



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**FACTORS THAT AFFECT THE EMPLOYMENT OF
VOCATIONAL AND TECHNICAL SCHOOL
GRADUATES IN EAST SHOA.**

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**BY
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ABSTRACT

The study aimed at investigating the factors that affect the employment of vocational and Technical school graduates of East Shoa. To achieve the stated objectives, data were collected from primary and secondary sources. Primary data were collected through questionnaires administered to 50 teachers, and 400 students who were selected randomly and 20 former graduates selected purposively. The data were analyzed through descriptive statistics.

The preliminary findings of the study indicated that majority of former graduates are jobless, due to limitedness of employer institutions, and lack of support to be self employed. It was also found that the schools linkage with employer institutions, job opportunity orientation, which have an impact to the problem, needs attention and lot of improvement.

CHAPTER ONE

1.1. Background Information on the Problem

One of the principal goals of education is to prepare future citizens to live and work in the free market conditions. As a result, there is a need to create a direct link between the labour market and education which would allow for the higher utilization of the human potentials of the country (Fagerlind and Kanaev,1997).

Jacques and peace (1993) noted that any program in higher education is said to be relevant if it achieves its mission and meets the expectation of its stake holders by producing effective graduates for work. In other words, the prime objective of education is to produce productive graduates for the labour market.

Unfortunately, for many reasons largely due to poor economic condition coupled with rapid population growth, inadequate government and family support and lack of access to resources, the Ethiopian youth is confronted with massive unemployment problem which is a big challenge to the country. Infact, this chronic problem is aggravated by the mismatch between education/training on one hand and the labour market on the other. (Kasaye Tikuye2004:5).

In order to overcome these and other problems, a policy has been issued and TVET program has been introduced to give student sufficient training towards ensuring the anticipation of the labour

market and minimizing the serious shortage of middle level manpower that place a significant role in the development of the country. Graduates of this program according to TVET strategic plan of Ethiopia (MOE,2003), are expected to be competent in such a way that they are equipped with capabilities that would enable them not only to be emoted but also become self employed.

It is in view of this that the student researcher is interested to assess the factors that affect the employment of TVET graduates in East Shoa Zone.

1.2. Statement of the Problem

It is known that education contributes to economic growth by improving the quality of the labor force by giving & producing qualified workers, through meeting the skills and knowledge demanded by the modern sectors of the economy, and therefore, by making these workers more productive (Woodhall 1981:35). In Ethiopia in recent years, the profile of graduated of the different educational programs have been under attack by employers and researchers (Amare and Temechew, 2002). Researchers such as Seyoum (1996), Tekeste (1996), Esayas (2001), expressed their dissatisfaction on the educational policy of the country. Solomon (2001) also fond out that the language competence of graduates was lower than the expectations of employers.

Thus, the research that was undertaken intended to answer the following basic questions.

1. What is the employment and/or unemployment condition of the graduates in East Shoa?
2. What are the major factors that have affected the employment of TVET graduates in east Shoa.
 - What kind of relationship exists between employers and vocational and technical school in facilitating employment?
 - How the vocational guidance and counseling programme organized is and what roles does it play in these schools?
 - Do teachers have the necessary qualification to handle the vocational and technical programme?
 - What other factors affect the employability of the graduates.

1.3. Objective of the Study

The study that was undertaken rested on the major objective of exploring the major factors that affect the employment of vocational and technical school graduates in East Shoa. More specifically the study endeavored to

- Find out the employed and/or unemployment condition of the graduates East Shoa.
- Examine the kind of relationship between employers and public TVET schools is facilitating employment

1.4. Significance of the Study

The unemployment problem of vocational and technical school graduates is a serious problem in many developing countries like ours. Hence, the student researcher has found it essential to deal with the issue under consideration, and this may in turn;

1. Be used as a source of information to set employment strategies of similar purposes;
2. Contribute to a further in dept research work on the problem;

1.5. Delimitation of the study

The concern of this study is to point out some of the major problems that make vocational and technical graduates failed to get relevant employment in their field where they need in East Shoa Zone.

To make the study manageable the student researcher had decided to delimit the study on public TVET institutions which are found in east Shoa, namely Batu TVET school which is found in Zeway, Wonji TVET school, located in Wonj town and Merti TVET school, Currently the training programme under these school are organized only on 10+1 and 10+2 levels.

Furthermore, former graduates participating in this study were under regular programme who graduated from the above mentioned institutions in from 1995-1997 E.C. up on completion of their 10+1 and 10+2 programme. Furthermore, according to the information obtained form the schools mentioned above the total number of graduates from the year 1995-1997 E.C were 1434.

1.6. Limitation of the study

Time and financial problems have mainly constrained this study from being deep and exhaustive. In addition to this the research process had faced problems in gathering information from the respondents, in which some of them were reluctant. Although such factors pressed the study negatively, the writer tried to manage them to come up with this research work.

Moreover insurmountable shortage of reference materials in the areas of technical and vocational education and training, a number of sources mentioned in the review of literature are secondary sources.

1.7. Definition of terms used

1. UN EMPLOYMENT:- a situation in which people who are qualified for job willing to work, and willing to accept the going wage rate and can't find jobs without considerable delay (Sharp,1990:310) "Unemployment is measured by the number of people actively seeking jobs" (Squire, 1964:1)
2. TECHNICAL & VOCATIONAL EDUCATIONS:- Refers to all forms and levels of educational process involving, in addition to general knowledge the study of technologies and related sciences and the acquisition of practical skill and knowledge relation to occupations in various sectors of economic and social life (UNESCO, 1978:17) as cited in Masresha Geleta 2004).
3. VOCATIONAL GUIDANCE:- Consists of assisting individual through orientation to learn about relevant opportunities for

education; training and work, and facilitating through counseling their career planning (UNESCO, 1978:34)

1.8. Organization of the Study

This study will have five parts arranged in sequential order. The first chapter is the introduction. That provides background of the study, statement of the problem, significance of the study, statement of the problem, significance of the study, delimitation of the study, organization and operational definitions of terms.

The second chapter is the review of related literature. It provides detailed information related to unemployment. Some of the areas are causes, magnitude and consequences of unemployment in Ethiopia, education and unemployment and suggested solution to the problem.

The third chapter comes with research methodology, such as research design, data collection instruments, data management and analysis. They will be discussed in detail.

Analysis and interpretation of the data that will be obtained through the questionnaire, interview and documents analysis will be treated under chapter four.

Finally, chapter five presents summary, conclusion and recommendation of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Concepts related to vocational education

Vocational education is a set of learning activities which aim at developing specialized knowledge, skills and attitudes required of a persons engaged or soon to be engaged in occupational activities with a set standard.

The above definition illustrates that vocational education sought for a specific country should be made contextual in the sense that it has to be relevant to the jobs available or soon to be available. It has to be planned from the inception of such a program with the socio economic goals. It is only through such a pan that projections of jobs and skill requirements for jobs can be made,. To facilitate for this provision of the following principle (Patrick and Selden, 1965-92) should be observed:

1. Vocational Education should occur as close to the time and place of application as possible. On the secondary level, vocational courses should be concentrated in eleventh and twelfth grades;
2. There must be sufficient concentration of work in each area to enable the student to develop sufficient competence to hold and entry job in a given occupation up on the curriculum.

3. A well-planned vocational program integrates vocational education and general education. the vocational development should be built on a sound base of general education;
4. Some diversity of curriculum offerings in needed to provide for individual needs and to give flexibility to the program;
5. All aspects of an occupational area can not be included in the curriculum. Those skills which form the core of the occupation and which are necessary for entry in to the occupation should be taught.
6. Vocational instruction must be geared to the times preparing the individual to enter the world of work of today and tomorrow.

2.2. Concepts Related To Work and Individual Occupation

The relationship between people ad their work may be characterized by several basic concepts.

1. Work provides situations for satisfying individual needs.

People work for many reasons other than money. Supporting this (E. Ginzberg et al 19.51:217) has identified three different types of satisfaction from work. The first and most obvious are the extrinsic satisfactions, or tangible rewards of work. These include salaries and bonuses. Second are the intrinsic satisfactions, derived form two sources;

- A. The pleasure that comes form engaging in work activity, and
- B. The sense of accomplishment that is experienced form meeting social standard of success and personal realizations of abilities thorough achievement.

