

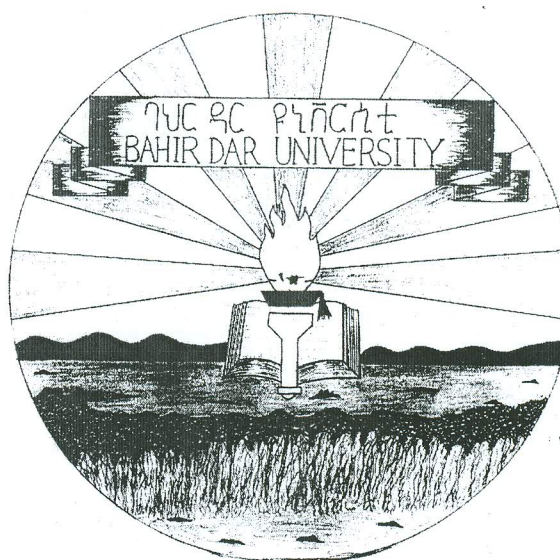
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The transition of students from TVET to the world of work; problems, efforts and prospects in amhara national regional state

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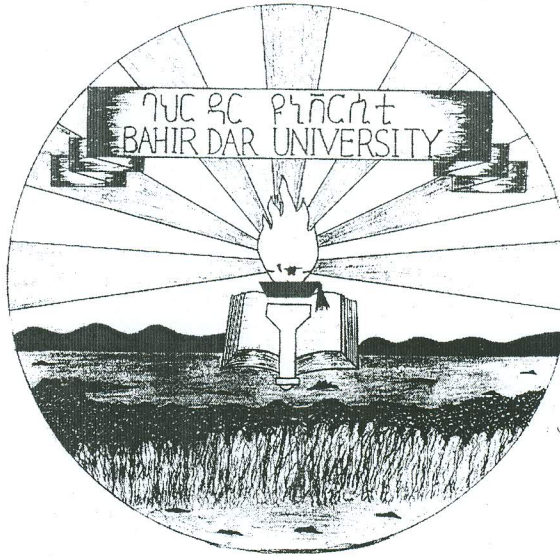


**THE TRANSITION OF STUDENTS FROM TVET TO
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AND PROSPECTS IN AMHARA NATIONAL
REGIONAL STATE
(The case of textile and garment technology)**

AMARE HIRUY MOGES

**BAHIR DAR UNIVERSITY
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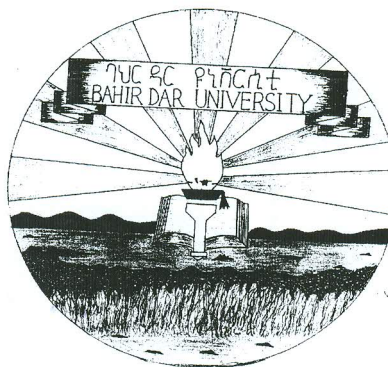
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BY AMARE HIRUY MOGES

**Submitted in Partial Fulfillment of The
Requirement of Masters Degree In
Curriculum Studies**



**BAHIR DAR UNIVERSITY
EDUCATION FACULTY**

December 2007

DECLARATION

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

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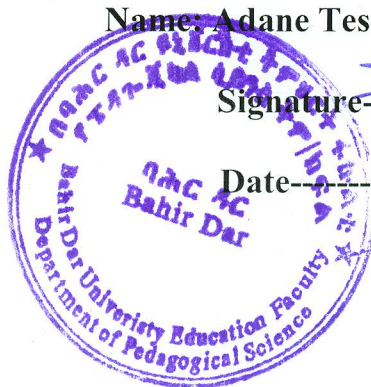
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By
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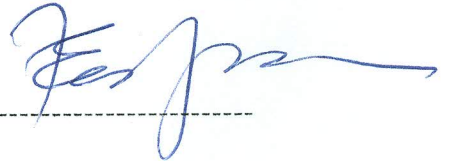


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Abstract

The major purpose of this study was to investigate the problems that hinder students of Textile and garment technology from getting employed either self or wage. It also identifies the efforts made and future prospects that will make the transition of students from school to the world of work smooth. The data sources for the purpose were students, graduates, teachers, college management body, the regional TVET promotion agency official and experts and potential employers in the area. Data regarding the issue was secured through standardized questionnaire and interview obtained from the Kazakhstan National Observatory-UNEVOC center in association with UNESCO (Almaty, 2002) and the international and national recommendations.

Relevant documents were also analyzed. Then appropriate statistical tools (Percentage and rank order) were used to analyze the data. Among the impediments for the transition of students from school to the world of work, the findings indicate that wrong attitude of graduates and society towards vocational work, inefficient preparation because of lack of qualified teachers who are practically skilled, inefficient apprenticeship programme, poor guidance and counseling service, lack of cooperation between and among different stakeholders, lack of starting capital to start their own work are some of the serious problems for the transition. On the other hand it is also found that special attention is being given for teachers to upgrade their skill by providing in-service and further training. The current achieved economic development for the last four consecutive years in the region as well as in the country and the fact that a clear strategy is designed to improve the efficiency of the system are some of the efforts and future prospects that will improve the transition.

To improve the situation providing in-service training to improve the theoretical and practical competency of trainers at work and improving the teacher training curriculum, designing ways and means to attract able students willingly join the programme, encouraging self employment by making prior arrangements for financial resources, providing effective career counseling and development service before, during and after training and making training based on need assessment are some of the recommendations made.

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Lists of Acronyms

- **ANRS:** Amhara national regional state
- **ILO:** International Labor Organizations.
- **TVET:** Technical and Vocational Education and Training.
- **ESDP:** Education Sector Development Program.
- **UNESCO:** United Nations Educational, Scientific and Cultural Organization.
- **UNEVOC:** UNESCO's International Project on Technical and Vocational Education.
- **IIEP:** International Institution for Educational Planning
- **ACSI:** Amhara Credit and Saving Institute
- **MSE:** Micro and Small Enterprise

CHAPTER ONE

Introduction

1.1 Background of the Study

One of the most serious problems in many developing countries today is matching people to jobs, and jobs to people (Venkataiah, 2002). Research made on many African countries such as Ghana, Kenya, Senegal, and Cameroon state that the paradise of too many people looking for jobs and too many jobs unfilled has baffled many planners and policy makers. It also states that there is a growing number of the unemployed among the educated while there is, at the same time, a persistent shortage of vocational and technical skills in many areas of the economy (UNEVOC, 1996). In other words this means that there is already a major mismatch between available trained manpower and the amount and type of employment opportunities in the world of work.

On the other hand, unemployment as many researches revealed, is more often the result of lack of proper education and skill acquisition rather than of a shortage of job opportunities (Venkataiah, 2002). Put differently, the findings indicate that education and training institutions are not producing graduates who have skills that can be absorbed by the economic sectors.

The dissatisfaction with the traditionally academic systems of education, which do not help to address the challenges of unemployment, has forced most countries to revamp their education enterprise. In the process, technical and vocational education has been brought to center stage because of its recognized contribution to the preparation of various categories of learners for the world of work (Venkataiah, 2002).

Technical and vocational education and training (TVET) is the component of education most directly concerned with the acquisition of knowledge and skills required by workers in most manufacturing and service industries (UNESCO, 1999). Although TVET may not create jobs, it can provide people with the skills required to give them better opportunities for self-employment, wage employment, re-employment and even in informal sector initiatives. Vocational education provides the diversity and practicability the education system lacks so much. According to Venkataiah (2002:25), an efficient work force is the country's best resource and vocational education is the best guarantee to workers that they will always be qualified for a job and keep themselves updated.

Technical and vocational education by its nature has to be connected with other sectors of society in order to educate and train the technical personnel and skilled workers needed for socio-economic development. UNESCO'S International Project on Technical and Vocational Education (UNEVOC) has recommended that, in today's rapidly changing society, it is essential for TVET to strengthen its linkage with the world of work in order to meet changing requirements. Meanwhile, easy access is warranted to TVET in corresponding to emerging demands for this type of education as a life long learning process (UNEVOC, 1997).

A study by IIEP (2000:13) identified that effective transition systems from schools to the world of work are characterized by a number of keynotes. These are: -

- A healthy economy
- Well organized path ways that connect initial education with work and further study
- Effective combinations of education and work place experience
- Tightly-knit safety nets for those at risk
- Good information and guidance and

➤ Effective institutions and processes

In many developing countries like Africa, technological change and globalization have exacerbated existing employment problems that have been due, in some measure, to poor economic performance. Moreover because of lack of employment opportunities in the formal sector of the economy, trained individuals in many developing countries have resorted to the informal sector (UNESCO, 1999) where they didn't get training to subsist.

In Ethiopia the interest of such skilled workers according to Kassa (2005) citing (Panchrust, 1995:7) officially dates back to the time of Emperor Tewodros where he requested the government of Great Britain for crafts men. In the letter the Emperor states that:

I want these people (who can make cannons muskets and who can smart iron) to come here with their instruments and every thing necessary for their work, and then they shall teach us and return... if they wish to remain in my country, I shall make them most happy (ibid).

Yekunoamlak (2001) as stated by Kassa (2005:1) expresses how technical and vocational education has got acceptance in Ethiopia as follows:

The wealth of a national can be increased by improving the quality of human resources through education and since academic education alone is not enough for rapid and continuous social and economic changes, hence vocational education was introduced in the educational system with the purpose of preparing individuals for the world of work (Ibid).

