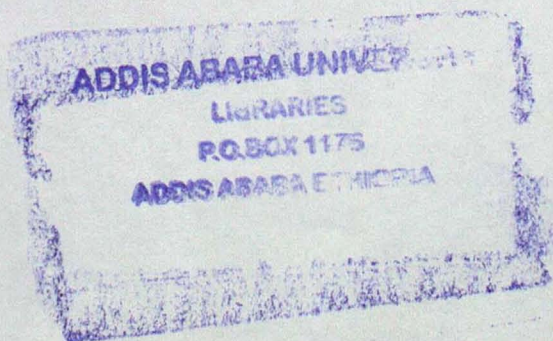


**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION  
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THE LABOUR MARKET  
(The case of Woliso TVET College)**

**ALI MOHAMMED**

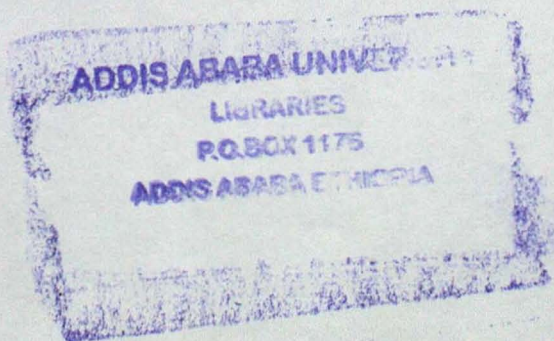


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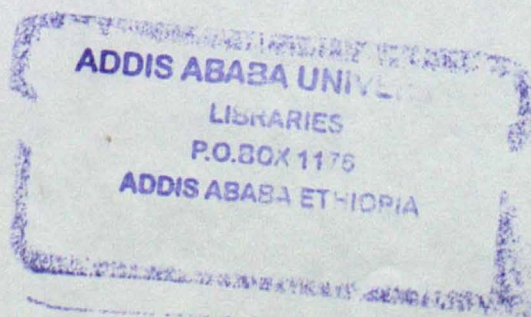
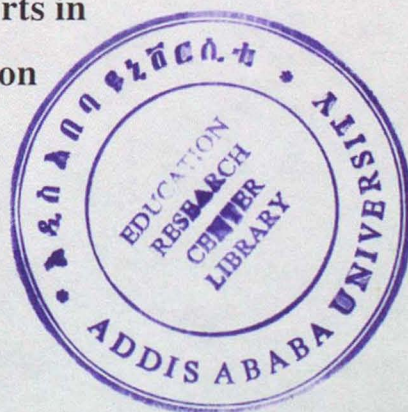
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A Thesis submitted to the Graduate school of Addis Ababa University  
in partial fulfillment of the requirements  
of the degree of Master of Arts in  
Curriculum and instruction

By Ali Mohammed



July 2007

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## ABSTRACT

The main purpose of this study was to examine the current practice and to investigate the future expectation, tasks and responsibilities of the vocational guidance and counseling unit by taking Woliso Technical and Vocational Education and Training College as a particular case. In order to conduct the study, qualitative research approach was used. This included the use of interviewees, discussions, observations and non-reactive methods of document reviewing as data collection strategies. Samples included were twenty two representing the vocational guidance and counseling officer, Dean, V/Dean, Student Dean, department heads, trainers, representatives of employing organization and trainees in the college. The collected data analyzed verbally by constructing a descriptive paragraph stressing on inductive method, and provided that, emphasis was given to the purpose of the study, the number of individuals involved, the research settings and the time spent during the analysis.

When the actual performance of the vocational guidance and counseling unit of Woliso TVET College is seen in relation to the expected tasks, responsibilities and roles, it is lagging behind. The findings of the investigation indicate that the programme of the unit is not as expected, except attempts made for the routine task of the unit that is emphasis given to apprenticeship program and record keeping. From the findings, the very focus of the unit that is to create complementary cooperation between training and employment had missed or got less emphasis or it was not as it was expected to be. To address cooperation between the unit and the employing organization, there has to be a planned and programmed commitment of the unit to take the initiative to motivate the manufacturing and service rendering organizations. Consolidated through exhibitions, workshops and panel discussions those illustrate the training and trainees profile.

In addition, there has to be regular communication net work between the unit and the focus group both with in and outside the school to share information with regard training need and the labour market assessment. Since the regional government is the leading and responsible body of the sector, it is advisable to formulate compensatory directives that encourage employing organizations to take part in the situation and to allocate appropriate budget to effect the tasks and responsibilities of the unit.

## ACCRONYMS

<b>TVET:-</b>	<b>Technical and Vocational Education and Training</b>
<b>VGC:-</b>	<b>Vocational Guidance and Counseling</b>
<b>MoE:-</b>	<b>Ministry of Education.</b>
<b>ETP:-</b>	<b>Education and Training policy</b>
<b>VTT:-</b>	<b>Vocational and Technical Training</b>
<b>GTZ:-</b>	<b>German Technical Cooperation.</b>
<b>GO:-</b>	<b>Government Organization</b>
<b>NGO:-</b>	<b>Non Governmental organization</b>
<b>WTVETC:-</b>	<b>Woliso Technical and vocational training College</b>
<b>E.C:-</b>	<b>Ethiopian Calander</b>
<b>USSR:-</b>	<b>Union of the Soviet Socialist Republic</b>

## Table of contents

Acknowledgement .....	i
Abstract .....	ii
Acronyms .....	iii
Table of contents .....	iv

### Chapter I

#### The problem and its approach

1.1 Bbackground of the study .....	1
1.2 Statement of the problem .....	6
1.3 Purpose of the study .....	7
1.4 Research question .....	7
1.5 Significance of the study .....	8
1.6 Delimitation of the study .....	9
1.7 Limitation of the study .....	9
1.8 Organization of the study .....	9

### Chapter II

#### Review of Related Literature ..... 10 |

2.1 Background of Technical and Vocational Education and Training .....	10
2.1.1. The concept and Development of TVET .....	10
2.1.2. Purposes and Merits of TVET .....	12
2.1.3. TVET and the labour market /Career Opportunity/ .....	13
2.1.4. An over view of TVET in Ethiopia .....	15
2.1.4.1. General background .....	15
2.1.4.2. TVET in Ethiopia before 1991 .....	16
2.1.4.3. TVET in Ethiopia after 1991 .....	18

<b>2.2. Vocational Guidance and Counseling</b> .....	19
2.2.1. <b>Career Vocational Guidance and Counseling</b> .....	19
2.2.2. <b>The concepts of Vocational Guidance and Counseling</b> .....	20
2.2.3. <b>Needs, Principles and purposes of VGC</b> .....	21
2.2.4. <b>Areas of VGC service</b> .....	22
2.2.4.1. Pupil Inventory or appraisal services .....	23
2.2.4.2. Information Services .....	24
2.2.4.3. Organization and implementation of counseling service .....	26
2.2.4.4. Placement services .....	27
2.2.4.5. The follow up services /purpose, principles and procedures. ...	30
2.2.5. <b>The Role and Functions of the counselor</b> .....	31
2.2.6. <b>The Roles of the Stakeholders</b> .....	33
2.2.7. <b>Physical facilities and budgetary considerations of the vocational Guidance and counseling unit.</b> .....	34

### **Chapter III**

<b>Research Design and Methodology</b> .....	35
3.1. <b>Research Design</b> .....	35
3.2. <b>Researcher's role</b> .....	36
3.3. <b>General context of the point under study (VGC unit)</b> .....	36
3.4. <b>Research Setting</b> .....	37
3.5 <b>Rational for selecting the research setting</b> .....	38
3.6. <b>Population and sampling</b> .....	39
3.7. <b>Data collection tools and procedures</b> .....	39
3.8. <b>Data analysis Techniques</b> .....	41
3.9. <b>Standards of quality and verification</b> .....	42

<b>Chapter IV Data Presentation and Analysis .....</b>	<b>44</b>
4.1. Awareness Issues .....	44
4.1.1 Perception about task and responsibilities of vocational guidance and Counseling .....	45
4.1.2 Consultative Placement and Training .....	49
4.1.3 Power of the authority to make and to execute decisions .....	51
4.2. Partnership and communication trend .....	53
4.2.1. Expected but limited linkage .....	53
4.2.2. Achieving the Target .....	57
4.3. Support system issues .....	59
4.3.1. Attainment of responsibility .....	59
4.3.2. Support needed .....	61
<b>Chapter V Summary-Conclusions and Implications .....</b>	<b>63</b>
5.1 Summary .....	63
5.2 Conclusions .....	65
5.3 Implication .....	66
<b>Bibliography: .....</b>	<b>78</b>
<b>APPENDICES (A-E) .....</b>	<b>72</b>

# CHAPTER ONE

## THE PROBLEM AND ITS APPROACH

### 1.1 BACKGROUND OF THE STUDY

It is argued that organized education is the greatest social innovation of all time. Contemporary civilization in a real sense is partly dependant upon organized education, and it is evident that education makes of both the individual and society something, which they other wise would not become.

Excellence in the program of any social institution reflects the quality of a program planning and implementation. Education is not exceptional. The quality of planned education, the curriculum and its delivery depends on its ability to serve the needs and interests of individuals as well as societal demands. As much as the school is a social agency, for the induction of the youth into the life of the society and the preparation of its culture, the curriculum reflects the values, ideals and purposes of the society (Saylor and Alexander, 1966:85).

Curriculum is of "double aspects" which is distinguished as Uniform and Diversified or general and special or academic and vocational. According to the economic, social and political situation, a nation can adopt the uniform or diversified curriculum at a time or both parallel in education system. In our case, secondary education is of four years duration consisting of two years of general education of the first cycle and the second cycle of secondary education; Each of the two years duration is preparation either for further education or it is a time of training of skills for the world of work, through technical and vocational education and training program.

Vocational education in a relative explanation is part of modern development that emerged as a result of advancement of industries in Europe. (Zxwiece, 1993:414).The flourishing industries here and there in Europe necessitated the need for semi-trained and skilled labour forces.

This came to be practical first, not in training institutions, but in manufacturing centers. Because, as it was stated by Laugo (1993:34), providing training practically in manufacturing industries are cost minimizing and more effective than the vocational school.

The very focus of any vocational education is to create integration between mental and hands of the learner, which will capacitate the trainee in an individual base and to ensure the training of skilled labour force for the growing societal and economic services. Thus, as cited by Clerk et. al,(1965) in Mekonnen (2004:18), Evans (1979:9) the fundamental objective of technical and vocational education is preparing trainees to work in specific occupation or it is meeting the manpower need of the society.

In the same condition in Ethiopia, where industrial and agricultural production is growing, the application of science and technology opens up diverse fields of activity. Commerce and trade and a large variety of public services are expanding rapidly, there must be an adequate supply of personnel for the higher administrative and professional levels. Thus, efforts have been made by MOE to design and implement new technical and vocational education and training system since 1994 E.C. The objectives of Middle level technical and vocational education and training in Ethiopia, as stated in the ETP (1994:25) are to:

1. create middle level clerical and/or technical work force in various fields;
1. develop the problem solving capacity of trainee's by providing them adequate knowledge and skill.;
2. enable trainee's to utilize resources wisely and economically for the benefit of individuals and the society.;
3. bring up trainees who are self confident to take up business risks by establishing their own business related to their skills;
4. enable trainee's to work in an individual or co-operative basis with groups of people in their skills.

However, in order to accomplish the goal of technical and vocational education and training, it is quite demanding to create a strong and ever lasting link between the training institutions and employing organizations and trade unions. This is possible by vocational guidance and counseling unit which concerns on processes aimed at "discovering and

developing of clients abilities to cope with problems he/she comes across during his/her life". Enabling individuals self confident of their skills and making themselves employing professional as well requires to provide counseling services related to the occupation and skills they have through vocational counseling practices, that is critically important but not yet well developed.

Today, the great majority of training centers do not have a strong unit in charge of relations with enterprises, within the establishments. The establishments are not well staffed, better equipped and not functioning as expected. Such a mechanism would have a function of registering of data concerning the local enterprises, their activities, and if possible their needs, targeting continuing training, provision of labour market assistance to graduates and then follow up and capacitating was the major task of the unit.

Developing human potential for better performance in the world of work is the significant role that any education and training system need to address. According to Brotz in Wana (1992:42) "schools are charged by the society to provide young people with experience that will help them make crucial decisions throughout their life". Preparing the young for the world of work is not only benefiting those who are in process, but, it provides courage and motivates students at lower grade level. This is possible if there is linkage between training institute and the labor market. In support of this, Tickahar ( 1970:36) stated it that if any effective information exchange is taking place between the training institution and the labour market, of no problem will arise with regard to employment, and the trainees themselves determine what to study.

Best training for some one is not the best training for all. Each individual is different and should have the benefit of education and training program that fit to his/her capacity and to develop full potential. However, for most of them, the training field they involved in is of little interest. It is demanding to make the training curriculum meaningful for the trainee and, beneficial for the individual and the society by it requires to raise a question whether the current forms of technical and vocational education and training are equal to the demands of the changing world of work. (Corson, 1991:98).

Obviously many of the assumptions, underlying the existing structure of technical and vocational education and training need to be re-examined in light of the relationship between man, his work and his training. To this effect, training institutions as the first and primary target groups are supposed to handle both the training and provision of information relating to job and employment related matters.

Technical and Vocational Education and Training is seen as major task and response of schools, to dual problem that are the need of business and the drop out rate of out of school society and, as well, as it is mentioned by Jack et.al (1993:150) "Many parents want schools to give their children skills that makes them employable". Thus, practically it is the vocational guidance and counseling unit in the training institutions, which is responsible to hold up and execute what is mentioned. The real working tasks should also be shared by the employing organization and the TVET centers. Training institutions are places where huge investment is spent upon, hoping that trainees will serve in scaling up economic development. However, the realities are opposite to this. Rather as it was stated by Derebssa (1997:9) "In some developing countries ...schools train students for the wrong kind of jobs and created a skilled work force Inappropriate to the demands of the developing countries."

According to Mc Daniel and Shafter (1956), in Amare (2004:20-22), and Ali, (2005:23) the remarkable job of a counselor in the training institute is to assist trainees to plan their education and vocational future. Vocational guidance and counselor is expected to provide trainees timely and accurate information about the world of work and assist them towards a better understanding of his/her self. Students require vocational guidance and counseling to change profession or to enter to vocations for which their institute is offering. In situations where technical and vocational education is developing, appreciation of skills, positive change in work habits and development in self or group employment is a target other than expecting jobs from government offerings.

This is however, possible if the vocational guidance and counseling unit has considerable relationship with the trainee, employing organization and trade unions. In support of this, Hamblin, (1983:7-8) and Conger, (nd 3-5) indicated that the focus of the vocational

guidance and counseling unit as careers guidance, the issue of unemployment and source of competencies, include:

- the development of satisfying life style ideas about the nature of success;
- the skills of a job search and interview techniques;
- the development of peer support groups, and the use of local agencies and facilities during a period of unemployment;.
- the skills of successful adjustment in first job;
- stimulation of initiative and the skills of creating one job;
- to know and appreciate themselves and relate effectively with others and
- develop appropriate educational plan and explore career alternatives.

To sum up, it is an accepted fact that technical and vocational education and training in any society should as much as possible geared towards the job available currently and in the near future. To create conducive training environment for training institutions, self confidence for trainees and relevant labour force for employing organizations, the vocational guidance and counseling unit is a unit in charge which is responsible to do so. However, the vocational guidance and counseling unit made little use of the service of linkage, public employment services and job counseling agencies that could have aided the trainees in finding the work (Robert, 1975:123).