The third type of satisfaction includes extrinsic satisfactions associated with physical and psychological conditions of a persons work. These include clean, comfortable working conditions, fringe benefits, and congenial co-workers.

Moreover work serves other non economic unctio'n's according to (Morose and Weiss 1988:7-16) found that work is not simply a means of earning a livelihood. And most employed workers continue to work even if there were no economic necessity involved. It is through the producing role that most individuals tie in to society; work is an essential element in helping to maintain their sense of well being.

2. Work is Directly Relate to an Individuals Social Life

An occupation is central to ones sense of dignity, opportunity, and social life,. The consequence of not being able to work or of being denied the opportunity to work at the level of ones competence is not merely a matter of monetary loss; equally important is the consequent loss of social status. The individual's status in the community, based on the esteem in which he or she is held, will depend largely on the type of work that is done and how well it is performed. It is quick evident that one's choice of friends and leisure time activities and even of one's residence, is conditioned to some degree by one's work and one's relationship with co-workers.

2.3. A School-to-Work Collaboration

A school-to-work transition system is by definition dependent on effective collaboration among all of the stakeholders involved in the process. Effective collaboration requires the involvement of all stakeholders in an active and ongoing partnership, and the willingness of each stakeholder to reform all aspects of the system. Developing and maintaining such partnerships take and continuous nurturing so that each partner recognizes the rewards, risks, and long-term outcomes they can expect for themselves and more importantly for the students.

The first step in developing a representative system is taking stock of the range of partners in a community. It is important to engage partners early the process in order to foster a sense or empowerment, ownership, and ability to influence the shape of the system. These collaborative efforts draw from a range of partners much wider than traditional school partnerships, and include:

Representative from secondary schools and districts, business and industry, unions, postsecondary education, community partners, parents, social service agencies, and private sector people with needed skills (for example, job services). These systems of collaboration also reach across layers within organization from an individual school-business partnership to a statewide initiative.

Effective long-term collaboration requires not only broad and inclusive recruitment, but also continuous nurturing of individual members as well as the partnerships. The system must encourage partner's active involvement, fostering clear communication about areas of concern of

interest, developing a level of comfort with risk and change, and building a system where mutual trust and reciprocity are recognized and applied.

This may require structured education/training sessions for various partners. Different partners require different types of support or reassurances that the system will work for them for example, employers must feel that in the long term it is worth their staff time and resources to take high school students into their worker place and mentor or train them. Schools would thus have to prepare and market the student to businesses by equipping students with workplace readiness skills, for example; provide employers with a school-based liaison; and perhaps even train employees in how to interact with and metro a high school student.

The goal of such extensive and carefully nurtured partnerships is an atmosphere of shared vision, beliefs and ultimately, resources. The collaborative process and atmosphere of trust leads to profound change in attitude and actions in areas such as a willingness to give up turf and reallocate resource, and in a recognition that effective partnerships take a great deal of time and commitment to sustained effort for the duration. It is only when individual relationships turn into institutionalized changes and systemic reform of services to students that a school-to-work system becomes sustainable. (Source: www.voc.edu.com/school-to-work transition.

2.3.1. The Role of Industry's to TVET

The According to Gascove; in Denmark, under the vocational Education and training act, bipartite trade committees have been formed by labor market organizations. The committees are established on the basis of occupational a groups with activates an secretariats financed by the employers' and workers' organizations, which have party of membership. Each committee has a working group consisting of professional occupational analysts and curriculum developers, who assess spectral training needs:-

- Create and revise the occupational profile for the trades concerned
- Draft attainment targets which are applied as standards for the final examinations
- Draft frameworks for the curricula which are derived from the above targets
- Determine the structure and timing of school-based and practical instruction at the enterprises.
- They also have the power to approve and abolish courses, conduct examinations and issue awards (Ibid)

Moreover they advise schools on:

- Occupational profiles and industry training needs
- Practical training of apprentices and arrangement of training places in the industry.
- Organization of upgrading courses for skilled workers.
- Organization of school work-shops

Work shop inspection and optional subjects to be taught at schools.
(Source Gascove 200:215-216)

2.3.2. The School to Work Collaboration:- In Ethiopia context

In Ethiopia the expansion of private industries is a recent phenomenon. The causes for expansion might be ascribed to the prevailing economic system. i.e. free market economic system.

As we know a free market economy demands highly skilled manpower. This demand can not be satisfied by handful, and theory oriented schools alone.

As a result it has to be taken as part and parcel of the collaboration team work between the stakeholders and educational institutions. In life planning is the curial matter for success. In here it is imperative to mention some of the governing argumentative points as to why joint strategic planning has to be exercised in conjunction with industries and stakeholders.

- To avoid duplication of trainings and save resources
- To assess and understand the available manpower
- To view quality of education.
- To decide where and what type of institutes to establish
- To decide the enrollment schedule nation wide
- To decide on the type of education to be delivered, etc.

In general, the overall growth in subject, level of study and manpower development can come about, if schools and stakeholders work together based on a coordinated strategic educational plan aimed at

bring the Ethiopian people into the high of skilled society. (Source, Higher Education Strategy Center HESC: MOE 2006:12-13)

The Relationship between Vocational Technical Schools and Employing Agencies.

In practice, the link between vocational technical schools and appropriate jobs seems to be arbitrary. In other words, the training programs and the world of work do not go hand in hand. This might happen as a result of the vocational section adjustment and the training programs arranged without the participation of employing agencies.

The earliest proponents of vocational education in the schools had recognized, if schools, administrators and teachers attempted to set up vocational education programs without advice from employers, two major problems would occur. These are:

1. Programs might be established which would not meet local manpower needs.
2. Employers, not having been involved, would regard vocation education as body else's program, rather than as their own program.

In order to solve these problems and to create a smooth relationship between the vocational technical schools and the employee's two types of committees have to be established.

1. A general advisor committee which is concerned with the enterer vocational technical education programs.

2. A series of occupational advisory committees, one for each occupational program. In addition, the program has to be designed to provide specific instruction related to the needs of the employer rather than focusing on basic general vocation education only. Hence, having been involved in the educational program from inception, both employers and employees could be satisfied with the results (Taylor, 1971:176-177).

Furthermore, the aim of vocational and technical is to meet the demands of well-trained manpower that serves a society in different occupations effectively on the one hand, and to help individuals to earn their living on the other, in the final analysis employers are the consumers and transformers of knowledge and skills produced by the vocational technical training. Therefore, employers to decide what qualifications they need for particular jobs, the followings should be undertaken.

1. Analyses the jobs on to competent function
2. Test what level of general schooling and special training are required to cope with information.
3. Assess what other qualities are needed for the smooth running of the jobs within the environment and ethnic of the organization.
4. Assess whether further schooling or other qualities might be required for promotion and as criteria for employment.
5. Recruit and select according to the findings (Gilli, 1976:64)

From the foregoing discussing, one can understand that in vocational training programs schools have to take the needs and interests of the employing organizations into consideration at the outset of the

program, in order to guarantee job opportunity and to develop smooth relationship between the employees and employers.

2.4. Importance of vocational guidance and counseling

Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter up it and progress in it, it is concerned primarily with helping individuals make decisions and choices necessary in effecting satisfactory vocational adjustment (Morse 1968)

The foregoing definition of vocational guidance directs attention to the continuity of human experience and emphasizes the importance of a corresponding continuity of guidance service.

Students, should be aware that certain traits of character and personality are basic to be successful in all occupations; the right attitude towards work, willingness to take responsibility, accuracy and the ability to get along with others. Information about every sort of jobs, qualifications, opportunities, required preparation, advantages and disadvantages and employment trends should be made accessible to vocational and technical school students through guidance and counseling service Morris and Stange, (1964:41).

Moreover, vocational counseling should go further than delving with facts and information on logical and rational basis. This can be achieved by taking counsellee preparation and motivations into account and by assisting the counsellee as much as possible to clarify, accept and modify his feelings and attitudes thus the effective

counselor will study each student's problem and each situation. Then he selects from the many guide lines available to him the one which in his judgment will be the most effective in assisting the particular student to solve his particular problem (Jaeques 1993).