It was only after 43 years after the establishments of modern schooling that technical and vocational school was founded. In 1951, the Addis Ababa technical school was established to meet the growing demand for skilled technicians in the industry. Then the number has increased and reached 17 up to the mid nineties of the twentieth century. The main objectives of these schools were to meet the potential of middle level manpower demand in technical and commercial fields.

Hence, recently the government as promised in the NETP (1994) by giving much emphasis to this program has expanded the number of TVET institutions/colleges from 17 to 199 at the Federal level and from 3 to 22 at the regional level. However, these mere expansions of TVET institutions/colleges don't solve the problems of unemployment and low productivity of the economy (ESDP III, 2004/5). The firm belief and expectation has to be responsive to the skill needs of the labour market and would create a competent, motivated and adaptable workforce capable of driving economic growth and development. With such institutional role expectation, it logically follows that graduates from TVET are expected to secure employment in different forms – government, private sector or self-employed.

A study conducted by Wanna (1995) as to the policy, practices and problems of TVET schools in ANRS has also shown that the program has problems in its relevance and quality that prevents it from fulfilling its objective (Habtamu, 1996:295).

Moreover a tracer study conducted by each TVET institutions/colleges in ANRS and compiled by Kassa (2005) has revealed that a lot of graduates of certain programs such as Textile and Garment Technology, Machine Technology, Information Technology, Drafting Technology, and Surveying Technology have problems in getting employment opportunity either wage or self. Therefore, he recommended that an investigation should be made especially on those programs that have serious employment problems such as Textile and Garment Technology.

This being the case, the main purpose of this study is to explore the internal and external problems in the TVET Programmes that prevent the graduated to fulfill the 'expectation.'

1.2 Statement of the Problem

The UNESCO (1980) summary report states that there are various problems associated with the transition from TVET schools to the world of work. The most frequently cited problem by the member countries is the lack of sufficient guidance and counseling services for students (ibid). Compounding factors cited in the report include lack of training facilities for these staff, strong competition from industry for their services and inadequate substitution for unavailable counselors by regular teachers. Another symposium held by UNEVOC (1996) reported that lack of appropriately trained teaching staff with practical orientation, problems related to infrastructure, shortage of finance to run the programs, lack or inadequacy of educational and vocational guidance services and inadequate articulation between the training output and employment (qualitatively and quantitatively) are also important problems that incapacitate both the institutions and the graduates affecting their transition from school to the world of work (UNEVOC, 1996). Other studies have also shown that inadequate recruitment of suitable trainees, staffing inadequacies; poor curriculum and course design and management problems are key factors that influence the effectiveness of the institutions/colleges and hence the transition (IIEP, 1993).

All the above-mentioned studies emphasized that the internal efficiency of the institution/colleges as the main constraints for students transition from school to the world of work. Put differently, the fact that these institutional factors are inadequate to prepare trainees to the level of requirements in terms of competencies (knowledge, skills and desirable attitude) the real situation in the world of work demands. In this respect, the ineffectiveness to either secure or create jobs in their respective areas of specialization

(training) is explained for the inputs and processes involved in the institutions training programs that ends up with low quality outputs-graduates competencies.

On the other hand still other studies (IIEP, 2000, 1993,) blame the external factors such as lack of buoyant economic condition, lack of effective manpower planning and labour market study, low income of the students, employers' employment policy as the main reason for graduates' unemployment. These groups also stated that for TVET to solve the employment problem either by starting their own business or able to be absorbed easily in the labour market needs to plan ahead some estimate of future manpower demand in the labour market. Starting a particular field of training in TVET institutions/colleges with out investigating the training demand is also another main problem that seriously affects the effectiveness of TVET institutions/colleges (Thimaiah and et al, 1982). According to Molla (2004), some economists with in this group also argued that for any education and training output to become effective there must be well-structured labour market and buoyant economic system. They stated training alone, no matter its type, duration or sponsored by, would not reverse the problem and if it does, only serve as a temporary and symptomatic solution.

From the foregoing discussion, it is conceivable that problems in the transition from the TVET schools/colleges to the world of work are likely to arise depending on the views and positions taken by the different parties involved. Hence, in order to be effective in the transition from the TVET schools and colleges to the world of work, the transition process should be given due attention and problems associated with it should be identified and solved as much as possible. At the same time the opportunities for the transition (if any) should be identified and

encouraged and innovative approaches and measures for improving the transition should be suggested. In the Ethiopian context, in order to provide options for the increasing number of school leavers, and to make the youth productive citizen, the Government some years back embarked on a massive expansion of formal TVET institutions and Colleges (ESDP III, 2004/5).

Currently in Amhara Region with the Plan for Accelerated and Sustained Development to end Poverty (PASDEP), the Industrial Development Strategy and other sector development strategies the government has initiated a new push towards creating frameworks conducive to economic and social development. Comprehensive capacity building and human capital formation are key pillars in all these efforts. With this end the TVET program is an important element of the overall policy framework towards development and poverty reduction. Realizing this economic significance of the TVET program, the number of government formal TVET institutions and colleges in the region are increased from 3 to 21; but experience has shown that these mere expansions of TVET institutions and colleges does not seem to solve the problems of employment and low productivity (MoE, 2006). In other words, the program fails to produce the expected efficient work force and back the economy of the region (Ibid).

In these flourishing TVET institutions /colleges more than 24 types of departments grouped under five major fields of training are provided. One of these is Textile and Garment Technology, which includes ladies and men's garments, as well as textile technology. This is a field of training where by trainees are expected to be involved in their own business as well as in government and /or non-government industries. But research has shown that the



graduates have greater problem of employment either wage or self employment (kassa, 2005). He added the problem with Textile and Garment technology is found to be two fold. On one hand the training in all institutes and colleges has been training below the required standard and on the other hand the graduates have neither employed nor created their own jobs. Hence the researcher has recommended that the problems that make the graduates unemployed should be investigated.

This being the case, insofar as the knowledge of the writer of this paper is concerned, research addressing the challenges and opportunities of the transition from TVET schools to the world of work has not yet been done. In addition the adequacy and effectiveness of the training, the quality of the courses given, etc of these flourishing TVET institutions and colleges have not yet been investigated.

To this effect the researcher formulated the following leading questions:

1. What are the prevailing problems pertaining to the transition from TVET to the world of work?
2. What efforts and achievements are considered significant both in the preparation of skilled youth and making them absorbed by the economic sector?
3. What realizable opportunities have been created that would make the transition from TVET institutions/colleges to the world of work smooth?

1.3. Purpose of the Study

In the light of the above stated leading questions the main objectives of this study was to explore the problems faced, the efforts made and prospects in the transition from the TVET schools to the world of work in the selected colleges of Amhara region.

In addition the research specifically focuses on the following issues:

1. To identify the problems persistent to the TVET Programmes if any and high light its prospects.
2. Assess the efforts being made and appreciate the major achievements obtained in the sub-sector.
3. To recommend innovative approach that may lubricate the transition.

1.4. Significance of the Study

The result of this study is expected to benefit policy makers, educators, employers, students, curriculum developers, researchers, concerned individuals, government and non government agencies dealing with technical and vocational education and training. More specifically successful accomplishments of this investigation would have the following significance:

- ❖ It indicates the major problems encountered and gives insight on their solution.
- ❖ It will help TVET officials, educators and college managers to focus their attention in a way better than they used to do in the past.
- ❖ It is also believed that the study will encourage policy makers, the agency officials, potential employers and students to have a shared responsibility in making the transition effective.

- ❖ It serves as a springboard for further investigation in the area.

1.5 Delimitation of the Study

The study is delimited to one major field of training called the Textile and Garment Technology, which comprises of three fields of training (Textile Technology, Ladies Garment and Men's Garment). It is also delimited to three government TVET institution/colleges. It would have been more comprehensive if it had been possible to include all other TVET institutions /colleges that deliver the mentioned field of training.

1.6 Limitations of the Study

Major limitation of this study was the sampling technique especially for graduated employed and unemployed for the researcher employed available sampling. Moreover this study was limited by difficulties in obtaining full answers to all of the questions and to receiving all the questionnaires distributed.

1.7 Operational Definitions

TVET- Formal education, training and learning activity leading to the acquisition of knowledge, understanding and skills, which are relevant for wage or self employment.

Labour market - interaction between demand for and supply of labour.

Employed - refers to those graduates who are currently working in the government or non government organizations or have started their own work related to their field of training.

Unemployed - refers to those graduates who are not currently working in government or non-government organizations or those who didn't start their own job related to their field of training.

Transition – is a process that refers to the transfer of trainees from a training Institutions/Colleges to the world of work. It refers also the change from being a student to a worker. The factors that affect the transition process refers to the selection of trainees, the training process and the presence of buoyant system after training.

CHAPTER TWO

Review of Related Literature

2.1. General Introduction

2.1.1 Historical Background of TVET

Technical and vocational education unlike other types of professional education has not had a long history. Though the ancients and medieval had built large brick and stone houses, castles, cities and huge temples which show considerable knowledge of what are now earned civil and hydraulic engineering and of properties of building materials, this knowledge must have been depend empiricisms (Ramesh, 1984).

However though the people use the products produced by the crafts men, the society in general has developed negative attitude towards these skills and the professionals. A study conducted by UNESCO (1973) Showed that many countries did not consider vocational and technical education as education in the true sense of the term, but as a rather a type of inferior activity run by inferior part of the society.