In Ethiopia, as in other developing countries, training and employment are too far apart (Abdulahi, 1971:11). Information on the content of vocational courses, examination of the curriculum, visits to the training institutes and questioning employers on their needs so as to equip graduates for skilled occupations and to improve their employability is some of the tasks that the vocational guidance and counseling unit is supposed to address. However, it is a missing link between the TVET and the labour market. Thus, having this in mind, the researcher is initiated to conduct a research on the practice of vocational guidance and counseling unit in one of TVET college in Oromia Region (Wolliso TVET college) hoping that the link between training institutions and employing organizations effected through the medium of vocational guidance and counseling unit.

## 1.2 Statement Of The Problem

The rate of unemployment has continued to increase with the rapid expansion of educational and training facilities. The maladjustment between the supply and demand of trained persons is likely to assume unmanageable proportions unless effective steps are taken from now onwards. It is therefore the vocational guidance and counseling unit that serves as a change agent and a linking unit between training institutions and employing organizations and trade unions.

However, research work on the unit is still scarce. From the literature examined and insights developed from personal experience as principal and vocational guidance and counselor, though conducting need assessment, building partnership with employing organizations, creating a shared vision and common direction of the training and preparing trainees for new job responsibilities are some of the priority area of VGC unit, little is known about it and even the known ones are not yet better executed.

Providing training which do not fit to the trainees interest and the labour market demand, do not guarantee a labour force that benefit both the individual and the employing organization, unless continuing and mutual cooperation is there between training institutions and employing organizations through vocational guidance and counseling unit. As stated by Robert (1975:111) unemployment of vocational training graduates in the case of Malaysia is the result of employer's dissatisfaction with the quality of vocational training. In our case, the relationship that exists between training institute and employing organization, concerning the quality of training, trainees profile, career opportunity and partnership is not as such promising. Thus, the researcher selected Woliso TVET College, Because:

- The problem of partnership between training institute and employing organization is the problem there.
- The institute is one of the college of TVET among three in Oromia Region, having proximity to the center and an area where there are a number of both private and government manufacturing and service providing industries, furthermore it will serve as a fertile ground for partner ship between the college and the manufacturing industries.

- Thus, the study will help to come up with the experience expectations, tasks and problems of the vocational guidance and counseling unit and the vocational guidance and counselor in Woliso TVET college of South West Shoa zone, Oromia Region.

### **1.3 Purpose of The Study**

The general objective of this study is to examine the present situation and the future expectation, tasks and responsibilities of the vocational guidance and counseling unit in Woliso TVET College. More specifically, the objectives are to:

1. assess the practice of the vocational guidance and counseling services exercised in Woliso TVET College;
2. explore the nature of partnership and communication between the college VGC unit and the employing organizations;
3. identify expectations regarding vocational guidance and counseling services;
4. address problem areas that hinder VGC unit services;
5. identify the prevailing support system to the VGC unit;and
6. come up with institutional and personal experience and practical implications.

### **1.4. Research Questions**

Nowadays, the prevailing economic situation necessitated the vocational guidance and counseling task to pay more attention to the social and psychological problem of adjustments of individuals to job, (Hamblin 1983:67). This is possible as a result of strong tie between training institutions and employing organizations. Moreover, Atchoarena and Paul (2002:25)wrote that it is quite difficult to say a lot about the quality of training and the number of employed graduates involved in government or self employment. As a result, the following research questions will help to explore the research focus.

1. What are the major tasks and responsibilities of the VGC unit in TVET Institutes?
2. How do the VGC practices enabling trainees to have the required skills?
3. How the VGC unit involves in the responsibility and task they have in relation to the training curriculum and the labour market survey? How?

4. How do the VGC units communicate and create partnership with in the institution and the employing organizations.
5. What are the major problems that impede VGC services in TVET? Institute? How?

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

In the Ethiopian context, taking part in the apprenticeship program which is one of the responsibilities of vocational guidance and counseling is a prerequisite to complete the middle level technical and vocational education and training. It is conducted in productive and service providing organizations after the trainees completed the corresponding training package. This is, however; truly possible, if there is continuing and promising collaboration between institutes, trainees and employing organizations for mutual benefit.

Consequently, creating sustainable information source and partnership among concerning stake holders is the fundamental responsibility of vocational guidance and counseling unit in the TVET institutes.

Thus, in light of the above facts, the study will show

- show something basic about the very task and responsibility of VGC unit and the vocational guidance and counselor.
- indicate implication of vocational guidance and counseling in technical and vocational education and training institute,
- initiates others to raise questions about what to be added to the tasks of VGC unit.
- motivate others to conduct further research on the issue
- also give light for Vocational Guidance and Counselors to form professional association of their own that help them to develop their skills and to create close cooperation with employers and trade unions in group base.

## **1.6 Delimitation of the Study**

The study is delimited in scope in terms of area, samples and variables, so as to make it manageable. Concerning the research area, it is delimited to the vocational guidance and counseling unit and the vocational guidance and counselor of Woliso technical and vocational education and training college of South West Shoa Zone, Oromia Region, considering that the college has better access to different enterprises and huge labour market around, other than the two TVET colleges in Oromia (Asela and Nekemete TVET colleges). With regard to the research, it is supposed to consult all the concerning groups having substantial contribution as partner in vocational guidance and counseling services. Thus, in order to get holistic and adequate information, together with vocational guidance and counselor, principals, Vice principals, head teachers, trainers and trainees will be consulted. In the case of variables, the study will be practically limited to the expected practices of the vocational guidance and counselor and his/her tasks and responsibilities, since "An individual is seen as a document that provides information about the large group", (Gall Walter and Joyce 1996:608).

## **1.7. Limitations of the study**

One major limitation of this study is shortage of time to make detailed and continuous observation of the issue under study. As a qualitative research, staying more times with the study population is required. However, due to time and financial limitations, it was not possible to stay in the area for extended period of time. In addition absence of willingness to be interviewed from few individuals within and outside the college and inadequate document to be reviewed were among constraints faced in conducting the study.

### **1.7.7. ORGANIZATION OF THE STUDY**

The researcher report will be organized into five chapters. The first chapter will deal with the problem, the second chapter will covers the review of the related literature, the third chapter will indicates the methodology to be employed, the fourth chapter will present the research results and discussions and chapter five will contain the conclusion and the implication of the research. Finally, list of reference materials are indicated in bibliography and papers containing important information will be annexed in appendices.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter provides a theoretical base for the study by reviewing the literature related to technical and vocational education and training and the concept of vocational guidance and counseling. The chapter is organized into two major sections. The first section of this part looks at and gives general view of technical and vocational education and its developmental phases, while the second part deals with the concept of vocational guidance and counseling with the counselor's role and counseling necessities, as seen by different scholars and the essentiality of organization and monitoring of the vocational guidance and counseling practices.

#### **2.1 BACKGROUND OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

##### **2.1.1 THE CONCEPT AND DEVELOPMENT OF TVET**

Education is an instrument to the society to develop and meet the cultural, social and economic demands. Its being practical plays significant role to bring an all round development of a nation "Education and training is concerned with means to be employed or devised for the achievement of an end" (Adler, 1988:94). Education, in its broadest sense is a process which aims at the improvement or betterment of men in them selves and in relation to the society. The betterment and improvement of Men in their life is the result of the school curriculum which reflects, the definition of knowledge accepted in a given society. As cited by MaliamKono, (1982:4) and Jack et.al (1993:140) schools are expected to supply either technically and vocationally competent man power or knowledgeable theoretician in the society, which is however the result of the relationship between education and productivity that is dependant up on the type of training offered so as to increase productivity.

Scholars define technical and vocational education and training as form and mode of delivery of skills for trainees, which is beneficial for both the individual and the society to cope up with life changes and to address economic demands. The technically skilled and semi-professional occupations, all demands substantial amounts of post general secondary education and training. In accelerating job and upgrading process of

technology, there is a steady increase of better training of skills for entry to jobs and retention. Therefore, better education and training become a way forward for better status and identify of an individual in the society (Eblers, 1969:20 and Chakrapani, 1996:28)

Generally, scholars tend to put clear demarcation between TVET and the general education. According to Clark et.al (1965) in Mekonnen (2005:18), Eblers (1969:196), Adler (1988:96), Agarwal (1982:199) and Corson (1991:117), technical and vocational education and training is a process of preparing trainees “to work in specific occupation” which is job oriented, directed to employable skills in the world of work or labour and advancement of skills and work habits that give priority for self employment.

Though mankind has had along history of involvement in work, to respond for basic necessities, it was not as such well organized. It was a time where “the son inherited the trade after the father” (Robert, 1975:103). From prehistoric times, work has been a crucial factor in social organization. As cited by Isaacson, (1977:4) as time went on, a change in the whole system of the work force emerged as an out come of the changing relationship between Man and work.

Thus, an organized form of TVET in a relative sense is a recent phenomenon. Until the 19<sup>th</sup>c, such an education and training was delivered in manufacturing centers other than schools (Zywiece, 1993:414). With the growth of industrialization in Europe in the 19<sup>th</sup>c, several countries in Europe, notably Germany, introduced vocational education. Then, the need for technical and vocational education and training gained momentum and flourished else where in Europe and America. Following its gradual development, TVET became the agenda of all countries after the II world war, because economic development can not be achieved with out having of well trained skilled workers. Due to the social and economic development of society, the need to transmit the required skills purposefully emerged, first in the form of apprenticeship and then in the training institutions. Apprenticeship is training in the work place with its all condition. It contributes to produce most capable and competent labour force that meet the current and the future needs of the labour market (Isaacson, 1977:296).

However, as industries and commercial activities grew at a faster rate, providing training in manufacturing centers become impossible. As a result, it necessitated the provision of TVET in an organized school system separately or parallel with the general education as our case.

### **2.1.2 Purposes and Merits of TVET**

Technical and vocational education and training is training for work. "It is learning for the sake of earning" (Adier, 1988:105), which has to be done as preparation for work. "Work is a means to an end" (Corson, 1991:13) which is a purposeful activity performed by men in producing goods and services of value. Its very purpose is to train and supply skilled Man power for the labour market. Training is therefore, the transmission of both knowledge and skills which will enable the learner to engage in a certain occupation or group of occupations more successfully, which have implications for attitudes, commitments and habitual responses to certain situations Peters (1966) in Corson, (1991:41).

The purpose of technical and vocational education and training in Ethiopia is not so far different from that of the global trend. In our context, its purpose, as stated by MOE (2004:4) is "to supply individuals with required skills Knowledge and attitudes, to enable them to be a fully accepted member of society, to generate their own income and to cope up with present and future man power demands of the society." It is also seen as a means and methods of resolving the problem of unemployment to those who are in the system and the drop outs as well. Providing alternative opportunity to train in areas the trainees need, with an objective of enabling graduates trained with skills for occupation and improved employability is among the means and methods of TVET. Employment for an eligible individual is a symbol of identity and status and the state of an employment affects the perception of social statues of an individual (Chakrapani, 1996:28)

More over TVET has an opportunity of providing equitable sharing of benefits of the economic development. It will help to develop a healthy attitude amongst of trainees towards work and life and self employment, so as to balance the gap between demand and supply, through ensuring alternative route to ones interest (Agarwal, 1982:202). In addition, in a country where agriculture is the dominant economy with flourishing

industries having a limited potential to absorb graduates, it is demanding to make technical and vocational education and training focusing on agricultural economy and the rural environment. Emphasis has to be given to raising the facilities and qualities of life in rural areas through effective utilization of rural resources for the common benefits.

Thus, as mentioned by Agarwal (1982:201) technical and vocational education and training is a mode of delivery of training with the benefit of relating training to productivity, helping individual to realize his/her own potential and contribute to the whole economy, enabling individuals be a master of his own skill which ensure government, group or self employment, a shift in attitude and work habit and optimum utilization of available scarce resources.

### **2.1.3 TVET and the Labour Market/Career Opportunity**

It is now realized that the great need of the time is to divert a “single track” education of academic type in to “a double track” education to provide diversified technical and vocational courses that will prepare secondary students for life and to make the system job oriented and productive. At the same time, there are some indicators of problems with the technical and vocational education. Unemployment of technical and vocational graduates was reported, and some employers are less interested of the quality of technical and vocational preparation of the trainees (Robert, 1975:111).

In order to make TVET graduates absorbable in the labour market, it is demanding to provide high level skills and quality training which is relevant and appropriate to the labour market timely need. Of course, technical and vocational education is more expensive than the academic one “due to the higher capital cost, for specialized workshops, highly paid specialist teachers and expendable material costs (Ibid, 1975:122). However attempts should be made to make the training environment conducive for the training which guarantees competence and effectiveness.

Addressing both individual and societal needs through TVET requires to realize the balance of the training to the non stop demands of the changing world of work. Other wise it will end up in the absence of job and then in the failure of the program. Absence of job or unemployment is more than an economic problem. It is “an involuntary failure

to get in come – yielding work (Chakrapani, 1996:13) which causes poverty and often it is a result too. An ever increasing cause of youth unemployment could be therefore a matter of an issue of population explosion, change in technology and failure of the relevance and appropriateness of the education and training system (Adrian in Corson, 1991:132).

In addition, it is difficult enough for developing countries like Ethiopia to generate new jobs for the present population of working age. But, the problem of how to mobilize and absorb the energies of future generations by providing them with opportunities for productive work is growing at a rate far beyond the capacities of the countries to cope. Unless appropriate action is taken, there will be a real danger that the unsatisfied expectations of the youth graduates will have severe, political economic and social consequence.

In the past, job creation and placement have trends to concentrate up on employment in the formal and government sector (Frost, 1991: X). But, recently, it seems quite promising to use the rural potential as a source of job, keeping the drift away of peoples from rural to towns. Small business organization is also the other potential advantage to create more jobs in a shorter space of time with minimum investment in addition to the benefit it provide in terms of employment opportunity at the spot and supplying locally manufactured goods & services to the local needs (Ibid,1991:Xiii)

Finally, in order to create positive relationship between TVET and the labour market, it is quite advisable to make the training job oriented that advocate self employment as well. By and large, as stated by Wana (1992:61), Direbssa (1998:12), Tkeste (1990:80) and Robert (1975:123) for TVET to be highly related to the labour market and addressing both individual and societal demands, it has to be appropriate to the situation, relevant to the system, efficient to the trainee realizing his/her interest and be a system that re examining its program in the light of the new relationship between man, his work and his education and training. It also needs to have conducive environment, where most of the graduates of TVET have some opportunity to put what they have got from the training to practice. This in addition requires provision of additional skills for graduates, such as, training in business skills needed to produce goods, how to seek out and win orders, how

to obtain and utilize finance for working capital, how to locate markets, how to determine affordable prices, how to organize and pay for labour, including one's own and how to make a profit and what to do with it (Frost, 1991: iv).

In our case, the condition is not different from others. There is an army of unemployed TVET graduates here and there, because of mismatch between what students learn and what the environment outside the school requires. What makes the condition a paradox is that, there is also a great demand for high level quality skills. In countries like Ethiopia, the introduction and a real execution of TVET is a means to reach to what the world of work requires. The sustainability of the program in one or another way need to be integrated with growth and expansion of the world of work which is the demand of technical and vocational skills.