2.3.1. Advisory Committees in Vocational Education

Advisory Committees can be effectively used to establish closer contract between schools and business and industry. Such committees have been important to vocational education for many years, especially in job training programs for young people and adults. Four groups appear to have particular relevance to programs to vocational education: School administrative personnel, labor and management segments of business ad industry, labor organization, and students Calhoun and Finch (1982).

Although the literature about industry-education cooperation recommends the use of advisory committees, it is concerned largely with the sue of formally organized devisor committees to achieve the desired cooperative participation on industry. Unfortunately, only occasionally is there a provision for the use of e specially assigned school staff for industry-or community-liaison purposes.

In addition to long-term advisory committees, short-term advisory committees that are formed for a specific purpose are an effective means of broader input and participation from parents and the business-industrial community. For example, an advisory committee could be formed for two months to investigate types of equipment used

in the employment community for a certain vocational field. After the committee makes its report, it is then disbanded. (Ibid)

2.4.2. Characteristics of Advisory Committee

Among the more important characteristics of committee members are that

1. they are able, intelligent people
2. they are public-spirited people, willing to contribute to the betterment of the community
3. they possess outstanding personal qualities of responsibility, integrity, open mindedness, cooperativeness, and insight.
4. they are representative of all elements of the community or special program interests they serve; consideration is given to sex, experience, age, relation, politics, and organizational affiliation.
5. if they represent a special program area, they bring the needed expertise and interest to the committee; of great importance is keen interest and insight into their specialty.

2.4.3. Functions of Advisory Committee

According to Cahoun and Finch (1982:257-258). The specialized committee for vocational-technical education has also been referred to as an occupational advisory committee. Some of its functions are to:

1. Serve as a communications channel between colleges and community occupational groups.
2. List the specific skills and suggest related and technical information for the course.

3. Recommend competent personnel from business and industry as potential instructors.
4. Help evaluate the program on instruction.
5. Assist in recruiting students, in providing work training stations, and in placing qualified graduates in appropriate jobs.
6. Keep the school informed about changes in the labor market, specific needs, and surpluses.
7. Provide means for the school to inform the community of occupational programs.
8. Assess program needs in terms of the entire community.
9. Suggest ways of improving the public relations program of the school.

2.5. Follow up Studies of School Leavers

In this study, a follow-up study of school leavers refers to former students, both graduates and dropouts, regarding their post school adjustments. The purpose and use of follow-up studies vary considerably. Survey results, for instance have been employed for research such as for evaluating educational and guidance service and for offering further assistance to school leavers hence if counselors who are employed in technical and vocational secondary schools make use of the studies, we may expect greater emphasis upon these students as sources of local occupational information (Baer 1958: 232-233).

Follow-up studies are of two types these are in school and out of school follow up studies. The school counselor or administrators with the help of students, parents, employees, and the like make

the studies. He study is concerned with what is happening to students while in school. In addition, some schools attempt to follow up the needs, problems, and success of their graduated and drop outs by means of letters and conferences. This activity mainly helps to make curriculum readjustment and to examine whether their placement criteria is helpful or not. (Ibid).

Thus, in order to get a day-to-day information about graduates and dropouts of vocational and technical schools and there by the necessary readjustment on the curriculum and the choice of the trainees, follow up study is indispensable.

2.6. Education and Unemployment

Williams (1976:12) States that the demand for further education opportunities has rapidly increased, but the chances of being employed with a crating level of education have become difficult disappointment, anxiety and hopelessness are the lot of many, and in must developing countries, the number of educated unemployed is rising. Does this mean that education leads to unemployment?

Varghese (1998:1) writes that the blame for unemployment is very often put on the educational system of a country. However, the reality is that in the developing counties not only that the rate of the educated unemployed rising but also that general u unemployment is increasing.

Regarding this issue, Williams (1976:21) has this to say:- the content and style of education is developing Courtney's contributes to school

levers unemployment the author includes that schools prepare young people mostly for white collar jobs in the towns in demand for the rural economy. Schools in these countries emphasize in facts and theory and devalue practice.

There is undoubtedly truth the charge that school leavers are more likely to move towards towns than stay in the country side. Further more, the more educated a person is the more educated a person is, the more likely and able he is to seek employment in the largely urban modern sector of the economy one may speculate on the reason for this does education really prepare young people for white-collar jobs and have the educated been rendered largely useless for rural work.

Coombs (1968:88) indicates that the development program of the world didn't create the unemployment problem nor did the rapid expansion of education contribute to this state of affairs. To him what these things do is to make an ancient problem more visible and more local.

Vast hidden unemployment, and more practically vast under employment have been existing in all traditional societies. This course has now been brought to the center of conscious attention. Unemployment has become a matter of public concern specially educated unemployment has become a matter of public concern specially educated unemployed are not inclined to suffer in silence, it can be said that education has contributed to who the problem vividly, but not to increase the quantitative level of the educated unemployed.

2.6.1. Causes of Unemployment

The causes of unemployment may vary from place to place, but according to Coombs (1985:194), all developing countries experienced an increasing series qualitative and quantities unbalance between, the output of their educational system and corresponding job opportunities in the labor market. When we consider the causes of the problem of educated unemployment in Ethiopia, some writer have these to say. Tekeste Negash (1990:74) says, since the 1960's the Ethiopian Education has been criticized as irrelevant to the needs of the country. Similarly, the realization among students and teachers that job opportunities are extremely rare, remaining one of the factors that reduced motivation in the schools. The graving pools of unemployed and unemployable secondary school leavers is a deep seated problem that is beyond the state to mange.

As further discussed by Tekeste Negash (1990:84) the 1960 E.C. educational crisis in Ethiopia is first of all the result of the expansion of education sector far beyond the financial resources of the country to mange it effectively. Secondly, it is a result of the irrelevant and inappropriate curriculum. Since the drastic expansion of the educational sector was not accompanied by a comparable expansion of the economic sector, stunts are beginning to perceived a future re of unemployment after completion of secondary education.

With regard to the problem of unemployment, ILO (1986:226) states that in Ethiopia, like in other developing counties, employment is the main source of income. Moreover, like in other developing counties, the employment problem in Ethiopia is made worse by high rates of nearly 3 percent and unemployment is as high as 20 percent.

In addition to this in the developing countries, unemployment is caused by Zawdneh (1989:16) as follows.

- A. A slim margin between subsistence and disaster
- B. Vulnerability to ecology and their dependence on the international market.
- C. A growing pressure of population, diversity and a fragile tropical environment.
- D. In sufficient food production, primary health, afforestation, drought, soil erosion, creeping deserts and food which reduce the utility of the people and fertility of the land.
- E. Poverty, harsh climate and archaic farming have made it difficult for these countries to explore mineral resources to introduce development.

Educational plan of any country can also aggravate the problem of unemployment. This happens when the educational plan hastens the movement from country side to city by providing a general education in rural areas which is useless for increasing agricultural production but increases expectation for work and income which can't be met in rural areas. Therefore, the education provided to students should be vocational oriented. Because vocational education is something, which can be turned directly on to, marketable skill and which is better learned on the job. Thus, this is what schools intended to provide.

On the other hand, technological development also affects in both developed and developing countries. New technological outcomes that are invented in the industrialized nations and exported to developing

countries should be adjusted according to the needs of society and the workers ability of the particular country. Hence, when the developing nation import these now technological outcomes to make use of them, be a gap between he earlier technological out-comes in which the would-be employees were acquainted with in their vocational and technical schools in support of this (Fagerlind, 1989) pointed out that rapid advances in micro-electronics and other new technologies will give rise to new jobs. What is a tissue however is whether the employment potential of the new technologies will be sufficient to balance the job displacement expected to result form their wide application.

Thus, generally the major causes of unemployment for vocational-technical graduated in the majority of the countries of the world and in our own case too, are

- A. The decline in the rate of growth of economy
- B. Population expansion particularly in developing countries
- C. Technological change
- D. The decline in the rate of growth of jobs in modern industries.