There have been several cases of past societies, which went all out for liberal education totally disregarding vocational education. One such earlier society was the Greek society where two kinds of education prevailed education for free men and education of 'slaves'. The former was referred to and encouraged by Aristotle as 'liberal' education, while the latter as 'servile' education. Servile education was accorded on inferior status, in content

and form, it was mechanical, and occupation oriented and involves manual labor (Thimmaiah and et al: 1982: 1).

According to report such a view of confining liberal education-education for 'free' men who were the citizens, had voting rights and had public office-continued till the industrial revolution, when 'work' is given importance in the curriculum and there was a rise in the status of the 'worker' as a person and as a citizen. Generally that time was a time where manual and technical work has been traditionally seen as being of lower order and suitable only for the uneducated.

The same is true in the Ethiopian context. It is the public secret that craftsmen and artisans of our own, who are talent and skillful, were delegated to a lower status by the traditional Ethiopia for a long time.

Wanna citing Pankhurst (1990), contended that in our society, especially in rural areas-potters, black smiths, weavers and tanners are isolated and despised and are labeled as 'sorcerers' as having evil spirits (Habtamu, 1996). Such negative attitude towards craftsmen and artisans as many educators agree, probably affected the development of indigenous crafts, thus weakening any technological advances that the country could have made.

Despite the negative attitudes of the society towards artisans and craftsmen, according to (Wanna, 1996) cited in IER (1998). Ethiopian rulers such as Tewodros, Yohannes and Menelik II used to correspond with European powers namely, Britain, France, Italy and Switzerland requesting them to send craftsmen /technicians who could build mechanical devices This indicates that the then Ethiopian rulers Tewodros, Yohannes and Menelik II

were very much interested in having foreign technicians who could build bridges, roads, firearms and mechanical devices of different kinds.

It is because of this interest to modernize Ethiopia that Menelik has introduced modern education in 1908. Following Menelik death, Haileselassie; who come to power, continued the modernization process and had several schools built up to the invasion of the country by Italians in 1935. According to Wanna at the end of the Italian occupations in 1941, the Ethiopian education system was rebuilt with the assistance from Britain, USA and other foreign countries (Habtamu, 1990). It was during this time that the government paid attention to the establishment of vocational/technical education as part of its educational system (IER, 1998).

Wanna, has divided the development of vocational /technical/ schools in Ethiopia roughly in to three time periods. These time periods are:

- a) 1940s-1960s b) 1960s-1980s c) 1980s-1996
- a. **The first period (1940s-1960s):** In this period, Ethiopia was rebuilding its educational institutions. During this time some vocational/technical schools were built. The following table shows this.

Table 2.1
Vocational/Technical schools Established between 1940s-1960s

No	Name of the vocational /Technical Schools	Year Established
1	Addis Technical School	1942
2	Addis Ababa Commercial	1943
3	Addis Ababa Building Trade School	1946
4	Ambo Agricultural School	1946
5	Jimma Agricultural School	1944
6	Bahir Dar Polytechnic School	1964

Source IER (1998)

According to Wanna, even though these vocational /Technical Schools were few in number, they Served Students from all over the country. However, graduates from high schools that could not join tertiary level of education, lacked skills to be employed in different sectors of the economy.

In order to alleviate the problem the Study added that, the government has converted the existing high schools in to what is called comprehensive high schools.

a) **The Second period (1960s-1980s):** according to Wanna this period is characterized by the attempt to vocationalize high School graduates. The first comprehensive education program started at Woizero Sihen comprehensive high school in 1962. It is written that the reports from this comprehensive high school has indicated that the programs commenced without proper study and as a result there was lack of human and material resources, shortage of qualified teachers and limited budget. Hence the programs failed to achieve its mission-that is reducing unemployment among high school completers.

c). **The third period (1980s-1996):** Once the government has realized that the comprehensive high schools were unable to address the problems of unemployment effectively, it decided to strengthen a number of selected comprehensive as well as other vocational/Technical schools in order to give effective skill training. As to the report, it is during this era that is vocational /Technical schools were established. These schools, which were about 17 in number, provide 10+3 programs for those who completed grade 10.

Currently, In order to provide options for the increasing number of school leavers, the Government some years back embarked on a massive expansion of formal TVET. Between 1996/7 and 2004/5, the number of TVET schools providing formal non-agriculture TVET increased from 17 to 199 and enrollment 3,000 to 106, 3000 (TVET strategy, 2006).

In addition, this time it is known that most of the TVET centers are up graded to college level and offering the courses up to Diploma and building the country's Middle level technicians for the future development of the country.

Generally it seems that the Government has identified the problems of the programme and it has now passed some years that he made a lot of reforms to alleviate the constraints so that it meets its vision.

However, there are also indicators that TVET still lacks effectiveness and efficiency. Studies have shown that many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower (National TVET strategy, 2006).

2.2. Factors That Affect the Transition of Students from School

To Work

It was found by many researches that TVET by itself couldn't be a guarantee for employment. A number of conditions should be met so that students of TVET can move from school to work smoothly (Jember, 2004 citing Blaug, 1973, UNEVOC-ACEID, 1996, UNESCO, 1978, TVET strategy, 2006).

The problems that affect the transition of students of TVET from school to work can be boldly classified in to two: namely external efficiency and internal efficiency (IIEP, 1993). According to Psacharopoulos and Woodhall (1985), the objectives of society are used to measure external efficiency, which can be judged by the balance between social costs and social benefits, or the extent to which education satisfies manpower and employment needs. More specifically, they added the external efficiency of institutions/colleges may be

judged by how well they prepare students for their roles in society, as indicated by the employment prospects and earnings of students.

In contrast, they added, internal efficiency is concerned with the relation ship between system or with in individual institutions. Output in this case is measured in relation to internal institutional goals rather than the wider objectives of society. Let us see each of these factors one by one.

2.2.1. External Efficiency

As it is explained above, the external effectiveness of a given education and training institute/college is related to its later application in the world of work. According to Psacharopoulos and Woodhall (1985), the external efficiency is usually judged by two criteria:

- a) The extent to which the schools/ institutions provide the necessary skills for the smooth running of the economy, and the extent to which school leavers or graduates are absorbed into the labor market, find the jobs and the earnings they expect, and are able to use their skills in employment (either wage or self), and
- b) The balance between the costs of investment in education and the economic benefits as measured by the higher productivity of educated workers, that is, by the social rate of return.

They added, since the social returns to education depend on the relation between costs and financial benefits any policies that improve the internal efficiency of education and help to reduce costs or that help to recover costs and shift some of the burden of financing educational investments from public to private sources, will increase the profitability of

education as a social investment and make the distribution of benefits and the sharing of costs more equitable.

On the other hand because it is difficult to determine the balance between costs and investments and the economic benefits, researchers mainly use the labour market condition and the economic trends as a guide for external effectiveness (IIEP, 1993).

2.2.1.1. Inefficient Labour Market Analysis

Manpower planning usually means, first that certain sectoral economic growth rates are assumed as reachable targets. The output of training institutions is then planned to meet the requirements which are derived from these targets, taking account of existing stocks of manpower and rates of 'wastage'. Forecasts are made of future requirements as to specialty and level of skill. Thus, the approach assumes that the distribution of labour requirements by occupation and skill can be well predicted (IIEP, 1993).

According to Psacharopoulos and Woodhall (1985), skilled manpower is one of the most crucial inputs of a modern economy, thus, to foster economic growth and to avoid critical shortages or surpluses of manpower, planners have sought to identify future requirements for skilled manpower and to design the education systems so as to produce a labour force with the necessary skills and technical or professional knowledge.

As it is said the basic principle behind manpower planning is that forecasts of manpower requirements are needed before designing and opening different training programmes by occupation and skill level. That is it is a basis for decisions on the scale of training policies. According to IIEP (1993) report, the manpower requirement could be done based on government's policies and strategies, the skill gaps that are in need for main economic

practices of the society and their need for training and the development of future economies. The report added, if vocational education and training on different occupations and training are designed and delivered based on this preliminary study and the economy is strong, trained manpower would be easily absorbed by though there are other factors to be considered.

Apart from serving as a basis for decisions on the scale of training, the manpower planning approach reinforces two structural features in training.

- a) An emphasis on separately institutionalized training rather than employment based provisions because separate institutionalization is more amenable to government planning.
- b) Narrow training specialties, based on the assumptions that not only can the demand for skills be forecast, but that even highly specialized job openings will be filled by those who have been formally trained (IIEP, 1993:5).

Generally a major lesson (IIEP, 1993) from research on connections between training and the labour market is that training must be planned with close attention to recruitment and promotion processes in the particular labour market segment for which it is intended. However, it is clear that the connection between training and jobs is problematic. According to the report it is simply not sufficient to identify skills and forecast the demand for labour. One cannot assume that a training provision will dominate the supply to the occupations for which it is intended. In many occupations it said that, there is much on-the-job learning which can lead to promotion into more skilled jobs without formalized training, and marketable specialists skills are not only acquired in the formal education and training system.

This alarms that such relationships need to be monitored. One needs to find out what happens to trainees after training and the implications of skill utilization. Equally, one needs to examine how the 'target jobs' are filled, the process of recruitment to the occupations concerned and what employers are looking for.