## **2.1.4 An Over View Of TVET In Ethiopia**

### **2.1.4.1 General Background**

Formerly, the traditional society in Ethiopia had a negative outlook towards skilled workers. Those who benefited others of their skills didn't get concern, outcaste and not allowed to own property. These attitudes persisted until the revolution of the 1974, which marked the collapse of feudalism and feudal sentiments and the flourishing of equalities among peoples of different class base. The fascist invasion in 1935 had made attempts to change the old economic and social infrastructure by establishing fascist system. They brought some technical personnel who would facilitate fascist modernization rule. Furthermore, the 1940's, practically marked the foundations of VTT institutes aimed to meet the need for middle level man power. The very objectives of establishing VTT institute

“was to prepare as quickly as possible, young men and women who could manage a modern administration system side by side with those who educated earlier, had survived the war and the years of occupation....and to train technicians for new industries for the professions, and for such services as transport and commerce, as well as officers for the armed force and police (Wagaw, 1979:50).”

The graduates of this VTT schools furnished skilled personnel for government and private enterprises, and replaced expatriates who had been the only trained technicians in

the country. 1974 on words, the new military government in the country came up with old problems and new challenges in the education sector. In order to redress the ever growing graduates' unemployment, MOE designed a plan aiming to deliver an eight years poly technical education and curriculum which will strengthen cooperation in the world of work. (Tekeste, 1990:12). However, though attempts made to provide both academic and technical and vocational education and training in the same compound in the name of 'comprehensive' secondary school, it did little to address the objectives it had promulgated at the beginning.

Thus, the period after the fall of the military regime, the transitional government gave emphasis for TVET in the new context. As it was stated in MOE (1991:8) "VTT programs have not served well the needs of employers in the past". As a result, attempts made to improve the relevance of the training to jobs that will ensure trainees employability in the labour market and the involvement of the private sector to take part as a stake holder. Generally speaking, the development of TVET sector of education in Ethiopia is still in its infancy and remained a neglected sub sector of education until recently. It is from 1991 on words, that technical and vocational education and training become the very focus and concern of the government and it marked a great stride in number, which the number of TVET institutes increased from 17 to 126 in 2001/2002 academic year (MOE, 2002:15).

Eventually, for better and clear understanding of the growth and development of TVET the preceding pages gives an idea as how TVET has been evolved in Ethiopia. For the sake of simplicity and based on a relative similarity it has, its growth and development is classified in to pre and post 1991 periods, for this thesis work.

#### **2.1.4.2 TVET in Ethiopia Before 1991**

From the very outset, the old history the nation exercised marked its civilization in all sphere. The country had remarkable advancement in building, trade, exchange, defense and administration. "There was a time back in history when Ethiopians valued the skill of people and ...the country was relatively important center of technology and arts of that time. (Telechaimant, 2002:2) But, as time went on, the old trend to words various skills the member of the society possessed begun to decline. The condition marked the

degeneration of skill and referring artisans as inferior, and marginalizing them become the order of the day. In addition, others with valuable trades like pottery, leather works, weaving and metal works were looked down. (Ibid, 2002:). Until the coming to power of Tewodros II, who was ambitious to copy European success in the field of military, industry and transport and gave recognition to various skills, crafts men were among the marginalized one.

It was during emperor Hailesillase I time that the first technical school, Addis Ababa technical school, was established in 1943 (Wagaw, 1979:60). The objectives for the establishment of technical school were to address the growing demands for skilled technicians who provide services in the whole state machinery. The Addis Ababa commercial school was also part of the expansion of technical and vocational school in the country just after the Italian occupation that was established in 1946. Jimma agricultural school of 1955 and Bahir Dar polytechnic institute of 1963 were among some which established through the emperors concern. (Wagaw, 1979:) other than the contribution made by missionary society to expand technical and vocational education else where in the country.

In addition, with an endeavor of expanding TVET, 'Comprehensive' education program was introduced in the school system of the country (Fasil (1990) in Wana (1992:44), with the potential purposes of preparation of huge number of skilled labour force. Accordingly, w/ro Sihen school of Dessie being the first and many other schools were converted to 'Comprehensive' school, which was however entangled with the problems of relevance and quality.

As far as the practice of expansion of TVET of the military government is seen, there was a shift both in goals and objectives which emanates from the ideology the system follows. Hence, contrary to the previous policy, the new program was geared towards the development of all round human personality. Therefore, a concept of preparing work related subjects placed in a polytechnic frame work of education, which was introduced first in some pilot schools. As stated by Evans (1971:64), "... the purpose of polytechnic education is to help students to develop creative technical abilities and to inculcate a love and respect for physical labour and work".

However, towards the end of the military regime, it was observed that the existing training program has failed to fulfill its objectives and the program become ineffective. As a result, it was followed by a decline in enrollment and dissatisfaction by the training, which became unresolved home work for the new government system which came to power since 1991 and to think of the formulation of new education and training policy.

#### **2.1.4.3 TVET in Ethiopia After 1991**

One of the major concerns of the transitional government of Ethiopia, which took political power from the military government, was to study the educational problems exercised over the years, and formulate new education and training policy. To this effect, MOE (1994 E.C:16) stated that a vocational and technical education and training system, parallel to the academic system shall be established and will have its independent structure. More over, it is indicated that, TVET program have not served well the needs of employee in the past (MOE, 1999:8). Thus, steps are being taken to improve the relevance of the program, so that more graduates can get jobs. The system had faced a number of problems that affects its quality, relevance and appropriators to the situation.

The very reason of such a problem as stated by Chauba (1965:103) is unsuitable technical curriculum, shortage of qualified teacher lack of good administration, problem of practical field work and laboratories and absence of legally framed cooperation between government, industries and training institution. In the case of Ethiopia, the situation is not different rather it was severe than expected to be. Thus, the transitional government formulated the provision of diversified technical and vocational education and training parallel with the general secondary education with the major purpose of

- Providing education and training that promotes the culture of respects for work, positive work habits and high regard for work man ship.
- Satisfying the countries need for selled man power by providing training in various skills of different levels
- Making education supportive tool for developing traditional technology and for utilizing modern technology.

Accordingly, in order to facilitate TVET, the programs formulated are

- Basic vocational training program for those who completed 1<sup>st</sup> level (grade 4) or drop outs from the 2<sup>nd</sup> level (grade 5-8) of the primary school with an appropriate age.
- Junior vocational training program for those who may not continue general education after completing primary education or drop outs from grade (9-11) of the secondary school.
- Middle level TVET program – of the three levels (10 +1, 10+2, and 10+3) for those who successfully completed general secondary education.

To all this successes however, institutes require to establish and execute the vocational guidance and counseling unit and services. The unit and its services are predominantly gives emphasis for corporation between trainees, training institutions and employers. It also defines the role and responsibility of the unit and the personnel in charge of the unit very detail in the preceding page.

## **2.2 Guidance and Counseling in Ethiopia**

### **2.2.1 Career/Vocational Guidance and Counseling**

The effectiveness of vocational guidance and counseling services depends not only on the personnel involved but also on the condition, duties and responsibilities under which they expected to perform it. The treatment is comprehensive that contains meanings, needs, and purposes of vocational guidance and counseling services in schools. The practice of guidance and counseling in general and vocational guidance and counseling in particular is a recent phenomenon in Ethiopia. It is also a neglected unit in the school and administrative practices (sleshi,2000:21) together with poor societal image to the concept and the functions. Scholarly work in the field in our case is therefore scarce. Unemployment challenges that graduates of any level faces in the labour market as well, has its impact not only on the graduates but also on those who are in the system.

As a result, exercising guidance and counseling service, in school systems will benefit individual trainee, parents and the country at large. Hence, the main part of this literature review tries to include organizational structure needed to execute the task of vocational guidance and counseling together with equal emphasis given to the role and responsibility of the counselor in particular and other stakeholders in the training system in general.

## **2.2.2 The concepts of vocational guidance and counseling**

Actually, there is no uniformity in providing common and comprehensive definition for the concept guidance. Some view it from the point of view of “adjustment” and others view it, from the point of view of “effective relationship” and still others consider it from the point of “self direction” (Ali,2005:17) for this research work, because it is the practice of vocational guidance and counseling, all the above mentioned emphasis areas would have a practical value. Therefore, guidance is adjustment guidance is effective relationship and self direction. According to Ali and Barbara (1996:1) guidance is a process that aims to equip individuals with clear understanding of themselves and their potential for future career development and counseling is a relationship in which the counselor must understand the counselee as the counselee sees him self (King,1999:6)

TVET is a training program with a goal of producing skillful employees for the labour market which demand adjustment of one self to the skills to be trained and the new world of work, relationship of training institutes and employers for better training and quality employee and for the development of a sense of self directing tendency of the trainee. It includes everything made purposefully so as to assist each trainee to grow in self understanding and self direction to reach to his fullest potential in educational talents and interest, vocational awareness. Counseling in other ways as part and nucleus of the guidance service is a preventive mechanism aimed at correcting maladjustments through and by the counselee own decisions that help to develop his abilities to cope with problems he/she comes across. (Sleshi, 2000:7) Counseling is an interactive endeavors that pave the way for a remarkable understanding of self and the situation around. It is a practice of assisting a client to identify and develop his/her own educational, vocational and psychological potentials so as to exercise a pleasant life in the counseling process, where the significant element is not the problem at hand but the counselee him self (Ali,2005:30). This marks that, counseling give priority to the individual himself and his adjustment than the problem that arise.

More over, vocational guidance and counseling is not something different from that of guidance and counseling. Rather it is a type of guidance and counseling that give emphasis for vocational and career matters. It is the process of assisting individuals to choose an occupation, prepare for it, enter up on and progress in it (Svendsen, 2002:3). It

is along range and continual process dictated by both internal which is related to the school system and the individual decisions and planning and externally by the labour market demand. Generally speaking, vocational guidance and counseling service is part of the guidance and the counseling service functioning to wards better training, well qualified trainee and better performance in the world of work which could be possible as a result of time taking and ever lasting collaboration between training institutions and employing organizations effected through the unit in change of vocational guidance and counseling and vocational counselors in the training institutions.

### **2.2.3 Needs, Principles and Purposes of Vocational Guidance and Counseling**

Vocational guidance represents a system of institutionalized, professionalized and interdisciplinary services, which assist individuals during their development. With adolescence, there often comes a felt need to decide up on a vocational choice (Crow and Crow, 1965:6). Unless school people, particularly counselors, specially in the secondary level and training institutions, help trainees to identify their talents, interests and tendencies with regard vocational alternatives, considerable number of trainees shift aimless from one occupation to another frequently. Therefore, the very need of vocational guidance and counseling, among other things, is provision of expert care for trainees with special educational and training need and provision of assistance in the process of their integration in the labour market.

According to Isaacson (1977:20) and Woolfe, etal(1987:35). It is valid and usable material about training and the world of work that are appropriate for assisting the individuals seeking vocational guidance. To this effect, the principle of vocational guidance and counseling is to create possible match between the quality of the person and the requirement of the job. Above all, vocational guidance has the principle providing students with generic career development competencies to cope more effectively with their continuing development as students, workers and citizens.

Thus as stated by Crow and Crow (1965:14), thereby some of the principles of the guidance program of any form are to:-

- meet individual needs of the students/trainees
- permit the counselor to work with staff members in assisting students/trainees.

- provide information regarding the function and availability of specialists; develop understanding and appreciation of their work and recognition of the relationship.
- meet the socio-economic and educational levels of students in the school
- recognize problem areas and provide assistance prior to difficulty rather than waiting for real personal problem to develop and
- provide continuous study and evaluation of guidance services to determine how well the needs of pupil are being met.

Its purpose is to promote the maximum realization of human potential for both self fulfillment and for social contribution as a result of work that emerge and grow from education and training objectives. In general, the vocational guidance and counseling services primarily concerned with matching training with educational and vocational opportunities in relation to individuals strength, interests and limitations, involving school personnel. It also assists trainees at times of selection and decision as well as adjustment of one self to conditions prevailing.

## **2.2.4 Areas of Vocational Guidance and Counseling**

### **Services**

As it is implied in its definition, guidance should function in such a way to assist individuals to meet any of their problems that can be solved with the help of well trained counselors. Adolescents may face problem of adjustment, trainees may felt difficulties and the selection of skill training and career opportunities may become a serious problem. As a result, a unit in charge of vocational guidance and counseling is responsible to meet and resolve the problem prevailing. Training may experience problems of adjustment as attempts made to keep “balance between their felt needs and the environmental situations (Crow and Crow, 1965:33) in which some problems may be solved by the counselee himself/herself and others by the help of the counselor.

Recognition of the changing nature of both individual’s potential and job profile supports that the vocational guidance and counseling service is dynamic and continual depending on the relationship between education, training and the world of work. More over, now a days, the complex nature of both training and occupation, as a result of advancement in

science and technology, social and economic dynamics and ever changing political policies, made the vocational guidance and counseling services time framed and condition bounded.

As a result, in order to function adequately in meeting trainee's guidance needs, the guidance program should be organized in away that over lapping of responsibilities is eliminated or minimized. Therefore the various services to be made available as indicated by Nayak and Roa (2004:69) in the vocational guidance and counseling unit in general includes

- Pupil inventory or appraisal services
- Information system services and use of vocational materials
- Counseling services
- Placement services and
- Follow through and follow up services

Each of these services mentioned would have a prominent and remarkable value towards the execution of the function of vocational guidance and counseling. As a result, details of each of these priority areas of the vocational guidance and counseling services are stated here under.

#### **2.2.4.1 Pupil Inventory or Appraisal Services**

The more that is known about individuals, the better able are the guidance workers to help them with their problems. Hence, basic information about each trainee is important to be available. The success of the guidance service depends largely on the collection and recording of the data which will have a paramount effect both on pre and post technical and vocational education and training. As it is summarized by Crow and Crow (1965:24). Inventory service is nothing but an activity aimed at collecting and integrating data concerning trainees in the school. With regard individual and group interest, potential and future alternatives. Inventory service could be something basic of the learner which would have a state just at a time of entering to school. It could also be at a time of education and training of the adolescent age. The very purpose of inventory system is to consolidating valuable personal data which will tell some thing about an individual trainee. Inventory or appraisal service benefits the individual trainee to take part in the

training according to his/her interest potential ability, future alternatives and for the society to invest on individual who could contribute to the economy and the society at large.

Sources of data for individual inventory service can be varied, interviewees with trainees, parents and community agency may provide something basic about the trainee and his/her profile. In addition, cumulative records and individual appraisals are also among the valuable tools in guidance services, if they are focusing on human development, and organized in a meaningful way to consult an individual trainee. They provides information needed for effective placement of graduates or school leavers, in post secondary school education and training or employment opportunities.

#### **2.2.4.2. Information Services**

Informations, to be made available for trainees, need to be appropriate to the needs and interests of the trainee at all level. It should have direct or indirect benefit to the trainee which varies through age and interest accordingly. The vocational counselor is there fore responsible individual to collect, organize and deliver it to the trainees accurately on frequent basis, so as to help the learner to make decision of him/her self by him/her self information could be gathered for a number of reasons, depending on the past experience, present situation and future demand. They are required for self, educational and vocational understanding.

The collecting and organizing of educational, vocational and personal information need to be done carefully, so as to address the pre-planned target, by making it accessible to all learners, trainers and counselors. The information service provides a plan to collect, evaluate and consolidate the material for the use of students, parents and other school personnel. As it is indicated by Crow and Crow (1965:277)

“The materials include information ... of oneself, personal social development and educational vocational plan ... that assist students in developing techniques for acquiring, interpreting, and applying information in the continuous process of self appraisal and decision making.”