2.6.2. Causes and Magnitude of Youth Unemployment in Ethiopia

Ethiopia. Like all other poor counties of Africa, is a country of young people. According to the 1994 national population census, its population is he major source of the labour force and plays a pivotal role in the development of the country. Thus, given proper education and training, the Ethiopian youth can make a difference in creating better society. Unfortunately, for a number of reasons, the Ethiopian

youth in general and educated youth in particular are facing serious unemployment problem (Kasaye Tikuye 2004:6).

Although the magnitude and extent of the unemployment is not completely known, according to the result of the National labor Force Survey (NLFS 1999) unemployment seems to be more of urban problem, where the rates or urban areas were 26.4%, that is, five times higher than that of the rural areas (5.1%)

During the last five years unemployment rate appears to follow an increasing trend. According to the 1994 population and housing census, unemployment rate in urban Ethiopia was 22.0%. This has increased by 4.4% and reached 26.4% as reported in the 1999 National Labor Force Survey (NLFS). On the basis of this fact, we can argue that the majority of Ethiopian youth, who are looking for jobs after completion of secondary and Tertiary education, have very few opportunities for employment. This is mainly due to the narrow and weak structure of the national economy coupled with long years of civil war, drought, environmental degradation and poor governance.

There are 27 million Ethiopians who are absolutely poor in urban and rural areas, among which the youth holds the greater proportion. The poor quality of education and skill training, the low rate of participation of the youth in skill development trainings, and the lack of proper linkage between education and employment are some of the major limitations of the Ethiopian education and training system that contributed to the unemployment problem of the youth in the country (World Bank mission Report 1992).

The extremely narrow job market is contributing to the decline in academic achievement. The increasing tendency to break school rules, drop out, and display antisocial behavior are vivid manifestations of youth's growing dissatisfaction with an educational system that neither enlightens nor prepares them for employable jobs in the labor market and responsible adulthood. For young people with their particular vulnerability, finding a job is of crucial significance since they are leaving the educational system without being sure about the relevance of their acquired knowledge, including its applicability to the requirements of the labour market (Kassaye Tikuye 2004)

Moreover, due to the impact of globalization and the on going structural Adjustment programme in the country, along with the introduction of new technology and new techniques of labor management, employers are more interested in looking for and recruiting young people with appropriate marketable skills or qualifications such as information science, medicine, engineering, marketing, business education, banking, etc.

Today, it is true that, many efforts are being made by the government of Ethiopia to improve the coverage and quality of education, and many changes are observed in line with the on-going education and training reform program in the country. But still much more effort and commitment are required from the government and its partners to improve quality of education and prepare the young people for the world of work and integrate them into working life and the community (Ibid).

2.6.3. Suggested Solution to the Problem

Different scholars have different views on this issue, (Baugh 1978:11-12) argues that the bulk of the existing formal education in less developed countries restricts children imitative or discourages them from taking self-employment which might in turn create jobs for others. To this a author education in developing countries promotes the migration of school leavers from rural unemployment and under employment in to open urban unemployment. This is to note that education may not cause unemployment but it tends to bring it to the surface. When we consider school leaver unemployment it and educated unemployment, the responsibility of the educational authorities is clear. Even if nothing else changes, it is possible to think of educational reforms that would almost immediately affect the magnitude and incidence of unemployment of among the young and the relatively well educated.

According to (Zawdneh,1980:80) to overcome the problem of vocational technical graduate's unemployment, the following areas have to be practiced for non-formal training to develop certain skills for self-employment Barber, coopers, carpentry, painting, weaving, tannery, photography, journalism, reporting, radio and watch mending, sewing, growing of fruits and vegetables, cattle raising, bee keeping, poultry, and book keeping.

Williams (1976:47) point out that there is an immediate answer to the problem of unemployed school leavers, which is simply for schools to go out of production. If schools are reduced in number there will be a reduction in unemployed school leavers and an increase in unemployed young people. Of course this may not be something,

which can be explained, in practical terms but it helps to emphasize the economic questions of employment or unemployment. Second, helps to analyze the growing concern about the failure of schools and to look at some of the more pressing aspects of very complex problem: the frustration of the aspirations built up by schools which occurs when school leavers can't find work's the waste of resources devoted to education when scholars leavers don't find work, and the implications of this for the future; the question or employability and the extent to which this is affected by the type. Of education given; and by implication, the whole question of educational aims and objectives and their relevant to every day life.

2.6.3.1. Relying and Encouraging Industry-based Organization of Training

In several countries, certain management decisions in labor market training, as well as responsibility for technical support, have been fully or partly delegated to joint bodies comprising representatives from employer's organizations and union. The delegated decisions involve: conducting job analysis and drafting skill standards and vocational qualifications: sitting on examination boards and warding vocational qualifications analyzing industry training needs; setting priorities and planning industry-related training.

The increased reliance on industry expertise has resulted in the creation of bipartite bodies to handle these functions, often without government participation. In some countries, industrial sectors have established their own spectral and regional training institutions funded by enterprise contributions and operated autonomously form

government VET structures. This has resulted in various types of partnership between the state and industry Gascove (2000).

The most common reasons for increasing the participation of industry in VET have been the following:

- Weak and underfinanced public training institutions have been unable to secure the necessary number of people equipped with entry-level skills. Industry is the major consumer of skills, intervenes through direct provision and financing training of its employees.
- Industry has been dissatisfied with the quality of public training and become involved in giving technical support to public training or in the direct provision of courses.
- Increased market competition pressures employers to expand and coordinate their training operations, to develop specific sectoral qualifications and to finance sectoral training.
- Governments and labor unions encourage the employer role in training through the introduction of various types of legal arrangements and incentive schemes, such as collective labor agreements, paid educational leave and training taxes.

2.6.3.1.1. Major Patterns of Industry Training organizations

- A. Industry Training Agencies;- They have their own management and technical bodies and large numbers of training institutions;

they become the major, autonomous providers of training to very large populations, mostly employees.

B. Sectoral (Regional) bodies:- it includes various kinds of training boards, management labor boards, sectoral funds, and employment and training councils. These bodies may be statutory (legally enacted by the government) or non-statutory (voluntary). They may handle various functions, such as legal representation of industry training interests before the government, administration of funds, technical support and direct training provision. Sectoral training organization should be distinguished from national VET councils and boards, which act primarily as advisory organization. (Ibid)

CHAPTER III

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The study as it is already stated aims at finding out the faculties that affect the employment of TVET graduates in East Shoa Zone.

In this study, survey method, which is one type of descriptive method, is employed, in order to treat the basic questions of the study. As, the survey method helps to obtain first hand information, it also enables to have access to multiple methods of collecting information. Moreover both quantitative and qualitative methods are employed.

3.2. Source of data and the Selection of research participants

The research question at hand demands there be six different groups of data sources to be included in this study, current 10+1 and 10+2 students, teachers, principals and vocational counselors, former graduates 1995-1997 E.C. and employer institutions. The selection procedure employed was simple random sampling method to select student and teacher respondents. Purposive sampling which is one kind of non probability sampling was used to select the remaining data sources. Moreover the former graduates 1995-1997 E.C. which were available when the research had been conducted were included in the study.

3.1.2. Former graduates

The first group of data sources were former graduates 1995-1997 E.C. who may provide first hand information regarding their current condition. Finding and approaching former graduates who attended in the three public institutions mentioned earlier had the most difficult and at times seemingly impossible task in conducting this study.

However, with the help of "HULEGEB JOB SEARCH P.L.C." which is found in Wonji town and Ato Gemechu Batu, a coordinator of micro enterprises in east Shoa, I got a chance to approach and contact with twenty 1995-1997 E.C. unemployed former graduates. Finally I was forced to treat available respondents for such situation.

3.2.2. Students and Teachers

Students who were selected in a simple random sampling way belong to the three schools mentioned earlier. According to the information obtained from East Shoa Zone education bureau, currently there are a total of 343, 10+2 and 550, 10+1 students enrolled in those schools. From which 340,280,273 trainees are respectively enrolled in Wonji, Zweway and Merti TVET schools.

In collecting the required data two sets of questionnaires were distributed to teachers and student of the three selected public TVET schools that are located in east Shoa.

A total of 500 questionnaires were distributed to the respondents of which 50 were teachers and 450 were students out of these

questionnaires, a total of 40 (80%) from students were filled and returned.