2.2.1.2. Economy as a Factor

The relationship between education and economic growth and development, in the words of Fagerlind and Saha (1983), is like a two edged sword. This is to mean that education contributes to economic growth by imparting knowledge and skills that promote it and on the other hand economic growth potentially contributes further to educational expansion. The World Bank, in its review on the priorities and strategies for education (1995) for helping countries reduce poverty and improve living standards relies much on the importance of education investment in education leads to the accumulation of human capital, which is a key to sustained economic growth and increasing incomes. Fagerlind and Saha (1983) suggested that the educational system and focus for industrial and non-industrial countries should not be the same. High levels of educational attainment are not as important for agricultural and other non-industrial economies as for the industrial. For example for agricultural societies, schools for rural development should stress not only on skills related to agricultural technology, but also are instrumental in inculcating the values, attitudes and behavior related to rural life. In relation to this Todaro (1993) argued that economic growth for non-industrial societies requires an increase of productivity in the primary sector, and it is essential that the education system promote the skills and individual motivation appropriate for that sector. Thus in designing an education system to

promote a particular kind of economic growth, Todaro (1993) recommended that the expenditure on education has to be weighed not only against returns in the form of increased productivity, but also in tangible benefits for individuals themselves.

As it is explained in the introduction part of this paper, technical and vocational education and training has been introduced to the school system as a solution for the increased unemployment.

In spite of the fact that the education and training system is effective internally, it cannot be said that the transition of the graduates to the world of work will be smooth.

The economic context is a factor that has the most direct influence on the transition of students from school to the world of work. The influence of the economic context of a country on the TVET system starts from the policy development. The type of economic organization, for example market-oriented or planned or a combination of the two, will determine policies as to the organization of TVET, The economic base will determine to a great extent the policies adopted as to content of education and training, whether it is to be primarily industrially and business oriented or oriented to agriculture, or it oriented to the two, in what proportions (UNESCO, 1984:30).

The above notion of the report seems to give emphasis on the relevance of the courses with the economic base of the country. That means for the products of TVET to be absorbed by the economic base of the country, the students should possess a type of skill that could enable them to work inside.

The economic conditions as factor of the transition process could be viewed from the perspective of individual house hold survival as well as government ability to provide

development and social services. In other words the overall country's economy as well as the individual student's capital highly influences the employability of the TVET graduate.

With regard to the importance of the overall economy of the country, the (IIEP, 2000) report stated that a well functioning economy is perhaps the most fundamental factor to shape young people's transition from initial education to work. It added sound transition out comes are easier to achieve when national wealth is high and rising, and when overall unemployment is low. A study done in South Africa by Adrienne Bird (IIEP, 2000) has also revealed that poor economic growth and the poor labour absorption of the economy are the heart of the problems for the students' unemployment. Molla Jember (2004) also emphasized that for any training and education to be effective and serve as a solution to unemployment, he recommended that there must be a well-structured labour market and buoyant economic system.

2.2.2 Internal Efficiency

Internal efficiency is simply the success during training, in facilitating learning of the intended skills, knowledge and attitudes-regardless of its later application (IIEP, 1993). There is also a need to make optimal use of scarce resources in bringing such learning about-the wider notion of internal efficiency. Certain constraints on internal efficiency are very common throughout the world: these are inadequate recruitment of suitable trainees, staffing inadequacies, high costs, complex equipment/materials requirements, poor curriculum and course design, and high management complexity (IIEP, 1993, UNESCO, 1978, UNEVOC-ACEID, 1996).

2.2.2.1 TVET Trainers

The technical and vocational education and training system, among other things requires qualified, dedicated and responsible trainers. Whatever modern machineries, well equipped workshops, supply of materials etc training institutions/ colleges may have, it is through the trainers that the attainment of the intended goal will be a reality (UNESCO, 1973; UNEVOC, 1997; IIEP, 1993). Without qualified and well-experienced TVET teachers and trainers to plan for and execute TVET programmes not much can be realized at the grassroots (UNEVOC, 1997). In relation to this UNESCO (1973) suggests that a teaching corps dedicated to ideals of excellence to be the necessary pre requisite for advance in technical and vocational education and training. It also added that technical and vocational trainers / instructors are responsible not only in inculcating knowledge and skills but also and most important, for preparing workers and technicians capable of contributing to a society which uses technology to serve the cause of humanity. The value teachers / trainers give to themselves and their professional responsibility is found to play decisive role in the betterment of the training system and the society at large thus the teacher should see himself as a member of a professional body devoted to the pursuit of excellence. At the same time he/she is expected not only to subscribe to the educational ideals proposed by his society, but should also in the course of his preparation and career develop his own educational philosophy (ibid).

According to the UNEVOC (1997) and UNESCO (1978) report, the technical and vocational teacher occupies a most important place in modern society: he is the between industrial society-the real world and the educational system. He must then possess a thorough knowledge of his field and have had some experience in the world for which he is

preparing his students. Hence UNESCO (1973) recommends that the teacher must understand his students as individuals, knowing how they learn best and how he may best transmit his own skills and not simply trained. Thus it can be said that a teaching career is a vocation in the sense of a calling, as expressed by Mendeleyev who stated that ‘people should be called to teaching as they are called to the seas, to medicine, and so on, not just because they want to make a living, but because they have a conscious vocation for it and for knowledge, and feel they will need (UNESCO-ILO, 1962). There fore it is clear that the initial preparation of a teacher is fundamental if he is to fulfill these tasks and goals. Though it is clear that there is no one ideal system of teacher preparation and that each country and each society should organize its educational system according to its own needs aspirations and traditions. Nevertheless, there are general trends, patterns and goals to which virtually all subscribe (UNESCO, 1966). To this end it is generally agreed that the vocational and technical teachers of whatever type should be prepared at the tertiary level and should have had a good general education, theoretical training in special field and practical experience in exercising this specialty.

According to the UNESCO (1973) report, seven factors are isolated to be of primary importance for the variations among systems of technical and vocational teacher preparation. These are:

1. The degree of a country’s technical development and the technical potential of its natural resources. This will determine the number and kind of technical and Vocational teachers to be prepared.
2. The national economy.

3. The type of responsible authority
4. The historical development of the education system as a whole
5. The fifth factor mentioned in the report is the relationship between educational institutions and industry and other economic sectors
6. The sixth factor is the prevailing conception of the function of TVET teachers.
7. The last factor mentioned in the report is the status and salary scales of teaching and administrative staff. (UNESCO, 1973:25-27).

In Ethiopia having cognizance of the need of highly skilled, qualified, motivated, flexible, creative TVET teachers and instructors the government has given emphasis to the training and preparation of the same. To this end, the government is in the process of fundamentally overhauling the system and provision of TVET teachers/ instructors training and further training. The aim of this process, according to the new TVET strategy (2006) is to create a corps of TVET teachers /instructors capable of preparing trainees from different target groups and with different learning requirements to develop relevant occupational competences.

The problem with respect to teachers/ instructors of TVET institutions/ colleges could be manifold. On one hand, there might not be adequate supply of trained teachers for each trade and on the other hand even those available teachers/ instructors might be ineffectively trained and /or have weak theoretical and practical competence.

To increase the supply with relevant training and further training, TVET teacher training at higher institutions is currently being delivered at Adama University the former Nazareth Technical School. Further more it is stated that, new TVET teacher/ instructor training

facilities or departments will be established at other Ethiopian universities such as Bahir Dar, Mekele, Jimma and Awasa (ESDP III).

To avoid the problem of shortage of TVET teachers and also in order to link the world of work more closely to the classroom situation, UNESCO (1983: 90) recommended that skilled professionals employed in appropriate sectors outside out side education should be invited to teach at suitable points.

2.2.2.2 Educational and Vocational Guidance and counseling

Vocational guidance refers to the services that assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers (<http://www.ekep.gr/english/guidance/rolos.asp#pliroforis>). It is also said that vocational guidance is the process of helping students to develop and accept an integrated and adequate picture of themselves and their role in the world of work (Singh, 2005).

It is evident that guidance should be viewed as a continuous process spanning the entire education system, and should be directed towards aiding all students to make conscious and positive educational and occupational choices.

In relation to this ILO and UNESCO (2002) recommendations states that vocational guidance should ensure that individuals are provided with the prerequisites:

- To become aware of their interests abilities and special talents, and to help them frame a plan for life;

- To pursue courses of education and training designed to realize their potential and fulfill their life plans;
- To acquire flexibility in decision making concerning their occupational in the initial and later stages, for developing a stratifying career;
- To facilitate transitions back and forth as needed, between education, training and the world of work (ILO -UNESCO, 2002, P: 17).

Generally vocational guidance includes a wide range of activities that are performed inside and /or outside the school campus. According to (<http://www.tvet-pal.org/counselling/html>) some of the common activities included are:

- Activities with in schools to help students' clarify career goals, understand the world of work and develop career management skills.
- Individual and group guidance to assist with decisions about initial courses of vocational training, further education and training, initial job choices, job change or work force re-entry.
- The organized and systematic use of community members such as employers to provide occupational and educational advice and information.
- Print - based, computer - based or online services to produce and disseminate information about jobs, careers and vocational training to help individuals make career decision with in education systems and with in the labor market.

Well-organized vocational guidance services are expected to improve the accuracy and accessibility of the information available to individuals' short and long-term job opportunities. In turn this can improve individual decision making about jobs and job training opportunities and improve the allocation of human talents with in the labor market.

In addition one can say that vocational guidance can help to achieve a better match between interests, skills and qualifications on the one hand and available job opportunities on the other hand.