The increasing number of students needs to attend TVET program and the difficulty of getting admission to employment, necessitated helping students to get information, in order to assess interest, strength, and weakness and to make appropriate decisions regarding the type and scope of training. The continuous changes in occupational patterns as well require up to date information to be provided on occupation and employment opportunities. As the need for professional and technical workers is increasing, the need for unskilled and uneducated worker is decreasing. Nowadays, a choice for occupation, which is a matter of training, is a severe problem. A trainee needs to be assisted to explore the job area and the training field that best fit to it. This problem and others related to the training relevance and appropriateness need to be re-oriented, pre and post training, through vocational guidance and counseling unit and the counselor. The personal and social problems individuals have, understanding and accepting of one self and others, developing healthy attitudes, acquiring better work habits, and learning how to deal with others need to be dealt with, as a priority target for satisfactory adjustment in educational and vocational training.

As students advances through school, he/she needs general data regarding education, training and work. Opportunities should be given to the student to explore and to have clear picture about the nature of work, its pros and cons, the required qualifications, education and training opportunities for growth and development through different informations and channels accessible else where. Accurate information can assist the learner in making realistic training and occupational choices. The responsibility of selecting the best information materials from the wide variety is that of the vocational guidance and counseling personnel. These responsibilities are not only making informations, rather, it also demands the counselors familiarity with the variety and amount of education and special training required by the job and knowledge of local demands and trends together with work status of different occupations (Tyler, 1961:164) and (Nayak and Roa,2004:2).

The chief source of information about technical and vocational education and training could be, films, radio and TV programs, news papers, news letters, books, pamphlets, brushes, catalogues, directories, periodicals and indexes that has to be realistic, accurate

up to date, applied to a variety of activities, appeal to the ability level of the pupils that cover the characteristics of an occupation and attainable within the limited effort. In addition, the other source of information's are classmates, parents, resource people such as local business services, professional establishments, civic services and state and local employment agency. Assemblies made, school publications, offering of special courses in occupation, field trips, school and collage conference, career conference, career clubs, exploratory work experiences, community occupation survey, utilization of library, use of Audio – visual Aids, career corner industrial visit, and employment services. As well serves as a prominent source of educational career information (Ali and Barbara, 1996:2).

### **2.2.4.3. Organization and Implementation of Counseling Services,**

Counseling as a major task of the guidance services require, adequate time, understanding of responsibilities and roles, sufficient space and facilities. Counseling is directed towards the resolving of educational and personal problems and helps to change pupil self concepts to make it possible for more realistic educational and vocational decisions to be made. The task of such facilities include, among other things, provision of expert care for trainees with special educational and vocational needs and provision of assistance in the process of their integration in to the society (Sleshi, 2000:15)

Counseling as a guidance function is taking place either in a person to person relationship or a group situation, which is either individual or group counseling practices. Counseling is a learning process where two persons are involved and the relationship between the counselor and the counselee is taking place (King,1999:8). They are the one with special talent to counsel as a result of counseling training and the other is the one who is a client that determine the whole concept and process of the counseling service.

Individual counseling demands frequent counseling sessions and flexible work pattern strengthened by the establishments of good rapport with the counselee, in order to get data of his own to be assembled and analyzed. Educational and vocational counseling provide interest and abilities of trainee and then interpret the result to individual trainee, parents administration, employers and trainees. On the other hand, group counseling is part of counseling that multiple the opportunities for interaction, and is most effective in

small groups. It has a purpose of giving informations, appraise achievements, attitude, vocational information exploring a common problem, identifying potential problems, self evaluation and acceptance, assistance in making wise choice and courses of action and acceptance of responsibilities.

Thus, guidance and counseling as a fundamental and prominent task that provide substantial contribution to technical and vocational education and training, requires having appropriate counseling time that has to be used properly. The time spent properly in counseling services will have a great significance which guarantees success both on individual and organizations development. However, various research works indicated that maximum counseling time have been devoted to clerical or other routine tasks that should be performed by others (Crow and Crow, 1965:332). Much of the concern area of the counselors according to the studies made are orientation and articulation, individual appraisal, welfare service, counseling programs, occupational and educational information and follow up. Hence, the school counselor must be given an opportunity to perform duties that are expected of him. He must be protected from being called up on to perform activities that interfere with and are incompatible with the task of counseling. In some school, the counseling services can be no better than its availability (Sleshi, 2000:23). As the service has grown in importance, so has the number of ways to reach the trainee. This is possible therefore, by collaborative efforts made by all stakeholders other than the counselor only.

#### **2.2.4.4 Placement Services**

The placement service is both school, educational and job placement. It is one aspect of the guidance and counseling program which is concerned with assisting trainee to take successive steps whether it is educational or vocational and is a function of guidance and counseling aimed at assisting individuals in getting jobs placement. Placement is concerned with satisfactory adjustment that is indicated through success in education, vocational training and job which depends up on individual abilities, interests, training and limitation.

Educational placement is the responsibility of the school and school professional, dealing with new entrants as well as those transferred from other schools. Educational placement could be, at primary, secondary and post high school level with an objective of linkage between student's present status, and educational opportunities and experience which is ahead. It is a complex task since students lack clear self understanding and well defined vocational plans and educational objectives. As a result, schools have a responsibility to provide information with regard post secondary school educational opportunities such as colleges, universities, technical and professional schools, trades, apprenticeship, corresponding to individual interest, aptitude and abilities which is effected through long range planning, close cooperation with parents and harmonious relationship and free communication with post secondary school institutions through developing placement criteria depending on the context available.

Consequently, orientation and articulation as part of learning process in educational placement, promotes mutual understanding between student and the new environment. It assists in providing support to the new comers in any forms to become well aware of the purposes, facilities, rules and activities of the school. Articulation requires to have careful planning since the learner is supposed to adjust himself to new peer groups, different instructors, new type of school organization, new methods of study, increased responsibility for behavior, new activities available in the school, such as curriculum ones, planning for program of studies and responsibility for his own personal problem.

Prominent, prominent and sufficient vocational placement services are needed to motivate trainees to make a wise choice of a life work and to make them use their potential skills and knowledge affected through appropriate training. The concept of 'job for life' is disappearing and the structure of the work force is changing (Ali and Barbara, 1996:128). With out adequate placement services, students, tend to obtain jobs which are not of their interest and not related to what they trained for. Unless young people are helped to locate work suitable to their abilities, they often shift aimlessly from one work to another or remain idle. This is a waste of man power and occupational or job placement is "the seques to VGC (Crow and Crow, 1985:382) underlying cause of much of juvenile and delinquency.

In training institutions, where the very target of their function is providing quality training, which enable graduates to seek for and be successful on job, every stakeholders should have basic interest on job placement and career guidance. Placement is not the exclusive preserve of the career or vocational guidance and counseling official (Ali and Barbara, 1996:2). How ever among all others a vocational guidance and counseling unit and the vocational counselor is often assigned as placement officer as well. This officer is therefore expected to work in collaboration with concerning bodies, such as employment officials, labour unions, business and industry representatives. Adequate job placement which is directly related to adequate training can be provided. Conflicts with regard appropriate training and appropriate placement should be avoided as school placement personnel i.e. the vocational guidance and counselor and employing groups understand what is expected of one another. Workable policy and legal frame work can also be available so as to enable placement services to function as per the expectation smoothly with concerned bodies.

An officer in the vocational guidance and counseling unit should help trainees to understand their potential and interest so that they make realistic technical and vocational choices. They also need to be encouraged to gain experience of the world of work in any form possible, that help trainee learn adaptive skills to change with change, fined ways to acquire the kind of work identified and to develop personally meaningful set of work values that will enable them to humanize the work place for them selves for satisfaction. (Nayak and Rao, 2004:17) Briefing as how to apply for job or positions after training available else where, to keep in touch of information's on job openings and the requirements for filling them, of which the counselor arrange conditions for placement considering training type, duration and interest of the trainee are some.

Occupational or job placement as a guidance service is concerned with assisting a student in getting a job or entering an occupation that is appropriate for him. The trainee's interests and abilities should be compatible with the job requirements to the extent to which the trainers qualifications are compatible with job requirements so as to come up with trainee's success on the job. As a result, the counselor is expected to keep abreast of occupational trends and employment opportunities available any where related to the training module and the trainee profile.

To sum up, educational and occupational or job placement is the fundamental task and responsibility that the vocational guidance and counseling unit or the counselor is supposed to execute for the benefit of the institute, the trainees, the trainers and the employing organizations in particular and the community and the government at large. The program will not end up in placement only; rather, it continuous as far as the trainee's educational progress, his adjustment to a job and employers reaction on the performance of the trainees concerning the job is on process.

#### **2.2.4.5. The Follow Up Services /Purpose, Principles and Procedures/**

There is a growing expectation that education and training must be accountable for their services and programs. The means and methods to look through the impact of the vocational guidance and counseling service is the follow up service that assist trainees with regard personal, social educational and vocational development. The very purpose of the follow up service as part of the vocational guidance and counseling service is the follow up of pupils in school, the follow up of attendance, the follow up of graduates and drop outs and conducting studies to discover the worth of the guidance and counseling services from the point of view of the students and the graduates. It is at this level that the gap between what is provided and what is activated is reflected as success or failure to initiate further decisions concerning training program quality, trainee's professional capacity to address the labour market demand.

For most young people, the next activity is more education or better work. More over, the follow up program in vocational guidance and counseling service help to know the where about of the graduates, assess the competence of the graduates at place of work and help to come up with the information on new skills demanded on the labour market collected from employers, graduates, supervisors collogues and justify the demand level of trades for which training is given. For the sake of effective follow up practices, counselors develop and use various forms on which in school and out of school follow up practices are exercised. Teachers, counselors, administrations, parents and employing organizations are among concerning groups responsible to look for what is happening to pupils while they are in school and after they have left school.

Frequent and continuous contacts with graduates and employers is important to determine the extent to which the school /the institute/ has prepared the student for post school life.(Crow and Crow, 1965:392). Such contacts will help to have clear and accurate data to use in improving both the quantity and quality of the school institution and the counseling services.

The responsibility for initiating follow up studies is an administrative one. The vocational guidance and counseling unit and the counselor will take part in the follow up activity with clear objective and a step by step procedure geared towards achieving the objectives. The unit and the counselor as well is responsible to orient trainees in actual training to understand the reasons for follow up services to assume their cooperation after they leave school in providing information about themselves and their job condition.

Finally, the benefit of vocational guidance and counseling services can sometimes strengthened by graduates through responding to the questions listed in the form that will be given just after graduation to be filled and mailed as immediately as they got employment, which will provide a clear picture about the strong and weak points of the training and the counseling services offered.

### **2.2.5 The Roles and Functions of the Counselor**

The effectiveness of the vocational guidance and counseling program is dependant on the extent to which the personnel concerned know each other's duties and responsibilities and are able to work together harmoniously. The kind of officials needed to perform the duties and responsibilities of the unit necessitates adequately trained personnel who understand the role and limits of his/her responsibility. The guidance and counseling service is not the exclusive preserve of the counselor. Most of in school and out of school personnel have a role in it. These are principals, administration staff, teachers from school and parents employers, community workers voluntary agencies from out of school. More over, as stated by Woolf et.al (1987:139) the fundamental skill that a competent counselor is supposed to have is:

- the ability to give reinforcement to the person once they have made a decision or have expressed a clear view,
- the ability to teach the person some basic skill,

- the ability to offer the person an interpretation of their situation;
- the ability to suggest alternative courses of action for the person;
- being able to give appropriate and accurate information; and
- being able to use and encourage the person in need to use reflection, summary, clarification and confrontation and to undertake these tasks with in the frame work of empathy and warmth to all helping works.

In general, from what is stated above the counselor attempts to encourage children and adolescent to develop their own skill and potential and gradually to accept increasing responsibility for their behavior. In such a way, the counselor has a role of providing vocational and educational help, assist student with personal, social and emotional problems, assist other staff members, assist in the development of student appraisal program and a functioning cumulative record system, develop placement career service and follow up program through job placement and service to employee.

Thus, from the very concept of the guidance and counseling functions stated, effective execution of educational and vocational program and smooth relation among concerning stakeholders is a matter of success of the guidance and counseling unit. As a result, from the very complex nature of the function of guidance and counseling services and extra responsibilities it has, the counselors should be technically better trained and personally well confirmed to deal with the problems available in the training institution. In addition, coordination with other pupil assisting services and with appropriate community organization is of prime importance.

However, performing the whole tasks, duties and responsibilities stated, is not a simple task. It requires a remarkable performance profile qualifying the areas of personality, education and experience, which guarantee good rapport with personnel with in and out side the school system. In addition, success in guidance and counseling services requires motivation and encouragement from the administration unit manifested through minimizing counselors other responsibilities, good facilitation of the unit, provision of necessary material and allocation of budgets that will be dealt as follows.

### **2.2.6. The Roles of the Stake Holders**

Vocational guidance and counseling shall serve the purpose of the individual persons preparation for and choice of education, training and occupation. This is not how ever the only responsibility of the counselor. Since the very demand of the guidance and counseling program is to match the qualities of the person with the requirement of the job, adjusting graduates to the world of work is a collaborative effort of concerned bodies. It is the government vision, that more individuals are included in the work force and become part of the social life at a work place and profit making and service provision for employing organization. It demands every stake holders to take part in promotion of guidance and counseling service. However, survey have shown that guidance systems are characterized by massive sectoral division and in sufficient co-ordination, which implicates a lack of coherence in the guidance and counseling system and service (Svendsen, 2002:20)

Employers and their organization is the one among all others which is supposed to take part and to have roles in adjusting the graduates for the demands and quality requirement of the labour market. They are the employing organizations and trade unions which should be involved in guidance and counseling activities in collaboration with schools, collages, training institutions and labour market authority. These groups are supposed to offer possibilities for study visits at companies, work practice periods for trainees and made information arrangements through contact person or groups (Svendsen, 2002:22)

Thus, enabling graduates, competent labour force and skilled personnel is not the only responsibility of the training institutions and the counselor. It necessitates the involvement of all responsible bodies who are the direct or indirect beneficiaries of the out comes. As a result, the vocational guidance and counseling unit and the counselor is expected to reckon individual or groups having a link with the education and training program to contribute something for its success.

### **2.2.7. Physical Facilities and Budgetary Consideration of the Vocational Guidance and Counseling Unit**

The roles and functions of a counselor as prime tasks to perform requests conducive physical environment and well equipped and better facilitated settings. Effectiveness in maintaining guidance and counseling duties is more of the function of the physical surrounding and equipments made available. In our context, though guidance and counseling service of any type in any form is necessary, yet, counselors are left with out considerations. Too many schools counselors are less functioning as a result of lack of adequate facilities. They are expected to operate effectively in the absence of suitable space, equipment, and other physical facilities.

Success in guidance and counseling service needs physical facilities. As stated by (Crow and Crow, 1965:216), attempts should be made to consider the physical facilities with regard to the location, space, amount and kind of furniture, adequacy of files, office supplies needed for the guidance and counseling services. Well spaced guidance and counseling setting ensures, counselors privacy and confidential counseling conversation. The size and the location of the guidance and counseling offering need to be attractive and a friendly place to which adolescents like to come, by having quiet, cheerful and relaxing atmosphere that speaks of hospitality to every one which helps an individual to feel confident and sincere.