3.2.3. Principals and Vocational Counselor

All principals and vocational counselors from the respective schools were taken because of their position. The data generated from former graduates and employer institutions was further compared and enhanced by the inclusions of interview with principals and counselors, as they were the key informants, their involvement in providing information regarding vocational orientation and school-to-work collaboration was significant. A school principal at Wonji and Zeway TVET School had given me a lot of hand in such regard.

3.2.4. Employer institutions

Six employer institutions were chosen purposively. From the towns of the schools as well as from the neighboring cities. These are Wonji Sugar factory, Awash Bank, Nejat Industrial engineering, Edged Furniture's factory, Lucy Hotel and Wondesen Garage.

The basic rationale for the selection of the above employer institutions was based on the information; I obtained from principals of the schools under study. According to the school principals, the training areas which is currently available at those schools are. Business, construction, Auto mechanics, General Mechanics, machine, wood work, and home science. Therefore I was convinced that the participation of employer institution which can be engaged in related

areas would further enhance the understanding expected from the study.

After I reached the decision on the participation of the above kind of employer institutions, I embarked up on formulating a creation by which the institutions can be selected.

First and foremost employer institutions should be those which have a record of more than three optional years in the cities, this in turn helps to assess their prior relationship with the schools. The second criterion is the institutions should be both from the large and small-scale enterprises and the third criterion was convenience within which financial resources and time constraint were taken in to consideration.

3.3. Data Generation Strategy

Two data generation strategies were employed to collect the information needed form participants in the study. These are Questionnaires and Interviews.

3.3.1. Questionnaires

Questionnaire is a data generation method that is used when there is large number of participants in the study. This method was employed to generate data form trainees, teachers and former graduates.

The questionnaires were prepared in Amharic, in order to allow respondents to provide the data as comfortably as possible. They were

then translated in to English in the analysis part. For reliability and validity, the questionnaires were pilot tested.

In collecting the required data 3 sets of questionnaires were distributed to students teachers, former graduates. A total of 520 questionnaires were distributed to the respondents of which 20 were former graduates, 450 students and 50 were to teachers. Out of these questionnaires all the former graduates were filled and returned, however 400 (89%) from students and 40 (80%) from teachers were filled and returned. Finally with the help of percentage (%) and central tendency that is (waited mean) the responses were analyzed and interpreted.

3.3.2. Interview

The other type of data generation tool which was used by the study was interview. To collect a reliable data inline with basic questions, the student research made an interview with principals and optional counselors. In addition to this the six employer institution, located in east Shoa who was believed to be crucial in contributing valuable data were also interviewed. Moreover an interview guide was used.

3.3.3. Documents

Materials related to joblessness of vocational and technical graduates in Ethiopia, and text material that were frequently published and made available, which can provide essential information's were reviewed. Such as tracer studies of the schools, preceding published by private TVET Schools.

3.4. Data Management (analysis)

The data which were collected through questionnaire were organized and analyzed by tabulating and making frequency distributions. The data obtained using Interview and document analysis were also be transcribed and summarized using word expressions and summarized using word expressions and supplement to the main interpretation.

CHAPTER IV

4.1. Analysis of students and teachers response

The student researcher has tried to assess the views and opinions of trainees and teachers at the selected schools. Accordingly the following discussions are made to indicate the results.

Table 1.

CHARACTERISTICS O THE RESPONDIENTS

No	Item	Respondents			
		Teacher		Trainees	
		No	%	No	%
1	Sex				
	Male	32	80	280	70
	Female	8	20	120	30
	Total	40	100	400	100
2	Age level in years				
	Below 20	-	-	280	70
	20-25	4	10	110	28
	26-30	6	15	10	2
	31-35	10	25		
	Above 35	20	50		
	Total	40	100	400	100

As indicated in table 1, above, item number 1, 32 (80%) of the teachers and 280 (70%) of the trainees are male and the rest 8 (20%) of the teachers and 120 (30%) of the students are females.

Regarding their age, none of the teachers are found below 20 years of age, while 280 (70%) of the trainees are below 20. Similarly 4(10%) of the teachers and 110- (28%) of the students are between 20-25 years. Moreover 36(15%), 10 (25%), and 20(50%) of the teacher respectively are found between 26-30,31-35, and above 35 years of age. On the other hand only 10(2%) of the trainees are between 26-30, and none of them are above 30. To summarize the above facts, all the students are aged below 30 years of age whereas most of the teachers are above 30 years.

Table 2

No	Item	Respondents	
		Teacher	
		No	%
1	Field of specialization		
	A. Academic	12	30
	B. Vocational	13	33
	C. Technical	15	37
	Total	40	100
2	Academic qualification		
	A. BA/Bsc and above	30	75
	B. Diploma	10	25
	C. Below Diploma	-	-
	Total	40	100
3	Service years as a trainer		
	A. Below 3 Years	8	20
	B. 3-7 Years	16	40
	C. Above 7 years	16	40
	Total	40	100

The success of any educational programme is predicated on the availability of trained teacher. This concept is especially applicable to the field of vocational education where skill and technical knowledge are required in addition to professional education.

IN the light of the above fact, table 2 indicates teachers' academic background which is very important in the production of skilled manpower. Regarding heir field o specialization 12(30%) of the teachers specialized in academic subject area, while 13(33%) are specialized in vocational fields and the rest 15 (37%) teachers specialized in technical fields. Furthermore, 30 (75%) of the teachers are bachelor and above bachelor holders, and the rest10(25%) are diploma holders, which implies that teachers below the qualification standards where assigned to trainers position in the schools.

Regarding year service years as a trainer, 8 (20%) of the teachers served as a trainer below 3 years, 16 (40%) have served from 3-7 years while the rest 16 (40%) have given more than 7 years of service. Here the data implies that the majority of the respondents i.e. teachers have more than 3 years of work experience as a teacher. It has to be realized that experienced instructor consume less time to prepare for effective teaching than less experience ones.

**Table 3. Trainer's Academic competence as observed
by students**

No	Item	Respondents	
		Students	
		<u>No</u>	%
1	How do you rate the teacher's performance?		
	A. High	100	25
	B. Medium	120	30
	C. Low	180	45
	Total	400	100

As illustrated in Table3, 25% and 3, 25% & 30% of the student respondents placed their teachers teaching performance is "high" and " "medium" respectively, whereas 45% of the students reported that hate competency of teachers is lot. From the above table. it can be inferred that majority of the trainers where seen as incompetent, this calls for further improvement of teacher.

Table 4. Trainees interest for TVET

No	Item	Respondents	
		Students	
		No	%
1	Trainees interest for TVET		
	A. High	100	25
	B. Low	300	75
	Total	400	100
2	Reason for "High" response to question item "1"		
	A. It increases job opportunities	75	75
	B. Love of vocational fields	25	25
	Total	100	100
3	Reason for "low" response to item question item "1"		
	A. TVET has low status	120	40
	B. TVET has no changes of getting a job	60	20
	Total	300	100

As it was indicated in table 7, respondent trainees were asked to their "interest" for TVET fields. Out of the total respondent trainees, majorities (75%) of these indicated that they have low interest for TVET, while the rest 25% of the trainees indicated that they have an interest for TVET. Literatures assert that since TVET prepares people

for non-professional jobs people of all races and background snub the idea enrolling TVET without understanding its nature and possibilities for serving people (Gill,1976).

With regard to the reason why student trainees have a “High” interest for TVE. Accordingly 75%,25% of the respondents respectively replied that it increases job opportunity, and high inclination to TVET.

Respondents who failed to have interest for TVET were also asked to indicted the reasons, and 80% of them were equally reported that TVET has “low social status and remain under low level living where as the rest 20% replied that it decreases the possibilities of getting job.

In fact, the reason stated seem long rooted problem, which strongly injure the effectiveness of TVET. Thus, it can be inferred that lack of interest for TVET might emanate from low social status, and poor incentive system and this might been noticed by trainees.