In explaining the need for vocational guidance it is stated that vocational guidance and counseling is an important instrument for the realization of the objectives of TVET students because: a) The world of work is in a state of continuous change, b) The disappearance of some careers and the emergence of new or alternative careers, c) Employers need to recruit individuals who are capable of showing their skills and abilities, d) To match the changing values of individuals with new set of career possibilities, e) To assess the needs of the labor market and match them with the needs of the individuals and f) To avoid unemployment (<http://www.tvetpal.org/counselling/html>). This indicates the need for students to be oriented to the world of work and prepared for it, well before entering it. Such an orientation is a gradual process and requires much more than the development of specific skills, and the specific knowledge and attitudes that related to those skills. In addition it requires the development of appropriate attitudes choice that is in harmony with the person's potential, personal desire's and characteristics and of self directed learning skills that enable the person to engage in life long learning.

The 2001 UNESCO and ILO recommendation concerning vocational guidance states that vocational guidance should take into account the needs of industry, the individual and the family while preparing students and adults for the real possibility of frequent careers changes, which could include periods of unemployment and employment. It also recommended that this should be achieved through a close liaison and coordination

between life long learning, training, the work place and placement services and ensuring that all necessary information concerning the world of work and career opportunities is available and actively disseminated using all available forms of communication. The vocational guidance services in many countries ensure a close cooperation between training and employment placement services, by providing information about employment opportunities in various occupational fields. Links with employers associations, trade unions and private enterprises contribute to determine the actual qualifications of different jobs (IIEP, 2000). According to Dynakov (UNESCO, 1996), various countries have different approaches to provide information and vocational guidance. The study reported that in some industrialized countries the career guidance programs in schools incorporate a variety of information resources, including computer-assisted systems. These information resources are provided by special career centers, which usually compile available career guidance information and exploration resources, offering them to students, teachers and parents.

In Mexico for example, at the school level vocational guidance is regarded as a basic component of student training. The guidance service provides information on various professions and employment opportunities as well as information about available training programs in Spain also the vocational training council works in close collaboration with certain employment services, ensuring the transition from education and training to the world of work in some other countries like Cuba, Cyprus, Nether Lands, Swaziland and Zimbabwe for instance the vocational guidance services invite some specialists from the industrial, business, agricultural and other sectors to deliver lectures at educational establishments or to meet students and parents and provide first hand information, which

facilitates the transition process(UNESCO, 1996: study 8). Generally, guidance and counseling must be performed by professionally qualified counselors. Their primary goal is to use counseling competencies to meet the educational, career and personal /social needs of the students.

2.2.2.3 Apprenticeship

Apprenticeship is a partnership of employers, students (workers) and schools / colleges. It is a part of TVET system with practical exposure of the trainees to the real world of work. It is occupational skill training that combines on the job experience with classroom instruction (<http://www.bcit.ca/apprenticeship/what.shtml>).

Apprenticeship trains workers to meet industry or business standards for a given occupation; it is a proven way to train people for careers that demand a wide range of skills, knowledge and independent judgment.

Generally it is a training process run by cooperative agreement among enterprise (potential employers) training institutes / colleges and the trainees themselves. In this process according to Thomas Milliard mentioned in (<http://www.firm.edu/doe/apprenticeship/benefits.html>):

- a. Employers provide career training
- b. Apprentices become valued members of the work force and assets to business
- c. The schools / institutions provide classroom training.

Thus, institutes /colleges have to assign professionals who follow the process, give solutions to problems that occur and check whether the practical training matches with stated criteria and

standards. The enterprises, too, need to assign skilled and willful person to help the apprentices in their stay with in the enterprises. This person usually called supervisor, not only gives professional assistance but also evaluated the competency of each apprentice.

Gallington and Giachino (1977) have expressed the role of these supervisors and / or vocational counselors as follows:

While on the job, they (the trainees) actually participate on work experiences that are directly related to their occupational goal. A supervisor representing the school/college, along with some designated person in industry, has the responsibility of seeing that the work experience is realistic and functional and contributes to the training objectives of the students (Kassa, 2005:11).

Kassa (2005) mentioning Gallington and Giachino (1977) also define apprenticeship to be a program conducted by industry for new employees as well as cooperative education programs sponsored by training institutes to students who spend part of their time in schools. UNESCO (1975: 12) has summarized the processes apprenticeship encompasses as follows in its more practical aspects, Vocational and technical education extends beyond school years and in to industry, firms, companies and businesses. For in terms of practical skills and techniques, the schools may give basic foundation, but firms, industries, companies or businesses must train its recruits for the particular tasks required of them in their working life and engage in constant upgrading and updating of its personnel. Thus industries, companies and businesses too, has need of well prepared training personnel instructors and training officers if the enterprise is to work to full efficiency and therefore contribute to the growth of the economy. The quality of the instructors and training officers with in those industries, companies or businesses will then have a direct effect on how well an individual is prepared for his working life, as well as on

with in those industries, companies or businesses will then have a direct effect on how well an individual is prepared for his working life, as well as on how many those enterprises contribute to economic development and growth for the general welfare.

The above explanation clearly shows how determinate role do apprenticeship programs play in making trainees be confident enough to play and act about their future life. It also shows that the training institutions have to give much emphasis for the program so that students could acquire the necessary skills in their respective trades.

2.2.2.3.1 Responsibilities of Different parties

The flexibility of TVET allows for a strengthening and further development and deepening of cooperative TVET (apprenticeship training). It is clear that cooperative TVET is a mode of TVET provided in partnership between enterprises and TVET institution. For the effectiveness of the cooperative TVET (apprenticeship) all the different parties involved in the program should contribute their part. All the main parties involved specially the enterprises and the institutions/colleges and the students / employees should discharge their responsibilities so that the employers and the students benefit from the program.

2.2.2.3.1.1 Responsibilities of Enterprises

The experience, qualification, motivation and feelings of responsibility of staff in enterprises play great role in helping trainees to be well acquainted with the necessary skill of occupation.

It is expressed that enterprises have a large training task other than their support to institutes, they must initiate vocational school leavers in to real industrial work, instruct

them in specialized operations in the undertakings, update, upgrade and retrain workers already employed, provide training for promotion and etc.

Similarly Thomas Milliard summarizes the employers' role as: 1. Over see the apprentices on the job training and monitor attendance at related training classes. 2. Evaluate apprentices' progress before recommending advancement to the next pay level. 3. Recommend 'Award of completion certificate when an apprentice has satisfactorily completed the required course work and on the job training.

2.2.2.3.1.2 Responsibilities of the Institutions/Colleges

TVET institution / colleges are responsible for offering related course work to apprentices receiving on the job training. In relation to this Thomas Millard stated the roles the TVET institutions / colleges as follows:

1. TVET institutions / Colleges provide course work that is coordinated with on the job training programs.
2. Teachers with expertise in the occupation
3. Opportunities to earn credit for completed academic courses and on the job training.

Currently apprenticeship training in our TVET system is found to be entangled with a lot of problems. The problems may be attributed to the trainees, institutions or the potential enterprises. According to Kassa (2005:11), the attitude of trainees, enterprises and institutes towards its effectiveness, failure to assign efficient and responsible persons on the part of institutes and enterprises, failure to cover the allotted time for the programme, mismatch between intended and presented contents, and etc are a few of the many problems.

activities. Unfortunately, however, according to Abrha (IER, 1988) no single universally accepted theory has been developed to guide the action.

However generally it is recommended that curriculum development for technical and vocational education be:

- Dynamic process and must respond both to the needs of the individual and to the technical requirements of the job as well as the changes in job patterns caused by technological or socio-economic changes.
- A multidisciplinary approach is necessary involving professional groups, representatives of industry and general educators as well as the teachers of technical and vocational education.
- Curriculum for each skilled trade should provide on the job course towards the end of the training period aimed at preparing the trainee for specific job requirements.
- Research and evaluation of curricula should be a continuous process (UNEVOC, 1996. 308).

On the other hand the development of vocational curricula for schools especially in less developed countries is found to be entangled with different critics. A common criticism of the formal vocational education and training system particularly the component covered in technical and vocational education and training colleges and institutes is the relevance of the content, the method and system of assessment (ILO, 1988). Content is often not matched to local needs and conditions. Graduates of the systems therefore will tend to be versed in operations and processes that are non-existent in many small enterprises. The skills taught should be readily absorbed in employment since training alone cannot create

jobs. To Middleton (1993,114), an over-expanded, overly subsidized training system that is not accompanied by increased opportunities for employment or enhanced wages will not improve welfare and is a needless waste of scarce resource. There fore to ensure relevance of the content, curriculum development should be done in collaboration with different parties especially to have representatives from the industrial and business enterprises to ensure that their interests are reflected in each course syllabus (ILO, 1988). Moreover, it is also recommended that to ensure the content relevance of a given TVET institution it may be very important to develop school based curriculum that considers the local society and labour market need (UNESCO, 1983). In Ethiopian case also it is commented that the curricula, that is used to be designed at national level has failure in flexibilities and adjustment to the ever-changing labor market demand.

Another criticism is the method of delivery. There is little effort to take training outside of the confines of institutions and bring it near to where the people live and work. According to the ILO (1988) report, this becomes even clearer when it is observed that the majority of skill training takes place in the informal system but there is no recognized connection between the two systems.