Concerning the resource material and equipments needed in guidance and counseling services, it depends on the context available practically. Therefore performing a huge task of guidance and counseling, being educational or vocational demands a financial backing. It is useless to plan for guidance and counseling program of any type at any level unless money can be allocated to implement.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

The research design of this study dealt with the general research approach or frame-work that was qualitative in its approach and process. The methodology part was dealt about researchers role, the general context of the study, the research setting and its rational for selection, population and sampling, data collection tools and procedures, data analysis techniques and finally research standards of quality and verification.

#### **3.1 Research Design**

A research design is a plan, structure and strategy of investigation conceived as to obtain answers to research questions or problems (Kumar, 1996:74). It is a plan of a research practice that indicates what the researcher will do from problem formulation to suggest operational implications. The overall design of this study follows qualitative approach with special reference to an educational ethnographic research strategy. It is an interpretive research approach based on participant observational research. (Erickson, 1985,119). Qualitative research approach as a system of research alternative uses various strategies, among which this study used educational ethnographic research methodology because ethnography has been used to study the work culture of schools and the people who inhabit them (Best and Kahn, 1993:188). It has been used to describe educational settings and contexts, to generate theory, and to evaluate educational program. It provides rich descriptive data about the contexts, activity and beliefs of participants in educational settings in which such data represent educational process and their results as they naturally occur in the context.

Thus, it was assumed that qualitative research would help to investigate the very task, responsibility and practice of the vocational guidance and counseling unit of 'Woliso' TVET college in a greater depth and flexible ways. It was also more of time effective and direct context focused where the researcher used this approach and ethnographic methodology to generate stimulate, explore and develop new ideas.

### **3.2 Researcher's Role**

Since I have designed the research as a qualitative study no use of researcher proof methods and techniques. In other words, thus I was the major data collector by being sensitive observer, interviewer moderator, and storyteller and descriptive writes through recording as faithfully as possible the phenomena I saw, heard and felt. I have admitted the perception of mine and of the research participants for the following purposes:

- to obtain further analysis from the clues observed, and
- to establish intimate relationship with participants that can ensure trust and confidence.

Since indepth understanding of human interaction requires native fluency in the language of the research participants, I used Amharic and Affan Oromo as a means and media of communication. In short, as a participant observer, I watched what participants did, I listened to what they said, and I made interaction with them.

### **3.3 General Context of the Point Under Study**

Vocational education and training as a recent phenomenon is a means and methods of integrating manual and mental labour for the benefit of both the society and the individual. Developing and capacitating human potential for better performance in the world of work is the significant role that any education and training system need to address in order to cope up with life changes and to secure economic demands. As it was stated by Adler (1988:108) technical and vocational education and training is training for work and for earning, that has to be done as preparation for work. Thus, provision of TVET is not completed in training institutions, and unless linkage is made with the labour market and ensures graduates involvement in the world of work, it remains to be wastage of resource.

In our context as well, provision of technical and vocational education and training is one of the major aims of Ethiopian Education and Training Policy. Despite this ambitious plan, the link between training institute and the labour market is not as such promising. The vocational guidance and counseling unit and the vocational guidance and counselor is therefore the unit in charge and a responsible body to act accordingly. Thus, preparing the young for the world of work through effective, sustainable and comprehensive information exchange is a key role to be exercised between, technical and vocational

education and training institute and employing organizations. Assisting individual trainee for better choice of training and occupation, to prepare for it and progress in it, requires an organized, accurate and timely guidance and counseling service.

Practically, it is the vocational guidance and counseling unit, in the training institution which is responsible to hold up and execute better communication about the trainees profile and the labour market demand that has to be shared by employing organization and the training center. As a result, this research study attempts to explore the very task, responsibility, expectation of the vocational guidance and counseling unit and the counseling officer of 'Woliso' TVET college together with assessing factors hampered the practice of the unit so as to provide implications.

### **3.4 Research Setting**

The investigator conducted this study in Woliso Town, the biggest town of South West Shoa Zone, in Oromia regional state. The study was specifically made in one of the oldest junior secondary schools which is now upgraded to technical and vocational college. Woliso Technical and Vocational Education and Training College which is 115km far away from Addis Ababa to the South West was established in 1962 E.C. to serve different purposes. It was meant to be a junior secondary school and comprehensive high school, named after renowned Ethiopian patriot Dejazmach, Geresu Duki. In 1979 E.C. the comprehensive secondary school was transferred to where it is situated now and renamed as Woliso Agro Technical School, supported and directed by the then Ethiopia Government in collaboration with the former USSR. The institute as technical school trained the youth in Agro mechanics, Auto mechanics and electricity from 1979-1993 E.C.

In 1994 E.C. with the change of the curriculum and educational policy it came along with a new system of training of citizens in 10+1 and 10+2 programs in different vocational and technical streams mainly in Auto Mechanics, Electricity, General Mechanics, Accounting, Marketing, Purchasing Secretary, Bakery and confectionary, Hair Dresser and Dress Maker. Since early 1997; the institute took its present shape and form. In other words it was upgraded to a college level in Business Education and Water Technology. This made Woliso TVET college to be the only Business college in Oromia regional

state. But by 1999 E.C. the industrial technology department is up graded to diploma (10+3 program) level.

Since the foundation of the Education and Training Policy, the then institute and the current College was successful to train and graduate 1230 male 1165 female and a total of 2395 regular trainees from 1994 to 1998 E.C in various technical and vocational fields there were also 86 male 7 female and a total 93 trainers in various fields with different qualification level that extends from diploma to second degree level.

### **3.5 Rational for Selecting the Research Setting**

'Woliso' technical and vocational education and training college as it is stated in detail in the research setting, it is one of the TVET college among other two colleges in Oromia region that are Asela and Nekemtes. The college is located around 115km far away from the center Addis Ababa. Its being nearer to the center made the area selective for investment options which in turn will have a remarkable and direct or indirect Job opportunity for TVET graduates.

As a result, the college was selected to conduct a research on the topic of 'The practice of vocational guidance and counseling' assuming the following points.

1. Absence or poor communication pattern between training institution and employing organization, which is relatively the trend of all training institution else where is also the practice in Woliso TVET college.
2. its proximity to the center provide the college enumerable opportunity to have access to both private and government manufacturing and service providing industries which will serve as a fertile ground for partner ship between the college and manufacturing and service providing industries.

Thus, the researcher initiated to conduct this research in 'Woliso' TVET college hoping that the general feature of the context will satisfy the interest of the research and supply the necessary data about the context to process the research.

### **3.6 Population and Sampling**

Because the research problem is the practice of vocational guidance and counseling unit, in 'Woliso' TVET college, the population of the study was academic and non-academic staff, trainees in the college and concerned bodies from employing organizations around the town 'Woliso'. These include the Dean, Vice Dean, Vocational Counselor, Training Department Heads, Trainers, Trainees and Private, Government and Cooperatives employing organizations.

Thus, from the very nature and feature of qualitative research sampling procedures, that employ normally non-probability sampling technique such as accidental or purposive sampling (Sarantakos,2005:168) the vocational guidance and counselor, the principal and the vice principal, who are purposively selected sample were the prime focus of the study with additional emphasis given for available department heads, purposively selected trainers and trainees and available private, government and cooperatives employing organizations representatives in the town.

As a result, the research sample consists of both female and male participants numbering three administrative staffs, three training department heads, seven trainers seven trainees and two representatives of government, private and cooperatives employing organization around the town of Woliso. The total number of samples selected in any form mentioned to conduct the research were twenty two.

### **3.7 Data Collection Tools and Procedures**

Both qualitative and quantitative data collection tools were used assuming that the combined data collection tools will minimize the inadequacy and strengthen the validity and reliability of the information gathered. Hence, multiple data collection tools were used in the study. Accordingly observations, interview and document reviewing were used to come up with relevant data of the practice, tasks and responsibilities of the vocational guidance and counseling unit.

### **3.7.1 Data collection tools**

#### **3.7.1.1 Observation**

Considering that observation was one means of data collection tool, as participant observer, the researcher aimed to spend a minimum of an hour a day to look through various issues in the college. Based upon the situation of the setting or the physical environment of the institution, observation was made on staff interactions and non-verbal communications and planned and unplanned activities of the institution. There were frequent visit to the principal and vocational counselor office for consecutive periods.

#### **3.7.1.2. Interview**

Considering that interview will provide reliable information about what is in the minds of the respondents, the researcher conducted a one-hour face to face interview with the principal, vocational counselor, selected department heads, trainers, trainees and employing organizations in each day of investigation, hoping that it would provide an opportunity to question through certain area of the inquiry.

#### **3.7.1.3 Document Reviewing**

For better review and valid information about the practice of vocational guidance and counseling, official documents of trainees profile, department letters, entrepreneurship, apprenticeship, tracer study and counseling service documents and others that indicated the performance of the unit within and outside the institute were consulted

### **3.7.2. Data Collection Procedures**

#### **3.7.2.1 Observation Procedure**

Accordingly, to strengthen the reliability of the data to be gathered by participant observation, the researcher prepared observation recording sheet, which had direct relation to the research question. Possibly, any notice, memos, and illustrations posted in the notice board as well collected by permission from the office so as to see the pattern and content of the relationship that prevailed between the vocational guidance and counseling unit and the labour market in particular and the institute and employers in general.

### **3.7.2.2. Interview Procedure.**

So as to make cross evaluation of the information collected, interview was used as an alternative. Hence an interview procedure involved:-

- A. Preparation** – focused questions were carefully planned, and its type was decided by considering what to yield from the Interview as a substance for the research under way.
- B. Conducting the Interview** - The researcher Organized the setting as to where the Interview to take part without threatening but having pleasant debate in elaboration with the institute administration. Attempt were made in order not to interrupt an Interviewee and not to show any symptoms of surprise, admiration or emotion but maintaining neutral attitude,
- C. Regarding the Interview:** - For repeated listening and to develop Comprehensive understanding about the data collected, tape recorder was used to devote full attention on the information and to save time and to use the data for the analysis repeatedly.

### **3.7.2.3. Document reviewing procedure**

In order to support data collected through Interview and observation, timely checkup of valuable documents having relation with vocational guidance and counseling unit, such as apprenticeship entrepreneurship, tracer study, to labour market survey and graduates admission and training profile were treated.

### **3.8, Data Analysis Techniques,**

Data analysis consists of categories, tabulating, testing or other wise recombining both qualitative and quantitative evidence to address the initial propositions of the study (Yin, 2003 in Ali 2005.47) Qualitative data is a data which has massive amounts with more emphasis on understanding than generalization, The data collected also analyzed as soon as collected, for the purpose of generating idea as well as for the simplifications of preceding data collection process. As a result, the collected data analyzed verbally by construction of descriptive paragraph about the data collected through observation and document reviewed. The data from Interviews was grouped according to similarity of responses and rate of occurrences. The purpose of the research, the number of individuals involved, the research settings and time spent for observation Interview, and document reviewing were taken into consideration in the analysis,

Following organizing data collected either through observation interview, and document reviewing, the data were verbally described in accordance with the original view of the respondents and then followed by interpretations aiming at explaining the findings, answering why questions and attaching meanings to the novel ideas of respondents' Information.

In my case, I used a single case analysis strategy where I made comprehensive and detailed analysis of a case under study which will lead to understanding of how the practice of vocational guidance and counseling exercised in Woliso TVET College. In addition, I have used units such as narratives sentences, and phrases to create a category that was followed the Interpretational analysis by employing reflective analysis by using my own personal judgments to evaluate the practice under study.

Eventually, after the data collected and analyzed, the synthesis of the information made on the basis of

- rereading the summery notes of the observation;
- identifying constant occurrence of interviews;
- identifying the emergence of divergent and convergent data to the point under study; and
- listening the recorded cassettes of the Interview.

### **3.9. Standards of Quality and Verification**

The terms standard and verifications are used here as an alternative terms in qualitative research approach which is equivalent to the positivist term validity and reliability. The research attempts to secure quality and verification in the research process, taking part as participant and spending additional time in the process. It is also demanding to cross check the quality of the data collected to reach to the ultimate goal of the research through triangulating the data by employing various instruments such as, triangulation the source themes and methodology, which would lead towards the verification of the research practice and the data collected by any means at any time.

Moreover as it is stated by Ajarsia and Gay (2000:232) beside getting permission to enter to the desired research setting, the qualitative researcher expected to clarify the purpose, the time to be spent in the setting and its direct and indirect impact to the regular activity,

the findings and the final outcomes, reason of selecting the setting and the participants and the benefits, the research will have for the setting. Thus, to keep standards of quality and verification of data collected, the following ethical behaviors were maintained;

For the validity of the research and to make it reliable:

- participant's interest in the case of confidentiality was respected;
- no involvement was made without the permission of the concerning body;
- participants were ethically considered to be the one who were legitimate directly or indirectly to the point under study. So they were consulted before any publication;
- attempts were made to make the researching practice as open as possible through maintaining any constructive critics and suggestion;
- recognition and negotiation was concluded between the researcher and the researched before any attempt was made to officialize.

Generally, attempts were made to check the authenticity and worthy fullness of the information through the use of alternative data gathering tools as experienced.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

The major purpose of this qualitative study was to understand how the vocational guidance and counseling programme practiced in Woliso TVET College taking the college as the major source of research data. This chapter is devoted to the analysis of the data generated from in depth interview made with trainees, trainers, administrative personnel and representatives of employing organizations respectively concerning the practice of VGC.

To meet the purpose, I have also included my own interpretative and understanding of the issue depending on the data obtained as participant observer and document reviewing. Accordingly, the data is organized in to three major themes namely the issue of awareness, partnership and communication and support system, where each major themes consisted of sub themes related to the basic issues raised during the investigation. While quoting the views of my research participants, I used only pseudonym (fictitious names) in the whole part of the report where names are required.

#### **4.1 Awareness Issues**

Among the major objectives of the study, realizing how trainees, trainers, administration personnel and employing organizations perceive the tasks and duties of the vocational guidance and counseling unit was the to do so, I made an indepth interview, participant observation and document reviewing in order to meet relevant data to the point under study. The data concerning awareness issues are presented and analyzed in this section.

The analysis is made by categorizing the data pertinent to the issue of awareness into three sub themes. The analysis presented in this section takes the basic assumption of the research into consideration is that the tasks and responsibilities of vocational guidance and counseling.

#### 4.1.1. Perception about Task and Responsibilities of Vocational Guidance and Counseling

In fact, there is no unanimity among authors and psychologists on the very and peculiar tasks and responsibility of VGC. Regarding this issue there are different views among authors. Some view it from the point of adjustment and others view it, from the point of view of effective relationship and still others stress on self direction, depending on the context it represents. No matter what its definite and unique nature. It is an interdisciplinary task, that involve any one who have direct or indirect access in the promotion, training and employment of TVET graduates. Giving emphasis for individual and group adjustment, and effective relationship and partnership cemented by regular and ever lasting communication and self direction are among its tasks.

To this effect, it is quite difficult to search for common ground on the very task and responsibilities of vocational guidance and counseling unit among respondents. Though there are little agreements among interviewees with regard to the task and responsibilities of VGC, an official letter written to all TVET colleges and institutes specifies the very task, duties and requirements of the unit as follows;

Creation of a shared vision and common direction for efficient and effective program implementation through maximizing school and community potential, conducting needs and situation assessment, building partnership, with core people with in the school and the community committed for career guidance and counseling, search and involve resources and personnel a variable in every fact of the program to ensure success and preparation of individuals for new job responsibilities."(See Appendix\_\_\_).