Table 5: Guidance and counseling orientation

No	Item	Respondents	
		Students	
		No	%
1	Has the guidance and counseling unit in collaboration with representatives from the world of work, offered career guidance and job opportunity orientation to the trainees? A. Yes B. B. No	- 400	- 100
	Total	400	100

Trainees were asked whether the guidance and counseling section offered a career guidance in collaboration with representatives from the world of work or not. Accordingly all of the trainees answered “No”. Furthermore, according the discussion held with optional guidance of the schools, they stated that an attempts were made to invite representatives form the world of work in order to offer a collaborative orientation to the trainees, but due to all-willingness of the employers this could not become practical however, a counselor form Zeway school emphasized that their school is doing its best in assisting the trainees as much as sable to solve the problems. How every According to (Morris and strange, 1964:40)... Information about every sort of jobs, qualifications, .opportunities, required preparation, advantages and disadvantages and employment trends should be made accessible

to vocational and technical school students through guidance and counseling service.

Moreover the following discussion presents the adequacy of the infrastructure, instructional facilities and services as rated by respondents. For the purpose of analysis however, the rate of the mean value (X) interpreted, as 0.05-1.49 = Very poor, 1.5-2.49 = poor, 2.5-3.49 = fair, 3.5-4.49 = good, and 4.5 and above = very good

3.5-4.49 = goods, and 4.5 and above = very good

Table 6: Respondents response on adequacy of physical plant facilities and services

(1=very poor, 2= poor, 3= fair medium 4=good 5= very good)

No	Item	Respondents Trainees (N= 400)					
		Rating					Scale
		1	2	3	4	5	X
1	Class Rooms	-	18	122	175	85	3.82
2	Class Seats	-	15	92	210	83	3.90
3	Library	-	60	180	108	52	3.38
4	Laboratory eq'ts and tools	-	265	80	35	230	2.52
5	Multi purpose Hall	-	89	172	84	55	3.26
6	Student lounge	-	148	112	94	46	3.095
7	Toilet	-	10	74	290	26	3.83
8	Sports filed	-	28	85	162	125	3.96
9	Water supply	-	-	60	141	200	.5
10	Electric lights	-	-	20	70	310	4.73
	Average mean value						3.68
	Standard deviation						0.72

Table 6 depicts the infrastructure item necessary for TVET schools majority of the respondents rated item No 3,4,5,6 to be “fair” (3.38, 2.52, 3.26 and 3.09) and the rest items were related “good” and “very well” this implies that the physical facilities were adequate of the teaching-learning environment.

However, with regard to these infrastructures, the student researcher’s direct observation witnessed that there was lack of adequate laboratory, laboratory equipments tools, student lounge and multipurpose hall were serious problems (rated under column 2 as “poor”) by the respondents.

4.2. Discussion with employer institution and school principals.

Among other questions of which this study basically being to answer is the question of the relationships between TVET schools and employer institutions in facilitating employment which is described in the review of related literature as.

... the link between vocational and technical schools and employer institutions to be arbitrary, in other words, the training programmes might be happen as a result of the vocational election adjustment and the training programmer arranged with out the participation of and employee institutions (Taylor, 1976).

Accordingly, principals at the TVET schools under study, were asked, whether there exists a relationship between the school and business organization (employers). All participants responded affirmatively. According to the respondents, the issue of relationship is only n

apprenticeship and practicum. A school principal at Wonji and Zeway replied that.

... public employer institutions are more collaborative than the private one's as the schools always send letter of assistance for both private and public business sectors... the response from the government employer's side is more cooperative and positive.

When asked, whether the training programme satisfied employers interest, all the school principals responded that, they are not sure, whether the skills, knowledge and kinds of behavior demanded by employees are met. In addition to this the respondents equally replied that there is no need assessment made, at a school level.

The researcher also made an interview with six employer institutions, and they were asked regarding the extent of their linkage with TVET institutions under study, According to the information obtained. All institutions indicated that, they are an active participant in assisting students in case of apprenticeship and project work assignments. However a respondent from the private institution emphasized that, assisting trainees repeatedly for a project work assignment consumes working time, the institution is only entertaining in a selective manner. Also the other respondent indicated that, the institution is uncomfortable to welcome trainees for apprenticeship because of the risk that may occur in the body of the students.

On the other hand, employer institutions covered by this study responded that many unemployed young people are always knocking at the door of their offices seeking either employment or free service

opportunities. However, due to their limited capacity, they could not accommodate all applicants.

This clearly indicates that the problem facing the unemployed youth which needs the attention and collaboration of all public and private institutions. Furthermore, according to the information gathered from the department of human resources of each employer institutions coopered by the study, equal opportunities is given to all job seekers meeting the criteria during the whole process of employment. That is to say that no discrimination is made among graduates from different TVET institutions. What is more important is to be competitive and win both the theoretical and practical examination given to them. So the effort and qualifications of the individual person is important.

Based on the above fact one can say that partnership between TVET schools and employers is a key for preparing young people for positive post-school outcomes. The goal is to promote quality deduction with early orientation to work that enables young people to pursue continued education and challenging employment.

This sort of partnership further enables TVET schools to envision broad curricular changes that integrate learning in the class room and learning through experience in the work place. Here, schools must provide appropriate curricular, resources, times and places of learning and be held primarily accountable for the level of work readiness of their students. Schools must make clear for all students the connection between learning in school and future success n the labor market and must provide opportunities for career and employment orientation and awareness.

Similarly, employers/business organizations, as primary beneficiaries of successful students, must share a greater responsibility for establishing and nurturing the quality of the work force. They should clearly define and communicate to schools the competencies they required of successful employees, and should provide expanded opportunities for work based learning for students. Business organizations (employers) are expected to help TVET schools through the provision of apprenticeship, mentoring and consultation services of the would be graduates of TVET schools.

4.3. Discussions with former graduates and school principals.

Among other questions of which this study also to answer is the current condition of former graduates and some of the possible causes for the problem.

Table 7: Characteristics of the Respondents

No	Item		Respondents	
			Former Graduates	
			No	%
1	Sex	Male	14	70
		Female	6	30
		Total	20	100
2	Age level in years	Below 20	0	0
		20-25	15	75
		26-30	5	25
		Total	20	100

According to the result of the National labor Force Survey (NLFS 1999), The incidence of unemployment is much higher among the young people and increasingly so in the age of 15-25. Based on this as indicated in table I, item No 1,14 (70%) of them are males and the rest 6 (30%) of them are females.

Regarding their age, none of the subjects understudy are found below 20 and above 30 years of age, whereas 15 (75%), and 5 (25%) of the respondents respectively are between 20-25, 26-30 years of age.

To summarize this fact, all the respondents are between 20-30 years of age, which implies all of them are youths:

Table 8: Previous field of study and the current condition of graduates

No	Item	Respondents	
		Former Graduates	
		No	%
	Your previous field of study		
1	A. business	10	50
	B. Auto mechanics	6	30
	C. Construction and building	2	10
	D. Home Science	2	10
	Total	20	100
	The current condition of those who were graduated with you		
2	A. most of them are employed or self employed	-	-
		12	60
	B. Few of them are employed or self employed	2	10
	C. None of them are employed or self employed	6	30
	Total	20	100
	If you response for item number 2 is B and C, the reason is		
3	A. Poor training program	2	14.2
	B. Lack of support to be self employed	4	28.4
	C. Limited number of employers	8	56.6
	Total	14	100

As it can be seen clearly in table II, most of the respondents, i.e. 50% and 30% of them were graduated from business and Auto fields, while

the remaining 20%S equally were from instructional and home science fields.

Furthermore, literatures assert that the majority of Ethiopian youths, who are looking for jobs after completion of secondary and tertiary level education, have very few opportunities or employment; this is mainly due to the narrow base and weak structure of the national economy, coupled with long years of civil are drought, environmental degradation and poor governance. (Kassaye Tikuye 2004).

In view of the above fact, former graduates were asked regarding the current condition of their fiends. According to the respondents point of view, 12 (60%) of them replied that from those who wee graduated with them only few are employed where as 2 (30%) of them respond on one is employed, while the remaining 6 930%) of the subjects don't answered the question which implies that they don't have any information and finally no one is replied many.

In addition to this those who responded "few" and "None" were asked to reason out, accordingly 2 (14.2%) of the respondents relied that poor training progremme is the reason behind, but 4 (28.4%) and 8 (56.6%) of the respondents respectively answered that lack of support to be self employed and the number of employer institutions are limited.