Other problems, like failure in the process of assessment, lack of teaching equipment and facility materials for practical training, shortage of relevant reference materials and textbooks and qualified teachers incapacitate the effectiveness of the training and hence decreases the quality of training.

In Ethiopia, though the designing of the training curricula do not consider the desire of the trainees and interest of the industrial and business enterprises (Potential employers) (Kassa,

2007), which could limit the employment opportunities of graduates; some changes have been made recently. Some of these changes are making the mode of delivery of courses to be modular including apprenticeship and project works for the major courses, preparation of guidelines to teaching, training and learning materials (National TVET draft strategy, 2006: 6).

2.2.2.5 Administration and Management of TVET

Setting policy objectives and determining the areas of priority at the national, regional or other level are essentially political exercises. Whether or not these objectives are met is a question of management and administration.

The management system of organizations in general plays determinant role in achieving the targeted goals effectively and efficiently. Gassko (2000), cited by Kassa (2005) expressed that effective public service systems to have been key issue for many years because of the following reasons: a) Most public services systems operate in the difficult conditions of ever-growing demand and diminishing financial allocations. b) Public management aims at maximizing the social good, which is difficult to measure. Establishing priorities for responding to needs is extremely difficult and some administrators turn to political rather than management criteria when deciding what services to deliver and, c) In the area of the market, efficiency in public service systems is vital as they have to compete with private and other non government providers of services, which are often very flexible and efficient.

Functions of the management Body

Generally the management body can be established at the national /regional and institution level with different division of labor.

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2.2.2.5.1 Functions of the management Body

Generally the management body can be established at the national /regional and institution level with different division of labor.

At the national or regional level paragraph (15) of the 2001 UNESCO and ILO recommendation states that in order to ensure quality of the responsible national and / or regional authorities should establish certain criteria and standards, subject to periodic review and evaluation, applying in all aspects of technical and vocational education for: a) all forms of recognition of achievement and consequent qualification. B) Staff qualification c) ratios of teaching and training staff to learners d) the quality of curricula and teaching materials. e) Safety precautions for all learning environments. f) Physical facilities, building workshop layouts, quality and type of equipment.

In addition to this paragraph 17 of the recommendations stated that provision should be made within administrative structures (at the regional level in our TVET system) for evaluation, supervisory and vocational education specialists to ensure the rapid application of new research findings and to maintain standards. In this regard it is recommended that the team should:

- a. Make evaluation services to ensure the quality and smooth operation of TVET system by continuous review and action directed to constant improvement of staff facilities and programs.
- b. Make supervisory services for the staff that should encourage improvement in the quality of teaching by providing guidance and advice.

The national TVET strategy of Ethiopia also recommended that the regional TVET authorities are specifically responsible for: a) formulate regional TVET policy papers, draft legislation and prepare regional TVET development plans, b) ensure an appropriate coordination of the regional TVET system with other regional development sectors; c) organize quality management in the regions, which includes oversight of the implementation of occupational testing and certification; d) implement occupational testing and certification on behalf of the federal TVET authority; e) develop appropriate strategies to involve employers into the regional TVET system; f) conduct labour market monitoring at the regional level and ensure that its results are used for regional planning; g) conduct all other activities necessary to foster the further development of demand oriented, relevant and accessible TVET in the region.

2.2.2.5.2 Qualification of the Administrative Staff

It is clear that for the administrative staff to accomplish all the above and other functions it should be well organized and should consist of individuals who are professionally knowledgeable and skillful.

In this regard Kassa (2005), citing Gassko (2000) pointed out that vocational education and training systems of many countries fail to utilize their capacity many efficiently due to inadequate organization and management skills. He added that lack of the necessary institutional capacity, infrastructure and training legislation made many TVET systems tend to create parallel and over centralized organizational structures. Mostly administrators are found not to have the skill to determine priorities adequately to apply strategic management concepts and to use modern planning, budgeting and funding techniques.

In addition to this to make the administrative staff up to date with new administrative techniques and frenzy, paragraph an of the recommendations stated that prospective administrators should receive special raining in methods and problems in vowed in the tock it added this preparation should include:

- a) Management methods appropriate to educational administration
- b) Methods of allocation of available resources given the objectives of the various programmes for which they will be responsible
- c) Planning methods

2.2.2.6 Cooperation among Stakeholders

The ultimate goal of technical and Vocational education is to prepare individuals for the world of work. In order for TVET to be relevant, it must be closely linked to enter prizes so that its graduates will find it easy to move from education in to the work environment.

Enterprises too will benefit from this relationship because they are the main employers or consumers of TVET products Furthermore enterprises can benefit from the expertise available in the institutions in addressing and solving some of their problems. Collaborative Ventures in Research and development activities will benefit both educational institutions and enterprises.

The 1996 UNEVOC case study on African countries revealed that educational institutions have been rather conservative and reluctant to adapt to changes in society in society and the world of work According to the report the current economic constraints coupled with rising costs of tools, technical equipment and training materials have made it more difficult for TVET institutions in Africa to offer quality and relevant programmes. Businesses and

enterprises on the other hand survive on competitiveness in the production of their products or services. As result they are more responsive to changes and new technologies. Finally the report concluded that cooperation with TVET institutions would have a positive effect on all aspects training activities including curriculum, tools and equipment training materials and staffing.

The report further added that the major constraints to cooperation between TVET institutions and enterprises are: 1) Reluctance of the enterprises-this is because trainings is expensive and the trainers are uninsured against accidents, 2) Lack of an effective industrial attachment management mechanism, 3) Inappropriate method of assessment 4) Inadequate incentives for students, 5) Lack of information on the benefits of cooperation.

Generally it is understood that the effectiveness of the education and training programmes is contingent upon meeting the needs of enterprises. This requirement demands cooperation with business and industry through creation of a variety of formalized linkages these linkages will inevitably yield a number of improvements in the preparation of relevant and well qualified graduates. A satisfactory partnership however, can only exist if the training institutions (suppliers) understand fully the needs of industry (customers) and the client is aware of the constraints under which the suppliers operate According to UNEVOC (1996) this requires continuous interaction and dialogue between the two partners involved, and the cooperation will only continue if the self interest of both parties is satisfied to some degree. The report added the establishment of these linkages will inevitably provide a solid basis for curriculum reform, student placement for practical experience, staff development (exchange), identification of employment opportunities, execution of joint projects, selecting of part time instructors and assessing the success of education and training in

meeting the requirements of employers. Hence such cooperation finally is believed to improve the quality of education and training and make the transition smooth.

2.3 Efforts Made To Improve the Situation

As many educators may agree technical and vocational education and training were a very important but the most neglected area in the history of Ethiopian education system.

The Plan for Accelerated and Sustain Development to End Poverty (PASDEP) main trust is to fight poverty through accelerated economic growth to be achieved mainly through commercialization of agriculture as well as economic growth and employment creation through private sector development.

TVET is expected to play key role in the above strategy through building the needed, skilled and motivated competent work force. PASDEP envisages TVET to provide necessary, relevant and demand driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment. The strategy further stresses the need for an increasing role and involvement of the private sector and non-governmental organizations, as well as community involvement, in the delivery of educational services. In order to match available resources with increasing demands, measures for improving efficiency and cost effectiveness are called for.

The industrial development strategy of Ethiopia (2003) highlights the tremendous human resource deficits in Ethiopia responsible for the low state of industrial development. It states, “We do not as yet have an educational and training system that is capable of carrying and sustaining the responsibility of seeking to it that our industrial development ability of seeking to it that our industrial development program will have achieved its

goals.” It therefore calls for efforts to raise the quality of the Ethiopian work force to international standards to reverse the previous neglect of industrial professions in the TVET systems, and to put substantial focus on building a culture of entrepreneurship and preparing people for self employment.

According to the 2006 national TVET strategy report, there are also indications that TVET lacks effectiveness and efficiency. It added, studies have shown that many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower. Further more substantial resource wastages occurred as result of underutilization of equipment in public TVET institutions.

Despite these and other immense problems, important reform steps hoer been introduced after the adoption of the national TVET strategy of 2002 and the TVET proclamation of 2004. A significant step was the broadened governance structure for TVET through the establishment of a national council comprising representatives from different government sectors including state representatives, public and private TVET providers and from the business community (EMPDA, 2006:9). This shows a start of institutionalized stakeholder involvement and helped stimulate deeper integration and understanding of TVET within the broader Ethiopian development environments.

Another important step according to the report was to conceptualize and start implementing a new quality of management system within the TVET sector. In line with the international best practices the report added, it was decided to move towards an occupational standard based TVET system to replace the current curriculum centered approach and to establish an occupational testing system open to graduates and candidates from all formal, non formal

or informal TVET schemes. The system of occupational standards together with standard based testing and centerpiece of a TVET reform towards relevance, demand orientation and accessibility (National TVET strategy, 2006).

In order to meet the middle level manpower demand of the industry and service sector and commercial agriculture, expansion of TVET programme has become very essential. As shown in the strategy the government took TVET to be an instrument for producing medium level technicians equipped with practical knowledge that unlike in the past would be job creators rather than expecting jobs to be provided by the government.

More over according to the ESDP III report, since 2000/1, a number of changes have been taken place. Some of these are revision of curriculum has been undertaken, skill upgrading was given to TVET teachers and expatriate teachers were employed to fill the shortage of TVET teacher requirement in order to provide quality education and training. In addition to this, fields of specializations have now reached 25 in government and 16 in non-government institutions. While envisaging conducive environment for the trainees to pass through the apprenticeship programme in collaboration with private and the government enterprises to develop their skill before they deployed to the world of work.