Regarding this issue a participant from Administration, pseudonym, yehualashet, asserted,

... based on pedagogical concepts, every trainer together with the vocational guidance and counselor is responsible to provide guidance and counseling services for needy groups and individuals on academic and social problems. ምክንያቱም ስልጠናውን የተሳካ ለማድረግ ሁኔታዎችን ማመቻቸት ይጠበቃል።

Yehualashet, further explained his view as follows;

As peculiar and unique task and duties of the Vocational Guidance and Counseling unit, is quite demanding to have comprehensive and illustrative document concerning the graduates training and post training employment profile however the coming of trainers from every corner of Oromia and other regions made information and document organization impossible. የተወሰኑት ስራ ያገኙ ቢሆንም ሰልጣኞች ከመላው ኦሮሚያ የሚመጡ በመሆኑ ስለ ስራ መረጃ መሰብሰብ አስቸጋሪ ነው። It is more than a necessity for the unit to equip itself with available obligation of the unit and reveal it to those who have access toward the unit.

Understanding of and preparation for the world of work is an important educational and training aim of the recent years, which is not and would not be simply an established orthodoxy but part of policy frame work. It has to be well informed to and better equipped by the responsible groups in charge of the duties and tasks. And there has to be a common and detailed understanding of every one in the system about everything of the system to enable trainee, better citizen, productive and confident for themselves and the nation. Because, training is transmission of both knowledge and skill which will enable the learner to engage in certain occupations or group of occupations more successfully, having implications on attitudes, commitment and habitual responses to certain situations (Peter, 1966 in Corson, 1991:41). In the same talking, the other participant from administration, pseudonym Mekonoin said.

even though I heard about the tasks and responsibilities of the vocational guidance and counseling unit, formally from the office and informally from any by passer, I thought it is orienting trainees about what is available in the training institute and provision of guidance services for the needy groups and individual on request ... I am still in dilemma what differentiate VGC services from the traditional guidance and counseling services.

Moreover, it seems quite convincing and illustrative what is suggested by respondents from administration to mark awareness gap available concerning the tasks and duties of the

vocational guidance and counseling unit in the college. Supporting this, a participant from employers, fictitiously named, Mewded, said,

... What I know about the vocational guidance and counseling unit is what I supposed to know. No one has told me what the unit is and what its main task and duties are except looking somebody around asking for apprenticeship, supervision and distribution and collection of research questionnaire ... የሥራ ላይ ልምምድ ቦታ የሚጠይቁ፣ እነዚህን የሚከታተሉ መጠይቆችን ሊያሰራጩና ሊሰበስቡ የሚመጡ አውቃለሁ፡፡

Ofcourse in a literal sense, it is among the tasks and responsibilities of vocational guidance and counseling unit to equip the employing organizations with all the necessary information about the trainees and training in order to motivate them to act positively for support and employment opportunity. Common understanding between the training college and employing organization will help both employees and training institutions, to forecast trained manpower needed which in turn leads "to improve labour placement services, training program quality and education and training decision making" (Ahmad and Blaug, 1973:312). With such an issue, a trainer participant fictitiously named Tadesse, reported:-

የዚህን ዩኒቨርሲቲ መኖር የማውቀው በስም እንጂ እንቅስቃሴውን አላውቅም ሰው ተመድቦለታል ይባላል፡፡ ነገር ግን እንኳን በቀጣሪ መስሪያ ቤቶች በተማሪውም አይታወቅም ስለዚህ ምን ኃላፊነት እንዳለበት ለማወቅ እራሱን መግለጽና መቀራረብ ይኖርብን ነበር ብዬ አምናለሁ፡፡ ... what I know about the vocational guidance and counseling unit in the college is its presence but not its activity. Leave employers, trainers and trainees have no idea about its tasks and duties. It seems better to introduce it self and cooperate with the college community.

In a similar vein, trainees also seem to be victims of the information gaps that vocational guidance and counseling meant only apprenticeship affiliated. Some of the remarks that I came across in the interview sessions with trainees, whenever they mention the tasks and duties of VGC illuminate my assertion. They talk about the unit and its duties little facts they know in the college. Solomon and Yadeta, as student participant claimed.

What we know is the non-existence of the unit የማውቀው የክፍሉን አለመኖር ነው። But the involvement of certain trainers in provision of guidance service .... Other wise, it is we who search a place for apprenticeship የስራ ላይ ልምምድ ቦታ የምንፈልገው እኛ ተማሪዎች ስንሆን ምደባ ይጻፍልናል። So what is the tasks and duties of the unit? we don't know! ስለዚህ የክፍሉ ኃላፊነት ምን እንደሆነ አናውቅም

The responses of the participants from any category tell us two things. First no one has clear understanding about the very tasks and responsibility of the unit in charge. Even some participants asserted that they have no prior information about the existence of the vocational guidance and counseling unit in the college and where its office is. Secondly, from among the duties the unit is supposed to exercise to ensure quality training and competent manpower to the world of labour market, introducing the unit to the school and outside community is mandatory. However, the situation was opposite, participants from different group have had limited information about the establishments and the responsibilities of the unit. They were participants from administration group who knew something little and unorganized. But, the direct beneficiaries of the unit, such as trainee, trainer and government and non government employing organization knew nothing about the unit.

In addition, as participant observer, in my study in the college and watching its activity, I saw nothing indicating about the functions and executions of the vocational guidance and counseling unit. Even, it was tiresome to locate not clear where the office of the vocational guidance and counseling unit was. The document reviewed also marks nothing about the attempts made by the unit as per the requirements. Hence, one can safely argue that the vocational guidance and counseling unit in the college did nothing to introduce it self and to reorient its tasks and duties to the public within and outside the college as the requirements. And these might result in serious repercussions, which would be discussed consequently, that would adversely affect the success of TVET program in achieving its aim.

#### 4.1.2. Consultative Placement and Training

Technical and vocational education and training in Ethiopia is aimed at curbing the serious shortage of middle level manpower that plays a significant role in the development of the country. Graduates of this program, according to TVET strategic plan of Ethiopia are expected to be competent in such a way that they are equipped with capabilities that would enable them not only to be government employed but also become self employed. To achieve this, students should participate in the training program with their interest and choice. It is essential for the programs to be driven by the needs within the system. Assigning trainees for training and placement demands consensus between the training institution and the trainees, which is possible through provision of timely and accurate information, that help trainees to determine their conditions, potentials and opportunities around them with regard vocational training, occupation diversities, and available job offering industries, college alternatives, socio-economic and cultural and referral information resources.

However, the situation in the area where this research conducted was different. A student participant, fictitiously named Werku, indicated the situation of placement and training in the college as follow,

“ ..... In my view I haven't seen any thing new made towards department selection and individual potential needed ..... በወረቀት ምርጫ እንሞላለን፤ በወረቀት ያገኘነው ይለጠፍልናል። ከዚህ ውጪ የስልጠና ዘርፉንና የሚያስፈልገውን ችሎታ አስመልክቶ የሚደረግ የተለየና አዲስ ነገር አላየሁም።”

Of course, it seems difficult to provide what individual trainee needs to trainee as a result of limited space and resource available. However, in principle it is quite demanding to provide information about the type, the advantage and disadvantage of training and available market demand at the spot for both trainees and their parents to make decisions concerning their training type and its level. The principal task of vocational guidance and counseling is to create possible match between the quality of the graduate and the requirement of the job ... that is, providing trainees with generic development competencies to cope more effectively with their continuing development as student worker and citizen (Isaacson, 1977:21 and Woolfe, etal, 1987:36).

Concerning the fact of getting accurate information so as to make agreed upon decision on the type and level of training to be given, a participant administrator, fictitiously, named Mekonnen, asserted,

.... Even decisions with regard to students' placement for training and for on the job training is made with little consideration of students participation. Prior orientation has no firm ground that enable trainee to choose in accordance to their interest and potential. ... of course, the problem lays on the selection and placement of the Regional Education Bureau and the Zonal TVET team.

A teacher participant, fictitiously named, Mewded, also reported,

I do not know whether training and market need assessment is made so as to consult and orient trainees, trainers and other stakeholders..... Limitation of capacity is there .... The tradition here is to assign trainee to various departments based on the registration list submitted by the Regional Education Bureau (for 10+3 programs) and the Zonal TVET team (for the other 10+2 and 10+1 programs) without any prior consultation and orientation of the trainees and other concerned bodies.

From the very fact of success of any training schedule, effective resource utilization, motivated training and work environment, prior orientation of the training type with regard to individual potential needed and available market demand has to be cleared. Its purpose is to promote the maximum realization of human potential for both self fulfillment and for social contribution as a result of work that emerge and grow from education and training objectives. This is, however, possible if there is prior orientation and consultation that takes place in the training institutes to empower trainee to be competent enough to decide on what to train and why to train. That is, keeping balance between their felt needs and the environmental situations (Crow and Crow, 1965:33).

What one can understand from here is that despite teachers' college deans' employers' and students' awareness about the very tasks and duties of the vocational guidance and counseling unit is limited, they commonly tend to be permissive and do jobs as they are told to do.

They receive and provide training for trainees without questioning who send them why and what to study. Surprisingly, the vocational guidance and counseling unit had no information about the incoming trainees and no any form of orientation program scheduled to introduce the internal and external environment either through leaflets, brochures, magazines or school news letters.

Giving priority to receive and place trainees on the training fields as per the directives forwarded by the Regional Education Bureau and Zonal placement committee, by emphasizing less on student's needs, training, ability and provision of prior orientation negates quality education and training. This implies that training for personal and its social benefits remain to be nominal and will never guarantee success of quality training that fit to the labour market demand.

#### **4.1.3. Power of the Authority to make and to execute decisions**

From the very nature of TVET, matching training programs to the trainees' need and available resources at hand and to the environment around is the requirement. Trainees choice of training fields should be appropriate to their future career aspiration. The quality of training and the number of trainees to take part in the training directly or indirectly determined by human, material, financial and information resources available. In addition, unless any training program addresses both individual and social problems, it remains to be wastage of resources in any form. As a result, training program of any type needs to conduct and depends upon training need and labour market assessment because "a job for life is disappearing and the structure of work force is changing (Ali, 1996:128).

Such a task, however, requires authority to develop alternatives and power to select the best that fits to the situation and decision to execute. Assisting individuals towards responsible independence, development of maximum potential or self actualization (Arbuckle, 1967 in Woolfe et al, 1987:32) is not a mere task to be accomplished without authority granted and power realized. An administration participants, fictitiously, named Mekonnin and Yehualashet, reported;

... the whole issue of authority and its implementing tool, that is power concerning decision making on type of training field to open, number of trainees to accommodate in each training field and curricular material is some thing nominal. የየሰው ላ ነው። .... Of course, department heads and trainees have right to submit a proposal of their ideas with regard to the training profile but the power to execute is not there at the spot.

Emphasis on personal growth and development, achievement of harmony with the environment around, influencing society to recognize individual difference and to encourage individual career development, requires power to exercise depending on data based information that benefit the trainee, the trainer, the institute and the community at large. To help trainees, train something better and to enable them contribute to the society and cope up with the changing world of work, it is mandatory to give timely decision. This is hardly possible in the training institution. A participant trainee, fictitiously named, Habtu, described the scenario as follows, "... Thought it is mandatory to give at the spot data based decision, it is not still the tradition we are in, no one has the power, even the administration unit, to act according to the situation in the context, except the right to report to the next hierarchy."

Even worse, absence of power to execute data based decision at the spot demotivates trainers and discourages trainees not to act actively. The continuation of a problem that affects the training program one after the other made the condition even worse. As a result, the situation marked detachment between the training program and trainee's interest, which made their training meaningless even for themselves and this contributes to the increased unemployed trained groups. That is why a student participant Chala, said "I hope no idea of what is going on... and no one has told us of the problem they have."

I was touched by the grief what an administration, a trainer and student participant went through concerning the power exercised by the college realizing on the data obtained from the vocational guidance and counseling unit to make decisions. Moreover, from my role as participant observer, I tried to observe systematically what the vocational guidance and counseling unit practiced. Using observation check list. From continuous but time framed observation I made up on the unit, I came up with nothing illustrative. Whenever there is no indication of activities of the vocational guidance and counseling

unit to serve the school community and other stakeholders, when ever there is no illustrative information about the unit and its place and documents at hand, and the unit fails to act as per the requirements. It was more likely to create hopelessness and dissatisfaction toward the training activity. Trainers frequently showed signs of defeat, failure and incompetent thinking of their future career option and its match to their current training.

I also share trainer's views of hopelessness and dissatisfaction emerged as a result of failure of the vocational guidance and counseling unit to perform its tasks and duties as per the requirements. Trainers could not cope up with the labour market demand due to absence of accurate and timely information to be offered by the unit and the current training quality and future career option.

## **4.2. Partnership and communication trend**

The function of providing quality training, which enables graduates to seek for and be successful on the job requires partnership and regular communication with employing organization, labour unions business and industry representatives. An effective career advisor develops a net work of employer contacts and information services (Ali and Barbara, 1996:155). As a result, partnership and communication trends of the vocational guidance and counseling unit in Woliso technical and vocational education and training college have been seen as one issue to be investigated. The issue includes expectations and linkage prevailed within and between the vocational guidance and counseling unit and collaborating stakeholders so as to indicate relationships.

### **4.2.1. Expected but limited linkage**

Among all other issues that the vocational guidance and counseling unit is expected to involve in and execute is creation of sustainable partnership and everlasting communication trend within the training institute and employing organization. Enabling trainees interest and potential to be compatible with the job requirements so as to come up with trainee's success on the job is a matter of keeping collaboration and information flow with one another between training institutions and the work environment. Frequent and continuous contact with graduates and employers is as well important to determine

the extent to which the institute has prepared the student for post school life (Crow and Crow, 1965:392).

Furthermore, when I observed the day-to-day activity of the unit in charge of vocational guidance and counseling services, concerning interaction of the unit with personnel within the institute and with the community outside the institution, I came up with something amazing. It seems an empty room, no one to use it and nothing is there, even there was no a sort of plate that indicates what office it is, and no documents available in the unit in charge of vocational guidance and counseling. In my first day experience to look through documents reserved in the form of official letters, memos from the college administration personnel, directives and others, I got nothing relevant that revealed the form and trend of partnership and communication system the vocational guidance and counseling unit in particular and the college in general, exercised with employing organization, the out of institute community and personnel within the institute.

Partnership and communication among and with vocational guidance and counseling unit and out of school community is of the crucial issue that guarantee success in quality of training, confidence in the mind of trainee, satisfaction on the side of trainers, and better productivity in the world of labour market. Hence, an administration participant fictitiously named, Yehualashet, reported.

Although partnership with the school community and also with cooperating stakeholders out of school is mandatory. Surprisingly no system is designed to act accordingly even at national level ....**እንደ ሀገር የተለመደ አይደለም** No integrated relationship exercised between the vocational guidance and counseling unit in charge and employing organizations

It is to be noted that what is forwarded by a participant administration, named Yehualashet is amazingly discouraging. In a situation where a personnel from administrative unit asserts absence of remarkable and future oriented partnership and communication within the institute and between the vocational guidance and counseling unit and employers, it is tragic of what was expected.