Moreover the following data adopted from the schools may reflect the problem of unemployment. According to the principals the data were obtained by tracer study made by the schools.

Table 9: Unemployed young people graduated from Zeway TVET school from the year 1995-1997 E.C.

NO	Field of study	1995 E.C							1996 E.C					1997 E.C.								
		No of graduate	Employed	%	Self employed	%	Unemployed	%	No of graduate	Employed	%	Self employed	%	Unemployed	%	No of graduate	Employed	%	Self employed	%	Unemployed	%
1	Auto Mechanics	44	18	41	4	9	22	50	46	10	21.7	5	10.9	31	67.4	49	6	12.3	8	16.3	35	71.4
2	Machine	28	14	50	2	8.2	12	42.8	32	17	53.1	-	-	15	46.9	35	18	52.4	-	-	17	48.6
3	General Mechanics	18	5	27.8	-	-	13	72.2	19	4	21	-	-	15	79	21	4	19.1	-	-	17	80.9
4	Building and construction	37	23	62.2	-	-	14	37.8	40	25	67.5	-	-	15	37.5	33	16	48.5	-	-	17	51.5
5	Wood Work	12	-	-	2	16.7	10	83.3	10	1	10	-	-	-	9	90	8	-	-	-	-	100

Source: Adapted from a tracer study made by the school.

The data in table 9, clearly shows that the rate of unemployed graduates from each field of study is increasing from the year 1995 to 1997, also the problem is more serious in the field of wood work i.e. (83.3%, 90%, and 100%) followed by General mechanics i.e. (72.2%, 79.2%, 80.9%) and Auto-Mechanics (50%, 67%) respectively as shown in item number 5,3 and 1.

Table 10 Unemployed young people graduated from Wonji TVET school from the year 1995-1997 E.C.

NO	Field of study	1995 E.C							1996 E.C							1997 E.C.						
		No of graduate	Employed	%	Self employed	%	Unemployed	%	No of graduate	Employed	%	Self employed	%	Unemployed	%	No of graduate	Employed	%	Self employed	%	Unemployed	%
1	Business	78	18	23.1	8	10.3	52	66.7	84	11	13.1	12	14.3	61	72.6	115	5	4.3	14	12.2	96	83.5
2	Building and construction	18	32	27.1	14	3.4	82	69.5	112	24	21.4	6	5.4	82	73.2	87	4	4.6	-	-	83	95.4
3	Wood work	19	4	21.1	8	42.1	7	36.8	14	-	-	8	57.1	6	42.9	11	-	-	4	36.4	7	63.6
4	Bakery	12	3	25	-	-	9	75	10	2	20	2	20	6	60	7	3	42.9	1	14.2	3	42.9
5	Machine	42	18	42.9	4	9.5	20	47.6	45	14	32.1	-	-	31	68.9	52	6	11.5	-	-	46	8.5

Source: Adapted from a tracer study made by the school.

Table 10 shows that, the least unemployed graduates that is (36.89%) are found on under a column year 1995, from the field of wood wok which followed by home science area i.e. bakery (42.9%) on the year 1997.

Table 11 Unemployed young people graduated from Merti TVET school from the year 1995-1997 E.C.

NO	Field of study	1995 E.C							1996 E.C							1997 E.C.						
		No of graduate	Employed	%	Self employed	%	Unemployed	%	No of graduate	Employed	%	Self employed	%	Unemployed	%	No of graduate	Employed	%	Self employed	%	Unemployed	%
1	General Mechanics	16	5	31.25	-	-	11	68.75	22	2	9.1	-	-	20	90.9	26	6	23.68	-	-	20	76.2
2	Auto mechanics	24	8	33.33	-	-	16	66.67	26	DNA	-	DNA	-	DNA	-	25	DNA	-	DNA	-	DNA	-
3	Building and construction	32	4	12.5	2	6.25	26	81.25	36	DNA	-	DNA	-	DNA	-	34	DNA	-	DNA	-	DNA	-
4	Wood work	18	6	33.3	4	22.2	8	44.5	22	3	13.64	2	9.10	17	77.26	18	5	27.8	3	16.6	10	65.6
5	Machine	20	7	35	-	-	13	65	24	2	8.33	-	-	22	91.27	28	DNA	-	DNA	-	DNA	-

Source: Adapted from a tracer study made by the school.

From the data shown on all tables; it is possible to conclude that the number of graduates facing the problem of unemployment is increasing. And this calls for the collaborative effort of concerned parties in order to alleviate the problem. Supporting this literature asset that... for more contribution in the reduction of graduate unemployment, those concerned bodies should undertake a national assessment on issues related to what is going on in the economy then pre plan on the basis of the findings, what field of study are more demandable/marketable, with what among and which sector of the economy are in favor of employing the graduates (Kassaye Tikuye 2004:127).

Table 12. Self employment and the state of follow-up

No	Item	Respondents Former graduates	
		No	%
1	Do you believe that you have acquired the necessary skills for self-employment A. Yes B. No	15 5	75 25
Total		20	100
2	If your response for question No. 1 is "No" the reason is A. Teachers incompetence B. Lack of training time C. Inadequate training resources D. Other	2 - 3 -	40 - 6 -
Total		5	100
3	Have the school had trained to contract you A. Yes B. No	- 20	- 100
Total		20	100

Table 11, item No 1 depicts whether or not respondents have acquired enough skills to be self employed. Accordingly, the majority i.e. (75%) of them replied that, they have acquired the necessary skills, while the rest 5 (25%) of the subjects believe that they are not capable to engage in self employment, they were asked to describe their reason, thus, 3 (60%) of

them gave their reason by replying inadequate training resource, where as the rest 2 (40%) of the respondents underline teaches incompetence as the reason for not being self-employed. Furthermore, follow up study is very essential for both TVET graduates and trainees.

Accordingly respondents were asked whether the school had made an attempt to contact them or not, according to the data obtained all of the respondents answered that there is no any follow-u made by the school.

Moreover, according to the discussion held with the concerned vocational counselors on the respective schools, hey replied that, due to some reason they didn't tried to know about the current condition of former graduates; and raged that as the number of graduates are increasing from time to time, it is beyond heir capacity to follow all former graduates who level their school.

As a result, all counselors emphasized that, their role is limited in assisting and advising trainees enrolled in the schools. However literatures asset that, schools by means of letters and conferences have to attempt to follow-up the needs, problem and success of their graduates.

CHAPTER V

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of the major findings

Analysis of the data reveals that majority of the students (45%, 30%) reacted their teachers performance is low and medium respectively. In addition tot hisses of the trainees i.e. 25 were interested to the training, for it would enable them to get a job. However the majorities who lack interest for TVET reported that it h as low social status, and remains under low level of living.

Among other questions of which this study has tired to answer was the role of vocational guidance unit of the schools. Accordingly the data's suggested that, the unit did not offered a career guidance in collaboration with representatives from the world of work. Beside, the counselors argued that ill-willingness of employers were an obstacle to make it practical.

With regard to adequacy of laboratory equipments, and tools, they were insufficient.

Further more the extent of the linkage between TVET schools and employee institutions is only incase of apprenticeship and project work assignment in addition to this the government institutions are more cooperative, s reported by principals.

In addition it has been found that most of the former graduates are unemployed due to limitedness of the job market and lack of assistance to be self-employed. Moreover unemployed young people are always

knocking at the door of employer institutions seeking either employment or free service opportunities. However, due to their limited capacity, employers could not accommodate all applicants.

5.2. Conclusion

The Ethiopia Technical and vocational education and training (TVET) is introduced with the major aim of curbing the serious middle level human power shortage the country faces. A lot is expected from the graduates of this programme, they are not only expected to become employed but also become self employed as well (MOE, 2003). Achieving this is believed to be a considerable stride towards the eradication of poverty and economic prosperity.

The quality of educational services in technical and vocation fields largely depends on the quality of the school community among them, teachers are responsible. For standardized skill training given in these schools. Moreover teachers in these schools need in-service training to upgrade their skills so that they could be able to pass the knowledge of subject matter in a desirable way.

The results have shown that most of former graduates are unemployed which otherwise makes questionable the effectiveness of the programme, while an in-depth study is required the reason could well be insufficient number of employer institutions and lack of support to be self employed.