The observed economic growth for the last consecutive four years in the country as well as in the region is also another favorable condition that will improve the transition process.

CHAPTER THREE

Design of the Study

The main emphasis of this study was to investigate the problems, efforts and prospects in the transition of Textile and Garment Technology students of the Amhara National Regional State from school to the world of work. Hence a descriptive survey method was employed.

Basically, though the factors that could affect the transition process may vary depending on the economic, demographic, political, cultural and other situations of a given country, the problems could be divided broadly into two groups: namely problems related to internal effectiveness and problems related to external effectiveness (UNESCO, 1983). Though time as well as financial constraints couldn't allow the researcher to treat all the factors, an attempt has made to treat some of them. Thus, the researcher limited the variables to be treated into eight:

- a)** Economy (type of economic base, presence of buoyant economic system
- b)** Labour market and man power planning (presence of manpower planning and labour market analysis prior to opening a specific training).
- c)** Trainers (number and theoretical and practical competency).
- d)** Apprenticeship programme (its relation to the in school training of the field, presence of enough and appropriate enterprises, support made from the institute as well as from the enterprises).

- e) The vocational guidance and counseling service (presence of trained professional, presence of the service before, during and after training).
- f) Trainees (recruitment of suitable students for the programme, their knowledge, skill and attitude).
- g) The curriculum (its match with the nature of the training objectives, the approach employed in the training and the availability of training facilities-reference books, workshops to implement the curriculum).
- h) Management and cooperation (presence of qualified personnel, effectiveness of the system, presence of enough and appropriate enterprises, areas of cooperation or partnership with the relevant stakeholders).

Appropriate information regarding the above variables was collected from the regional TVET experts and officials, the college management body, trainers, trainees, graduated employed and unemployed, employers and professionals from credit and saving institute. Moreover, the degrees of fulfillment of the variables are treated against the 2001/2 ILO-UNESCO recommendations and the 2006 national TVET strategy.

3.1 Subjects of the Study

The study was conducted on one major field of training or vocation - Textile and Garment Technology department that is composed of three sub fields of training namely Textile Technology, Men's Garment and Ladies Garment. The main trade, Textile and Garment technology, was selected purposefully by the researcher because it was found that this was one of those trades which have greater employment problem in the region in spite of the fact that it has greater self employment opportunity (Kassa, 2005).

For the investigation, among those more than seven TVET institutions/ colleges in the region, which are delivering the training, it was planned to draw samples from three institutions/colleges namely Bahir Dar Construction College, kombolcha Industrial College and Dessie Business Colleges and actually it was from these colleges that the data were drawn. These three colleges were selected purposefully for one thing these are the only training places at 10+3 (diploma) level; because of this again the researcher believed that these graduates have better employment opportunity. Moreover the cities where these colleges are found are among the most important industrial cities of the region and hence again believed to have better opportunity for employment.

Specifically the sources of information for the study were the regional TVET promotion agency officials and experts, members of the college management body, trainers, trainees currently enrolled and studying the field of training, graduated students in the area from the colleges who are currently employed and unemployed, potential employers in the area and professional from Amhara Credit and Saving Institute (ACSI).

3.1.1 TVET Trainers: These were included as subjects of the study for they are important sources of information with regard to the quality of the education and training program and hence the transition. There are a total of 19 trainers (8 male and 11 female) under the main trade Textile and Garment Technology in the three colleges. Of these respondents, 9 have Diploma and 10 have first degree. All of the instructors in the main trade were selected purposefully for the researcher felt that these have sufficient information on the problems efforts and future prospects regarding the transition process, but 3 respondents did not return the questionnaire and hence the final analysis was made based on the information

obtained from 16 of them. To secure the necessary information respondents were provided with close and open-ended items that will enable to test the degree of fulfillment of all the variables in which the researcher selected.

The open ended items generally ask the respondents their feeling about the general problems efforts and prospects about the transition of students from school to the world of work

3.2.1 TVET officials and experts: the Amhara region TVET promotion agency as an autonomous regional government office has the responsibility to effectively run the training programmes and check for the quality and relevance of the courses offered. A total of 7 officials and experts who are directly or indirectly related to quality control such as tracer study experts, curriculum experts and others, including the vice manager were selected purposefully. Among these 1 respondent did not fill the questionnaire and return back on time. This makes the total number of respondents to be 6. Similar to trainers these groups of respondents were also asked both close ended and open-ended items.

3.1.3 TVET Trainees: The currently enrolled students who are training by the time the data were collected were also important providers of information regarding the current situation of the whole training programme and other related information. There were a total of 124 (46 males and 78 Females) trainees in the three departments of the three colleges. Since the total number of the trainees was manageable it was intended by the researcher to include all the students as a source of data for the study. But actually it was the data that was obtained only from 101(35 males and 66 females) respondents that were analyzed for 9 trainees didn't fulfill the questionnaire correctly and 14 Of them didn't return it on time and hence rejected.

These respondents were provided with two types of questionnaire the closed ended and open-ended items. Generally all the items require the students to give witness about the fulfillment of the variables and their feeling towards the training.

As before the general theme of the open-ended items were to obtain their feeling about the general problems, efforts and prospects in the transition of students from school to work.

3.1.4 Graduated Employed and unemployed: Another very important sources of information for the study were graduates who are currently employed and those who are unemployed. Here it should be noted that graduated students who are classified under ‘employed’ are those graduates in the areas and who are currently employed either self or wage on jobs, related to their training. Otherwise those who don’t have any jobs and those who are currently employed in other fields like those who are employed in condominium construction are classified as unemployed because they are misplaced. These groups were selected, as a subject of the study for it is believed that they can provide information related to the effectiveness of the training programme they had in equipping them with the required knowledge and skills and their failure to enjoy employment.

Since finding their address was difficult the sampling technique that the researcher employed was using available and snowball sampling. Accordingly information was gathered from a total of 21 employed and 15 unemployed.

Both groups of the respondents were presented with items that are related to their in school training such as: the fulfillment of different materials, the effectiveness of the apprenticeship program, their feeling whether they acquired the appropriate training, their feeling towards creating their own job, problems to start work by their own and others.

Generally they were presented with items related to their in school training and the overall condition.

3.1.5 Members of the Colleges' Management Body: these groups of the respondents include the Dean, the Vice Dean, the Academic Dean, the department heads, planning and programme heads and others. A total of 15 questionnaires were dispatched but only 12 of them were returned. Since all of these respondents filled the items correctly the analysis was made based on the information obtained from these respondents.

These groups of respondents are deliberately made to include the dean, vice dean, academic dean, department heads and registrar officers of each college. This was made for the researcher thought that these individuals are familiar with most of the aspects of the education and training, trainees' facilities, workshops, the counseling service the apprenticeship program and other practices of the colleges. Hence, items that were related to the above aspects were included in the questionnaire dispatched for them. Similar to other respondents the questionnaire includes both close and open-ended items.

Moreover these groups of respondents were asked to rank the possible constraints that affect the transition of students from school to work.

At last they were also asked to write the general problems existed in the transition with respect to the trainers, trainees, enterprises the TVET agency and what efforts are currently made to smooth the transition and also to recommend possible remedies.

3.1.6 Employers: These groups of respondents as sources of data had been chosen for the researcher felt that these are potential source of information who could provide information even as to the effectiveness of the whole training. Thus a questionnaire containing close ended as well as open-ended items was used.

These respondents are beneficiaries of the training system by employing the graduates. More over these are potential providers of the apprenticeship program for the trainees.

Hence it is felt that they can evaluate the quality of the training. A total of 25 questionnaires were dispatched and 19 of them were collected. From these 8 of them were discarded for they were not filled appropriately. So the final analysis was made based on the information obtained from the remaining 11 respondents. These groups of respondents which include governmental and private textile factories, private individuals who are working on the profession were selected by the researcher purposefully for these are potential employers and apprenticeship providers of the graduates in the area.

These respondents were provided with both open ended and close-ended items. The open-ended items were comprised of three categories.

The first of them contains items, which had similar alternatives yes/ No/partially. The second one comprised of items, which demand the respondents whether they cooperate, or not with the colleges; for example in providing apprenticeship and the like. Moreover they were asked to rank possible problems in the transition according to their impact on the transition.

In addition they were asked to recommend what different parties that involve directly or indirectly in the training process should do so that to lubricate the transition.

For the sake of convenience respondents are coded as follows:

‘A’ = College management body

‘B’ = The Regional TVET promotion agency officials and experts

‘C’ = TVET Trainers

‘D’ = Students

‘E’ = Graduated employed

‘F’ = Graduated unemployed

‘G’ = Employers

3.2 Data Gathering Instruments

To gather the necessary information for the investigation the researcher used both close ended and open-ended questionnaire and structured as well as unstructured interview as the main instruments. Most of the items of both the questionnaire and interview used for the purpose are standardized items prepared by the Kazakhstan National observatory UNEVOC center in association with UNESCO (Almaty, 2002).

Most of the items were adapted to make them fit for the purpose. In addition to this, some items both for the questionnaire and interview were prepared by the researcher based on the ILO-UNESCO (2002) recommendations and the Ethiopian National TVET strategy (2006).