Furthermore, a representative of employing organizations fictitiously named, Habtu said

... From the very experience our organization had with the college, it is quite problematic to confirm the prevalence of permanent and regular partnership with the vocational guidance and counseling unit in the college.... **የኒቱ ህልውና የለውም** ofcourse, I assure you that there is communication with the college in the case of apprenticeship and graduation ceremony which is however short spanned.

Since the prevailing linkage between the vocational guidance and counseling unit and the out side collaborative partners is as it is illustrated above from the words of participants it is not as such promising accordingly. The incapability of the vocational guidance and counseling unit to design a system of linkage between the college and the employing organizations and the labour market, diminish the success of a program for quality training and absorbant labour market. From the report made by a teacher participant fictitiously named, Tadesse:

The only linkage that avail with partners and the trend of communication with them lays on apprenticeship. No more linkage with any one in any form. And this relationship is facilitated by the academic dean and training supervisors, other than the vocational guidance and counseling office, 'it is who hide himself in the jungle **እራስን ደብቆ የመኖር ያህል ነው::**

In the same vein, student participants, fictitiously, named, Eshetu, asserted the following concerning the linkage and the out side collaborative partners, Eshetu, reported,

.... Leave alone the linkage and communication pattern the vocational guidance and counseling unit has with employers, no linkage with students.... We have no evidence to assure the partnership the vocational guidance and counseling unit has with the employing organization and the labour market. ...

At has same time, a femal student fictitiously name Fozia stated.

Ignoring the units linkage with the community out side, no one is aware of its existence and activities in the college. .. Its partnership is a dead end. **ከውጭ ማህበረሰብ ቀርቶ ከተማሪው ጋር ግንኙነት የለውም:: እንኳን ከውጭ ማህበረሰብ ጋር ሊቀራረብ በኮሌጁ ውስጥ መኖሩም አይታወቅም...ግንኙነቱ በጣም የሞተ ነው::**

I was surprised to find out that all participants from each category, be it from administration, trainer, trainee and representative of employing organization asserts little or no linkage between the college vocational guidance and counseling unit and partners. This marks in sufficient co-ordination which implicated lack of coherence in the vocational guidance and counseling system and service. Employers and their organizations are the one among all others which are supposed to take part and to have roles in adjusting the graduates for the demand and quality training requirements of the labour market. They are the employing organizations and trade unions which should be involved in guidance and counseling activities in collaboration with schools, colleges, training institutions, and labour market authorities. These groups are supposed to offer possibilities for study visits at companies, on the job training periods for trainees and made information arrangements through contact person or groups (Svendson, 2002:22). As a result, the vocational guidance and counseling unit and the counselor is expected to reckon individuals or groups having a link with the education and training program to contribute something to its success.

In deed, in addition to what is reported by participants from any category, concerning partnership and communication patterns exercised by the vocational guidance and counseling unit, as participant observer, I haven't seen any attempts to be made to establish relationship with the institute personnel and other stakeholders in the community. No sign of permanent and regular communication with stakeholders in my stay there. However, one can infer a fallacy on the policy statement and proclamation of technical and vocational education and training and the result exercised in the training institute. The very concept of TVET and the tasks and duties of VGC unit stipulates that among all other responsibilities, TVET and VGC unit to exercise is the partnership and communication trends, that is expected but not executed.

Hence, one can argue without hesitation that there is no well planned and organized vocational guidance and counseling service. There is no permanent and regular linkage between training institute and the world of work depending on the labour market survey, which serves as a means to address quality training and better trained manpower that best fit to the labour market demand. I believe that these would put a stumbling block on the new entrants who wish to join TVET.

#### **4.2.2 Achieving the Target**

Establishing and empowering the vocational guidance and counseling unit is perpetuating conditions for quality training. The implementation of the tasks and duties assigned for the unit is to improve the training program to fit to individual and group training need and to satisfy the labour market assessment. Because the very purpose of TVET is meeting skilled manpower need of the society, by increasing options to trainees, so that they could join any areas they want that serve as the means to resolve the problem of unemployment of school leavers (Evans, 1971:9). The fundamental objectives of technical and vocational education and training in Ethiopia has nothing different from what is stated else where globally. The education and training policy and its implementation (2002:911) asserts that “the aim of TVET program is not only to train manpower for the development program that the country is in the process of implementing, but it is also intended to encourage the trainees to create jobs for themselves and contribute to the national development effort.” For this purpose, vocational guidance and counseling is the process of assisting individual to choose an occupation, prepare for it and enter upon and progress in it.

As a result, the system in our case allowed the establishments of the unit in charge of vocational guidance and counseling, which is responsible to conduct training needs and labour market assessment so as to create linkage between training institution and employing organization is also the other task. Thus, these where one serves as a feeder for the other, formation of partnership with in and out side the training institute, in order to create shared vision and common direction, through involving all school personnel in every fact of the program which in the long run help to prepare individuals for new job responsibilities. In order to have promising relationship between TVET and the labour market, the training program needs to be job oriented that encourages self employment. It has to be appropriate to the situation and relevant to the trainee need and available potential. Establishing organizing and staffing the vocational guidance and counseling unit depends on its unique objective that is discovering the trainees abilities to cope up with problems encountered during training and occupation life.

Directives were formulated and dispersed from national and regional authorities to all TVET institute of all levels stating the tasks, duties,, requirements and necessities of vocational guidance and counseling unit. It was primarily aimed at making lovely and lively quality training and partnership with stakeholders benefited from the program directly or indirectly. It happened that trainees would be more benefited from of the training and employers would get better trained employee. This would guarantee sustainable attachments and support between the training institute, the labour market demand and employee interest.

However, trainers hardly aware of the vocational guidance and counseling unit and its tasks, duties and necessities and trainers will still be in dilemma about the existence of the unit and its responsibilities. Even, what surprises me was a response of a responsible individual for the unit was in hesitation to spell out the tasks, duties and necessities of the unit and its relationship and communication with partners and trainees within and out side the institute. To such instances, a participant from the administration fictitiously named Mekonen reported, that

... even though I have certain concepts about what to do as councilor from literature, directives and ideas synthesized from workshops... no permanent and regular relationship between the institute and employers around ... and he hasn't yet conduct training need and labour market assessment

Despite the attempts made at national and regional levels to establish a unit in charge of vocational guidance and counseling at the training institute level, to guarantee quality training and partnership with employing organizations, depending on data synthesized from training need and labour market assessment, the practice was opposite to what is supposed to be.

A teacher participant, fictitiously named Tadesse and a student participant fictitiously named Solomon had some thing in common. They reported that

Nothing is exercised by the unit so as to guarantee quality training and partnership with employers, what is at the spot is carelessness and joking ...

**የተያዘው መሣር ሳይሆን ማሾፍ ነው።** Hence, the bullet is missing its target.

The vocational guidance and counseling service which is the heart and means of technical and vocational education and training was also aimed at to guarantee self confidence and self employment of the graduates. However, absence of permanent, regular and motivating linkage and communication pattern and its focus on the traditional routine tasks, that is 'training with out questioning' made the training in considerate for some. In addition, the poor linkage between training institute and employers of any type reduced trainee's interest. Depending on the participant information, personal participant observation and documents reviewed, what is happening in training institute is contrary to what is expected to be. Theory has once again become unfit to the practice.

### **4.3. Support System Issues**

Support system as one major theme includes issues about considerations and emphasis given, material, financial and information resources ear marked and its impacts in any form on the vocational guidance and counseling unit. It is categorized into two sub themes which would hopefully enable readers to portray the situation pertaining to the type and magnitude of supports allocated and utilized to the vocational guidance and council unit from with in and outside the institute, as discussed by the researcher participant stated in my understanding.

#### **4.3.1. Attainment of Responsibility**

The establishment and organization of vocational guidance and counseling unit and placement of competent manpower to the unit is a means to accomplish what is assigned to the unit as per the requirements. It is only if there is a regular attachment, support and motivation that the unit can serve what is intended to serve. Empirical evidence suggests that there is a relationship between education, training and production. But, it is the type of education and training offered that increases productivity (Maliyam Kono, 1982:4). In other words ensuring productivity is a matter of selective and quality training to be offered for the young which in turn requests for sustainable and dependable labour market research and utilization of its aspects.

These all is however impossible unless the vocational guidance and counseling unit get better consideration, by the training institute personnel and other stakeholders. Opportunities for gainful employment are so few. The problem of how to handle the tide of demands for employment by providing the young people with satisfying work and equipping them with the skill they need is among tiresome tasks to be accomplished by the vocational guidance and counseling unit and partners support. Thus, from the responsibility of the vocational guidance and counseling unit and the tasks to be accomplished by the unit for remarkable success in quality training and quality work force, it is mandatory to provide attention and to be parts of it in any form at any time.

In this regard, what is reported by participants of different categories revealed something important about the reality at the spot. For instance, a participant administrator fictitiously named, Yehualashet, reported, "... In my knowledge, I haven't seen any support of any kind from the external community to the vocational guidance and counseling unit except minimum support given by the college administration...."

Of course, there could be a sort of support in the form of information provision and apprenticeship intake, which would have a substantial value for the training. However every one who is direct beneficiary of the training program is expected to provide an all round and considerable support of any kind to the unit to capacitate it and to address its major and prime aim. Concerning the significance of support of any type and the actual performance with regard to supports given to the vocational guidance and counseling unit, a participant teacher Mewded described,

... What I know about support services given to vocational guidance and counseling unit is very scarce ... I haven't seen any thing .... I don't know what the administration personnel suggest. But in my understanding, what I know is that no support of any kind is given to the unit ....

Eventually, from the observation made and documents reviewed, I understand the challenges of provision of support of any kind to technical and vocational education and training institutes in general and the vocational guidance and counseling unit in particular. But, it is mandatory to secure quality training and quality labour force to the labour market. However, what matters was the absence of material, financial, information and training supports to the VGC unit as expected.

### 4.3.2. Support needed

Vocational guidance and counseling is a process of searching out details about training, understanding and selecting among the range of alternatives available, and integrating personal and vocational needs to education and training institute and the labour market structure. The possible strategies to achieve what is illustrated are changing the situation, changing one self, get out of what is accustomed and to stay with and develop ways of living with (Woolfe, et.al, 1987:37). However, these roles and functions request conducive physical environment and well equipped and better facilities settings. Success in maintaining the tasks and duties of the vocational guidance and counseling is primarily the function of the social and physical environment and facilities and equipment secured at the spot.

The level of resources available in the vocational guidance and counseling unit, once again, deters it from providing its services as per the requirements. Hence this marks a gap between the supports needed and what and how much is secured to address its duties. Concerning support system rendered and resources availed, a participant from administration, fictitiously named, Mekonnon, said

...no support the vocational guidance and counseling unit had got from any one of the outside stakeholders except the limited budget earmarked from the college. በተመደበለት ውሳኔ በጀት ከመስራት ውጪ ከሌላ ክፍል የሚያገኘው ነገር የለም፡፡

In the same manner, the other participant from the administration, fictitiously named, Getachew reported, “except the limited budget allocated from the college, no stakeholder had given any kind of support to the unit but exchange of ideas concerning apprenticeship ... the unit still did not introduce itself to others ... እራሱንም ብዙ አላስተዋወቀም”

Despite the very tasks, duties and requirements stated for the vocational guidance and counseling unit, aimed at provision of quality training depending on individual trainee need and the labour market demand, it remained an illusion and unorganized because of absence of support of any kind from any corner in any form.

Employers around know nothing and provide nothing to the vocational guidance and counseling unit, except exchange of ideas and placement of trainees for apprenticeship.

Though there was proclamation that enforces enterprises to support TVET and their trainees, in some areas, it was conducted through personal contact and begging. A participant trainer, fictitiously named, Semegnew, asserted, "I know nothing about the kind and level of support given to the unit from any group within and outside the college in my stay here for about three years" In the same manner, a student participant Solomon reported, "... leave alone the support the vocational guidance and counseling unit get, I have no idea about the existence of the unit itself since my arrival as trainee here.

Thus, in addition, I myself as a witness of participant observer and reviewer of the document can say that the vocational guidance and counseling unit as a unit has one office just in one corner of the college. It has no any mark or something for which help to realize that the office is the vocational guidance and counseling unit. The facilities and equipment inside marks something amazing that the unit had not get any support of any kind from any one, even from the college itself. Knowing the significance the VGC unit has for the training has no any meaning unless consideration is given.

Thus, since education and training is an activity which involves the cooperation of teachers, parents, student and the community at large, it seems mandatory to look through the training and provide support of any kind to ensure quality training and competent labour force. The community often wants to know who is doing the training, what is being trained and how it is being trained. As a result, training institutes and through which, the vocational guidance and counseling unit, definitely need to be in close relationship with the community because of the moral, financial, material, etc, support, they provide with out which the successful implementation of the training remains to be wastage and doubtful.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

#### 5.1 SUMMARY

The study came up with the following summary of the findings

- Concerning the perception of the community within and outside the college with regard to the tasks and duties of VGC, unit the study revealed that there were limitations and information gaps.
- Participants from employing organizations, trainees, trainers, and even the administrative personnel perceive the task, duty and significance of the VGC unit differently.
- No uniformity in idea among participants with regard to the tasks duties of VGC unit, which marks the prevalence of information gap among stake holders about the VGC unit.
- Trainees were assigned for training with out their consent and no common agreement concerning placement of trainees for training and apprenticeship according to their interest and potential.
- It was as well impossible for the, VGC unit and the college at large to decide and execute their decision concerning, The type of training and the number of trainees except submitting to the next hierarchy to give decision upon and release directives.

- TVET is considered as a means and instrument to prepare youngsters to the job of the changing world. It required establishing a firm partnership and communication channel with all stakeholders. The vocational guidance and counseling unit was therefore a unit in charge to act accordingly. However, the study unveiled that the form and magnitude of partnership the VGC unit in particular and the college in general had with the labour market was below its expectation.
  
- Absence of willingness from enterprises of any type around indicates absence of orientation about the training and lack of well established partnership and communication among the training institute and other stakeholders.
  
- In addition, the finding revealed that, though the practicality of any program is a matter of material, financial and information support provided, participants of all category explained the absence of support of any kind to be given for the VGC unit except little amount of budget earmarked from the college administration.
  
- Quality training is a reflection of quality human and quality material resources which request additional expenditure. However, what was seen through the investigation was little or no consideration was given to the vocational guidance and counseling unit, which would have its implication on the quality of the training program at large.

## 5.2 CONCLUSIONS

1. Although the philosophy and theory of TVET asserts that the VGC unit has power to exercise quality training, and quality labour force, there is perception difference among stakeholders.
2. The procedure of placement of trainees' for training disfavors trainee.
3. No pre and post training orientation was given to trainees
4. Placement of trainees' to training fields made with out their prior agreement interest and potential they have -
5. Provision of context and situation based decision at the training institution level is impossible.
6. Though partnership and communication with employing organization is necessary, depending on training need and labour market assessment, no permanent and regular relationship except cooperation at a time of apprenticeship
7. the cumulative of the afore mentioned issue namely
  - Information gaps and
  - Absence of partnership and communication

resulted in minimum support and little consideration to the VGC unit, that made the unit not to act as per the requirement and came to be draw backs for the functionality the unit and the labour market to surfer with poor quality trained labour force.

### 5.3 IMPLICATIONS

The findings of the study are believed to have some implications for practice. This implication might show areas of interventions to improve the practice of vocational guidance and counseling, which in turn could contribute to the provision of quality training and quality work force to the labour market.