It was observed that the role of guidance and counselors in the schools with regard to job opportunity orientation is weak. In addition to this, it was believed that trainees have acquired enough knowledge for self

employment. However, knowledge by it self is not enough unless it is incorporated by resources.

The relationship between the schools and employers needs a greet improvement. Thus not only the schools must have contact with trainees but also must have close contact with Former graduates and employer institutions

5.3. Recommendations

In the light of the revised literature and major findings of the study, the following recommendations are drawn.

1. Teachers should up-grade their skills thorough in-service training and seminars /workshops/ to enhance the quality of training in vocational and technical schools.
2. Pushing the vocational and technical schools in order to make follow-up studies on both graduates in order to get feedback which will help them to make the necessary adjustment in the curriculum and trainees choice accordingly.
3. Ensuring job opportunities for all the graduates of technical and vocational schools by expanding the capacity of employing private enterprise and if possible declaring adequate employment vacancies in government organizations for the benefit of each economic unit in general and minimization of the low social values associated with the training fields in particular.
4. Encouraging micro-finances or providing financial assistance in the form of loan for technical and vocational graduates who are interested in self-employment in the city.
5. Inadequate relationship between schools and employers could have and adverse effect on meeting employers interprets. If the

employer's interest is well assessed, vocational and technical schools can make the necessary adjustment to meet employee's interests. Hence, the schools must work with employers closely creating bilateral participation opportunities for the betterments of the training programme.

6. The fact that vocational and technical schools are in charge of producing trained labors for different branches of the economy, the consequences of unemployment problem is not only limited to the individual it self but also it facts the country's growth.

Finally unemployment is not as such something that can be controlled in a while anther it requires a multiple long-term effort of government's, private agencies and all concerned bodies.

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በአዲስ አበባ ዩኒቨርሲቲ
የሰነድ-ትምህርት ኮሌጅ
የቢዝነስ ኢኮኖሚ ት/ት/ክፍል

በምስራቅ ሸዋ ዞን በሚገኙት የሙያና የቴክኒክ ት/ቤቶች ተማሪዎች የሚሞላ መጠይቅ።

የመጠይቁ ዋና አላማ

በምስራቅ ሸዋ በሚገኙ የሙያና የቴክኒክ ት/ቤቶች ምሩቅ ተማሪዎችን የስራ ቅጥር አስመልክቶ ያገጠሙ ችግሮችን ለማጥናትና የመፍትሄ ሃሳቦችን ለመጠቀም ታስቦ የተዘጋጀ ነው። ስለሆነም አንተ/አንቺ ይህን ተገንዝቦ/ሽ መጠይቁን በጥንቃቄ በመሙላት የምታደርገው/ጊው አስተዋጽኦ ለጥናቱ ከፍተኛ ድጋፍ ስለሚሰጥ ቅን ትብብርህን/ሽን አጠይቃለሁ። ለሚደረግልኝ ትብብር በቅድሚያ አመሰግናለሁ።

- ማሳሰቢያ፤ ሀ. ስም መጻፍ አያስፈልግም
- ለ. መልስህን/ሽን በፊደሉ ፊት ለፊት በተዘጋጀው ሣጥን ውስጥ ምልክት በማድረግ አመልክት/ች
- ሐ. አማራጭ ላልተሰጣቸው መልስህን/ሽን በአጭሩ በተሰጠው በታ ጻፍ/ፊ

1 በግል የህይወት ታሪክ ላይ የተመሰረቱ ጥያቄዎች

1. የት/ቤትህ/ሽ ስም _____

2. ያታ ሀ. ወንድ ለ. ሴት

3 እድሜ ሀ. ከ20 በታች ሐ. ከ26-30 ሠ. ከ35 በላይ
ለ. ከ20-25 መ. ከ31-35

4 መምህራን ስልጠናውን ለመስጠት ያላቸው ብቃት

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

5 ለስልጠናው ያለህ/ሽ ፍላጎት

ሀ. ከፍተኛ ለ. ዝቅተኛ

6 ለጥያቄ ቁጥር 5 መልስዎ «ሀ» ወይም «ለ» ምክንያቱን _____

7 የጋይዳንስ ክፍሉ ተወካዮችን ከስራ አለም በመጋበዝ አወያይቷችሁ ያውቃል?

ሀ. አዎ ለ. የለም

8 ለተሰጡት የስልጠና ግብዓቶች የአቅርቦት መጠኑን ለየአንዳንዱ ግብዓት (X) ምልክት በማድረግ ይመልሱ ::

ተ.ቁ	የስልጠና ግብዓት	በጣም አነስተኛ	አነስተኛ	መጠኖ	በቂ	ከፍተኛ
1	የመማሪያ ክፍሎች					
2	ላይብረሪ					
3	ላብራቶሪ					
4	የላብራቶሪ እቃዎች					
5	ለትምህርት አጋዥ አዳራሽ					
6	የተማሪዎች መዝናኛ					
7	መጻፍ					
8	የስፓርት መስክ					
9	የውሃ አቅርቦት					
10	የመብራት አቅርቦት					

በአዲስ አበባ ዩኒቨርሲቲ
የሰነ-ትምህርት ኮሌጅ
የቢዝነስ ኢኮኖሚ ት/ት/ክፍል

በመስራቅ ሸዋ ዞን በሚገኙት የሙያና የቴክኒክ ት/ቤቶች መምህራን የሚሞላ መጠይቅ፡፡

ማሳሰቢያ፤ ሀ. ስም መጻፍ አያስፈልግም

ለ. መልስህን/ሽን በፊደሉ ፊት ለፊት በተዘጋጀው ሣጥን ውስጥ ምልክት በማድረግ አመልክት/ች

ሐ. አማራጭ ላልተሰጣቸው መልስህን/ሽን በአጭሩ በተሰጠው ቦታ ጻፍ/ፊ

1. የት/ቤቱ/ ስም-----

2. ዕድሜ -----

3. ጾታ ሀ. ወንድ ለ. ሴት

4 የአገልግሎት ዘመን በመምህራን

ሀ. ከ3 ዓመት በታች

ሐ. ከ7 ዓመት በላይ

ለ. 3-7 ዓመት

መ. ከ10 ዓመት በላይ

5 የትምህርት ደረጃዎች

ሀ. 12+ መመህራን ማሰልጠኛ

ሐ. 12+4

ለ. 12+2

መ. ሌላ-----

6 በመምህርነት የሰለጠነበት የሙያ/ትምህርት/መስክ፤

ሀ. አብይ(Major) -----

ለ. ገዕዝ(Minor) -----

7 የሚያስተምሩት የትምህርት ዓይነት-----

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INTERVIEW GUIDE FOR PRINCIPALS

1 Is there any relation between the school and the world of work (If so in what issues do your school have a linkage)

2 Can you tell me the degree of cooperation from employer institutions.

3 Do you believe that your school satisfies employers interest (If not, give detailed explanation)

INTERVIEW GUIDE FOR COUNSELORS

1 Can you tell me the role of counseling unit in the school.

In what aspects the school assists graduates of every year!

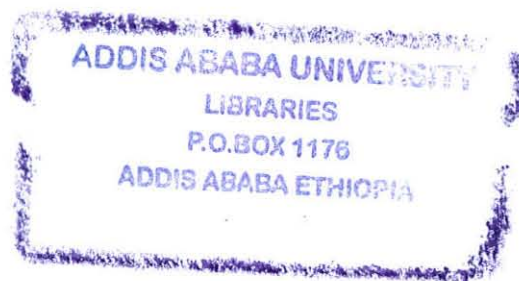
2 Do your school contacts and follows-up the former graduates (Give explanation)

3 Have your school offered a job-opportunity orientation by inviting representatives from the world of work.

INTERVIEW GUIDE FOR EMPLOYER

INSTITUTIONS

- 1 To what extent your school have a relation ship with TVET schools(can you give a detailed explanation)
- 2 What is the criteria to employ graduates
- 3 Do your organization communicate regarding the required competences by your institution



Declaration

I here by declare that this thesis is my original work and has not been resented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Beshir Shemsu

Advisee

Signature

Advisor

Signature