Based on the assumptions, major implications are drawn below to put into check as the shortcomings listed here under that had been unveiled during the course of the investigation. These are

- I- Absence of well established and better organized pre and post TVET awareness program.
- II- Poor partnership and communication system and strategy availed between the training institution and the community around.
- III. Prevalence of minimum support and little consideration to the Training institute and the vocational guidance and counseling Unit.

Thus, the following are practical implications which request due attention by all concerned and respective stakeholders to be practiced. The provision of pre and post training and career option information was not as it is expected to be. It seems to have contradictory impact on creating common understanding about the tasks of the training.

- In order to achieve the training objectives and to act as per the requirements, for common goal achieving orienting the program and re orienting in a better way and filling the information gap using pamphlets, bruchers, job directory, training leaflets, training manuals, posters etc. is a priority action not to be left for the future.
- Placement procedure of trainees for training program was found to be with out prior consultation of the trainee and with out considering their interest and potential. This calls for a sincere and coordinated effort that needs to be undertaken to involve trainees in selection of training fields, according to their interest and potential.

- Quality training and quality labour force are a matter of quality decisions to be given to the problems at the spot. The study, however, revealed that institutions have no authority and power to give context based decisions except forwarding what so ever to the next hierarchy. Thus, it seems mandatory to provide authority and power for training institutes to decide and execute accordingly for a better translation of the policy into action.
- The Regional Education Bureau, the respected training institute and concerned stakeholders, should develop and promulgate the necessary guidelines that facilitate the operation of partnership and communication between the institute and the labour market depending on the national and regional TVET policy framework.
- TVET is a training demanding a large investment. Assigning trainees for apprenticeship is as well cost consuming and have remarkable positive or negative impacts on collaborating partners. As a result, initiating and strengthening partnership and communication between training institute and employing partners need to be supported by legal frame works which could be effected by:
  1. deduction of apprenticeship expenses from taxable income;
  2. provision of a acknowledgments and recognition to employing Partners;
  3. provision of awards of honorary certificate; and
  4. introducing partners to the public through the use of the media, regional conferences and local public meetings.
- Securing quality labour force is a matter of better training facilities, which in turn requests remarkable expenditure. Covering the whole costs of training becomes a burden for the government and push factor for the training and the trainee. So, it requires the involvement of all stakeholders in the area to offer technical, material financial and information supports, to help the institutes and the VGC units functioning as per the requirements.

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## **APPENDEX – A**

**ADDIS ABABA University**

**Post Graduate Program**

**College of Education**

**Department Of Curriculum and**

**Teacher's Professional Development Studies**

### **Interview Guides for Key Informant (Dean, V/Dean and Vocational Counselor)**

#### **I. Instruction**

The purpose of this interview is to identify the very task and responsibility of VGC unit and to see the relations ship the unit has with the labour market and the training curriculum. Since your ideas are valuable for the successful completion of this study, you are kindly requested to give your ideas genuinely as per the question.

1. What is your role in the training center?
2. Why, how, when and by whom this training center established?
3. Currently what training fields; how many trainers and trainees are there?
4. How many trainees graduated since its establishments? How many of them got government, cooperatives and self employment?
5. Are the employed graduates, employed in the field they trained? How much of them?
6. What could you say about the training profile of the graduates? Do you have direct linkage with graduates and employed graduates, all times needed? How?
7. What relationship is there between your training center and employing organization with regard trainees training quality and job opportunity? How?
8. How is training field and job placement is conducted? Who conduct it? And what is expected of the trainee and the training center?

9. Do employing organizations and other stakeholders participate in providing constructive suggestions and practical support? How? To what extent their contribution and support served to improve the training?
10. What are the major responsibilities and tasks of a VGC?
11. Is the VGC unit, well equipped both in man power and materials?  
 If yes please list what is available ?  
 If no why? give your suggestion -----
12. Is the unit provide assistance to administration staff, trainee and trainers with regard quality in relation to the labour market survey and suggestion of (employing organizations)  
 If yes 7.1 what feed back had the unit gained?  
       7.2 In which training field?  
       7.3 From which employing organization?
13. Is the VGC unit gets support both from the school environment and out side the school?  
 If yes, mention the source and the type of support  
 If no, why is that? Give your suggestion? How?
14. What benefits have the partnership b/n training center and employing organization for the training? Do feedback collected and used to improve the quality of training? How
15. Does training centers have authority to make decisions with regard the types of training, number of trainee and quality of training curriculum, depending on the suggestion from employing organization and the labour market survey? How?
16. What social beliefs and imaginations are there towards TVET with in and out side the training center
17. What problems the training center and the VGC unit faced in the past what do you suggest mitigating the problem? What is expected of the future? Why? How?

## APPENDIX - B

### ADDIS ABABA University Post Graduate Program

#### College of Education

#### Department Of Curriculum and

#### Teacher's Professional Development Studies Interview guide for Department heads trainers and employing organizations around Woliso town.

I. **Instruction** – The purpose of this interview is to identify the very task and responsibility of VGC unit and to see the relationships the unit has with the labour market and the training curriculum. Since your ideas are valuable for the successful completion of this study, you are kindly requested to give your ideas genuinely as per the question.

#### II. Interview Questions

6. What are the major responsibilities and tasks of a VGC?

7. Is the VGC unit, well equipped both in man power and materials?

If yes please list what is available ?

If no why? give your suggestion -----

8. Is the unit provide assistance to administration staff, trainee and trainers with regard quality in relation to the labour market survey and suggestion of (employing organizations)

If yes 7.1 what feed back had the unit gained?

7.2 In which training field?

7.3 From which employing organization?

9. Is the VGC unit gets support both from the school environment and out side the school?

If yes, mention the source and the type of support

If no, why is that? Give your suggestion? How?

10. What benefits have the partnership b/n training center and employing organization for the training? Do feedback collected and used to improve the quality of training? How

11. Does training centers have authority to make decisions with regard the types of training, number of trainee and quality of training curriculum, depending on the suggestion from employing organization and the labour market survey? How?
12. What social beliefs and imaginations are there towards TVET with in and out side the training center
13. Is there permanent and continuous partnership b/n training institute and the employing organization?
  - How frequently?
  - In what matters?
14. What relationship and why it is needed to be exercised b/n train center and employing organization. How?
15. What major problems are there those restricts the unit not to act as expected? How?
16. What would you suggest to solve the problem the VGC unit faced? How would it help to solve the problem?

APPENDEIX - C

በአዲስ አበባ ዩኒቨርሲቲ

ድህረ ምረቃ ፕሮግራም

ስነ-ት/ት ኮሌጅ፣ የስረዕተ ትምህርት እና የመምህራን ፕሮግራም

ዴቪዥን/ድክር/ድክር ትምህርት

Interview Guide for Trainees (ለሰልጣኞች)

መመሪያ:- የዚህ ቃለ መጠይቅ አላማ በማሰልጠኛ ኮሌጅ የሚገኘውን የፕሮግራም ጋዴገንስ ክፍልና የካውንስለሩን ተግባርና ኃላፊነት በመለየት ከሰው ኃይል፣ የገበያ ፍላጎትና ከስልጠና ስርአት ትምህርት ጋር ያለውን ተዛምዶ ለማጥናት ነው። የሚሰጡት ምላሽ ለጥናቱ ካለው ጠቀሜታ አኳያ በጥያቄው መሰረት ተገቢውን ምላሽ እንዲሰጡ በአክብሮት ይጠይቃሉ።

ቃለ መጠይቅ

1. የፕሮግራም ጋዴገንስና ካውንስለሩን የኒት የስራ ኃላፊነትና ድርሻ ምን ይሆናሉ ብለህ/ሽ ትገምታለህ/ቻለሽ?
2. የፕሮግራም ጋዴገንስና ካውንስለሩን የኒት ከአሰሪዎችና ቀጣሪዎች ስልጠናውን አስመልክቶ መረጃ ይሰጣሉ? መልስዎ አዎ ከሆነ ምን አይነት መረጃዎች ከየትኞቻቸው አሰሪ መስሪያ ቤቶች? በመረጃው መሰረት ምን የስልጠና ማሻሻያ ተደረገ በዝርዝር ቢገልጻቸው? -----
3. የፕሮግራም ጋዴገንስና ካውንስለሩን የኒት ከትምህርት ቤቱ/ተቋሙ ካሉ ከተቋሙ ውጭ ካሉ ተባባሪ ስራ ቀጣሪና አሰሪ ድርጅቶች ጋር ያለው ግንኙነት ምን ይመስላል?
4. ሰልጣኞች ከፕሮግራም ጋዴገንስና ካውንስለሩን የኒት ሙያዊ እገዛዎች ያገኛሉ? የሚያገኙ ከሆነ ምን ምን በዝርዝር ቢያስቀምጧቸው?
5. በእርሶ እምነት የተቋሙ የፕሮግራም ጋዴገንስና ካውንስለሩን የኒት በሰው ሃይልና በቁሳቁስ የተሟላ ነው?  
 መልሶ አዎ ከሆነ በምንና ምን  
 መልሶ አይደለም ከሆነ ለምን? አስተያየትዎን ቢሰጡ
6. የቴ/ሙያ ት/ትና ሰልጠናን በተመለከተ ያለው የማህበረሰብ አመለካከት ምን ይመስላል? እንዴትስ ይገለጻል ለምን እንደዚህ የሆነ ይመልስሃል/ሻል?

**APPENDEX – D**

**ADDIS ABABA University**

**Post Graduate Program**

**College of Education**

**Department Of Curriculum and**

**Teacher’s Professional Development Studies**

**Observation and Document Reviewing Check List**

Name of the unit /document observed/reviewed -----

Name of the observer /reviewer -----

Date -----

Duration -----

Instruction –The purpose of this observation and document reviewing check list is to look through the form and type of communication practices, prevailed between the training institute, the vocational guidance and counseling unit and other cooperating partners with in and out side the training center. Memos, format letters, notices, rules, regulations, strategies plans and other valuable document in the institute and out side the institute will be observed and reviewed.

S.N	Observed/reviewed material/issues	Behavior of the material observed reviewed	It relation ship to the point under study	Remark

Duties And Responsibilities Of A Vocational Guidance And Counselor.

- Provides orientation of incoming high school students concerning vocational offerings.
- ⊙ Informs local business and industry of vocational education programs in the institutions, and seeks information regarding their job requirements.
- ⊙ Provides a placement program for trainees completing vocational programs.
- ⊙ Assists in the individual vocational counseling of trainees.
- ⊙ Prepares follow-up studies of former students in vocational programs for the purpose of improving services and evaluating the effectiveness of vocational education.
- ⊙ Interprets vocational education to the community.
- ⊙ Remains up-to date on changing job-entry skill requirements and changing technologies in business and industry.
- Registers students new to the institution and orients them to institution procedures and the institutions varied opportunities for learning.
- ⊙ Aids students in field of study selection.
- Maintains trainee records and protects their confidentiality.
- Works to resolve student's educational handicaps.
- ⊙ Works to discover and develop special abilities of trainees.
- Works to prevent students from dropping out of institute.
- ⊙ Provides trainee information to colleges and potential employers according to provisions of the Boards policy on trainee records.
- ⊙ Makes recommendations to colleges, employers and/or related stakeholders.
- Guides trainees in their participation in institution and community activities.
- Obtains and disseminates occupational information to trainees and to classes studying occupations.
- Works with students on an individual basis in the solution of personal problems related to such problems as home and family relations, health and emotional adjustment.
- Confers with parents whenever necessary.
- Advises administrators and departments on the matters of trainee discipline.
- Assist trainees to plan, monitor and manage their academic, personal, and career devt.
- ⊙ Assist with efforts to place students in jobs.
- Coordinates group counseling sessions. Performs administrative duties connected with performance evaluation procedures.
- Maintain records on every statistical data information relevant to the training the institution.
- Acts as liaison to teachers, parents, administration, and community on educational and institution related concerns.
- Facilitates parent, student, and/or teacher conferences when appropriate.

- Participates in necessary campus supervision.
- Conduct a needs assessment to determine
- build partnership with in the training center and community of educators, characteristics of the learners and how they can be reached and served administrators, and business and industry representatives to work as a team to effectively assist the learners in realizing their educational and career aspirations.
- Tap available services and seeks assistance (e.g. funding, equipment).
- Serving as a secretary of the institute internship committee.
- Develop & disseminate brochures describing institution information for Business Community. of other relevant stakeholders
- Identify appropriate companies/industries for internship program
- Arrange places for internship program
- Provide trainees information about the modules they accomplished etc to companies/industries which offer internship program
- Prepare annual action plan and yearly budget proposal including Internship program.
- Involve all institute personnel in every facet of the programme esp. in internship program

### Qualifications

- Bachelors degree (minimum), Masters Degree preferred
- A minimum of three years classroom teaching experience.
- Excellent problem-solving skills.
- Good oral and verbal communication skills.
- Basic knowledge in most training areas offered in center
- Good computer skills especially in database management and internet.
- Good academic achievement & entrepreneurial spirit.

### Accountability

Vocational Counselor is accountable to Director/Dean of the institution

## Internship Committee

The Internship Committee shall include the following members:

- 1/ Director/Dean (chair person)
- 2/ Deputy Director/Dean
- 3/ Vocational Guidance & Counseling (acts as a secretary)
- 4/ Dept. Head's
- 5/ A representative of trainees

Each department head is responsible for placement and follows up of his/her department at appropriate industries/companies for internship Program together with a vocational guidance & counselor.

## Duties & Responsibilities of the Internship Committee

### Facility

The Center must fulfill the following facilities-

- A/ a well-equipped office
- B/ one PC (networked)
- C/ Telephone
- D/ Internet access
- E/ a transport access

### Counselor/Trainees Ratio

One vocational guidance and counselor can handle 500 trainees if he/she is involved in teaching vocational guidance education (i.e. maximum of 8 periods/week). Otherwise he/she can handle up to 600 trainees. If the no of trainees are greater than 600, the center has to assign one paraprofessional guidance counselor accountable to the vocational counselor.

### Qualification of the assistance.

- A minimum of diploma in technical or vocational education.
- A minimum of yrs experiences in teaching or shop assistance.

## Incentive

A Vocational guidance & counselor shall get similar privilege as that of deputy  
I. \_\_\_\_\_

## Code of Ethics

- Respect trainees rights  
Obligated to keep trainees personal cases.
- Obligated to respect individual's dignity, right.
- Serves as an advocate of trainees.
- Provide his/her services equally to all trainees regardless of their race, religion, sex, etc
- He/she has to be a role model for his/her trainees & cooperate as good citizen.
- Must respect the culture of the community.
- Has to assist disadvantageous trainees first.

## Guidelines For Successful Implementation

These are tips found to be effective in desired<sup>and</sup> implementing career guidance and counseling programs that work.

- ① Conduct a needs or situation assessment.  
It is essential that programs are driven by the needs within the system. The following questions can be used in assessing the existing reality in the school or community. What is it that needs to be addressed? Who are the clientele? Where are they located? How many are there? How can they be reached and served? What are they interested in learning. What are their needs? What are the steps to take to correct the problem?
- ② Build partnerships.  
Find a core of people within the school and community committed to career guidance and counseling. Develop a philosophy, and a set of double and reachable goals. Take steps over time to build an ever growing and evolving program. It is also important to get the support of key administrators. There is a need for educators, administrators, counselors, business and industry representatives,