3.2.1. Questionnaire

As it was mentioned before, the Kazakhstan National Observatory UNEVOC center in association with UNESCO prepared most of the items for the questionnaire used for the purpose. Since the items obtained from the Kazakhstan National observatory UNEVOC center were many, the researcher selected only few items, which seem very important for the purpose. In addition the researcher from the available literature and international and national recommendations prepared few items. Generally a total of 65 items were employed for the purpose.

Two types of questionnaire items (open ended and close ended) were used with the intention of securing pertinent information for the study. Different sets of questionnaire

were prepared for the subjects since the nature of subjects differ; few items that differ in content were incorporated in the questionnaire.

The prepared questionnaire then was given for the advisor of the researcher some of the regional TVET agency experts and officials dean of the Bahir Dar construction college and friends of the researcher from the post graduate program to be commented. Incorporating the valuable comments especially from the advisor and some of the regional TVET experts and officials the questionnaire were rewritten again. The questionnaire for each subjects were dispatched for pilot study for two TVET trainers, five trainees, two regional TVET agency experts, three graduated employed, two graduated unemployed of Bahir Dar construction College and one private textile factory found in Bahir Dar. English versions of the questionnaire were dispatched for the regional TVET agency experts and the trainers. While for the rest, Amharic version was used for it avoids unnecessary information barrier. The questionnaires were dispatched and collected by the researcher and registrar of Bahir Dar Construction College. After having important comments from these subjects of the pilot study the questionnaire was rewritten again and the final questionnaire was dispatched among the concerned respondents. The questionnaires in Bahir Dar was dispatched and collected by the researcher trained data collectors and one friend of the researcher from Bahir Dar construction college. The questionnaires for the rest of the two Colleges' respondents were dispatched and the data were collected through the dean and registrar of Bahir Dar Construction College and vocational counselors of the respective colleges. All the items in the questionnaires were prepared in English for the sake of convenience and English version of the close ended items and Amharic version of the open-ended items were used to collect the data from the regional TVET promotion agency officials and

experts, college management body members and trainers. On the other hand for the rest of the subjects the Amharic version was used. In both cases Amharic version of the items were used so that to minimize unnecessary communication barrier.

Generally a total of 226 questionnaires were dispatched for the different groups of respondents and 199 of them were returned back. From this 17 questionnaires were discarded because of inappropriate filling. Hence the final analyses have been made based on the response of 182 respondents. This makes the net percentage of return to be 80.5%.

3.2.2. Interview

Both structured and unstructured types of interview were applied to elicit appropriate information for the purpose. Like the questionnaire, both the researcher and those trained data collectors held the interview. The subjects were interviewed in the form of discussion to elicit much information about the purpose. Except for the students; all the subjects of the study were interviewed. In addition an interview was also held with one expert from Amhara Credit and Saving Institute (ACSI) as to problems related to the provision of credit for graduates.

3.3 Method of Data Analysis

The information gathered from different sources by using different data collecting instruments that the researcher employed during the study were categorized and analyzed in detail. In this study the data collected were analyzed qualitatively and quantitatively using percentage method against the existing literature, policy intentions and national expectations, research findings reported else where and standards and recommendations.

CHAPTER FOUR

Presentation, analysis and interpretation of Data

4.1. Trainers

The presentation and discussion begin with the first variable called trainers. Highly skilled, qualified, motivated, flexible and creative TVET trainers are the backbone of any TVET system capable of adjusting to changing technological environments and creating conducive learning environments for different target groups.

In these context students, members of the college management body, the regional TVET promotion agency experts and higher officials, graduated employed and unemployed and trainers themselves were asked items related to trainers. The following table summarizes their response.

As it is shown in the following table, the first item asks the presence of trainers who master the theoretical knowledge of the subject matter on which they are assigned to deliver. As it is shown in the above table most of the respondents (83.3 % of the college management body, 84.2 % of the students, 90.5 % of the graduated employed and 80 % of the graduated unemployed) believe that most of the trainers have good theoretical knowledge of the courses they deliver. This is interesting for mastering theoretical concepts of a given trade is the first prerequisite for a trainer to train in any occupation.

Table 4.1
Summary of responses on issues related trainers

	Items	Yes		No		Partially		Res pon dent s
		No	%	No	%	No	%	
1	Do most of the trainers have good theoretical knowledge of the courses they deliver?	10	83.3	-	-	2	16.7	A
		85	84.2	5	49	11	10.9	D
		19	90.5	1	4.8	-	4.8	E
		12	80	2	13.3	1	6.7	F
2	Do most of the trainers have rich experience and practical skill in the area they are teaching?	8	66.7	-	-	4	33.3	A
		69	68.3	16	15.8	15	14.8	D
		2	9.5	11	52.4	8	33.3	E
		1	6.7	9	60	5	33.3	F
3	Do you think that you have appropriate theoretical and practical skill to teach the courses at the level you are delivering for?	14	87.5	-	-	2	12.5	C
4	Do you think that the college has adequate and qualified trainers in the area?	5	41.7	-	-	7	58.3	A
		2	33.3	1	16.7	3	50.3	B
5	Do teachers have access to visit business and industrial enterprises to familiarize themselves with current technologies?	9	75.0	-	-	3	25.0	A
		10	62.5	2	12.5	4	25.0	C
6	Are the motivation vehicles adequate enough to improve quality of training and practical work of teachers?	8	66.7	-	-	4	33.3	A
		4	66.7	-	-	2	33.3	B
		7	43.7	4	25	5	31.3	C
7	Do most of your teachers are able to transfer their knowledge and practical skill in a way suitable to you?	19	18.8	49	48.5	33	32.7	D
		4	19.0	11	52.4	6	28.6	E
		3	20.0	9	60.0	3	20.0	F
8	Do you need in-service training or further education to deliver the course effectively?	6	37.5	5	31.2	5	31.2	C
9	Do trainers outside the college who are practically skilled participate in training students?	2	16.7	8	66.7	2	16.7	A
		2	12.5	14	87	-	-	C
		5	4.9	86	85.1	10	9.9	D

In relation to this UNESCO (1983) recommends that all TVET trainers should include educational theory both in general and as especially applying to technical and vocational education.

However, effectiveness of the quality of education and training in TVET institutes /colleges highly depends on the practical skill of the staff. In relation to this respondents were asked on the fulfillment of trainers who are practically well skilled and have rich experience. The above table has revealed that nearly 67 % of the college management body and 68.3 % of the students confirmed the presence of trainers who are skillful and have rich experience.

On the other hand, unlike the former two, majority of the graduated employed and unemployed (52.4 % and 60.0 % respectively) assured lack of trainers who have rich experience and practically skilled the fact that these group of respondents indicate as if there were problems in the above notion unlike the former two may indicate that there were gaps in the area and these gaps now are being improved. But generally for the above two cases the remaining percentage might indicate the presence of gaps on the part of the trainers in mastering both the theoretical knowledge and practical skill of the courses they deliver. Trainers themselves were also asked if they thought that they have appropriate theoretical knowledge and practical skill to teach the courses at the level they are delivering for. As it is shown 87.5 % the trainers have said that they thought as if they have the appropriate theoretical knowledge and practical skill. Despite the fact that most of the teachers do not fulfill the standard set for the program. Such confidence of trainers may be because most of the time they train the 10+1 and 10+2 certificate program students. It was also found that these teachers have the access to visit business/industrial enterprises to familiarize themselves with current technologies. This may be true for most of these

colleges are found in cities where there are governmental and/or private textile and/or tailoring industries. Respondents were also asked whether there is a conducive working atmosphere that motivates the staff to work effectively. The result is very encouraging for majority of them, as shown in the above table have confirmed the presence of a good atmosphere. Interviewed respondents stated that the salary increment made recently and the chance given for further education and training are some of them.

It is known that lack of practical experience of our teachers in general and TVET trainers in particular is an age-old problem of the education system. On the need of practical skill of trainers, UNESCO (2001) recommends that if the occupational field requires primarily practical skills, the trainers should have long employment experience in the exercise of these skills or a thorough knowledge preferably acquired through appropriate practical experience of the special requirement of the occupation.

In addition to this students and graduated employees and unemployed were asked as to the suitability of the methodology on which teachers employ. As it can be seen from the above table majority of the respondents as confirmed by 48.5 % of the students, 52.4 % and 60.0 % of the graduated employed and unemployed have revealed that most teachers of vocational subjects have problems in transmitting the knowledge and skill they have. This might happen due to two reasons. First most of the teachers specially in vocational courses might be less experienced and second most of the teachers again specially of those who teach technical and vocational courses could have problems in applying pedagogical principles because they might not train in line with this in their stay in colleges or universities. The interviewed academic dean who said that most of the major course

trainers are pedagogically illiterate also confirmed this. In line with this for the effectiveness of technical and vocational teachers UNESCO and ILO (2001) recommendation states that the professional preparation of all technical and vocational teachers should include educational theory in general and particularly as it applies to TVET, educational psychology, classroom management, special teaching methods appropriate to the subjects, how to create and produce appropriate teaching materials, planning the instructional environment and etc which are all elements of pedagogical competency.

Generally from all the above data, it might be possible to conclude that there is shortage of teachers who have adequate practical experience. This incapacitate teachers to deliver the course effectively and enable the students acquire the expected competence which may finally produce inefficient graduates.

Though shortage of practically effective teacher of TVET is a global problem (Henric, 2000. cited by kassa, 2005) some means should be devised to up grade the existing staff or get another individuals who have the experience at least on a part time basis. To this end teachers were asked whether they need in-service training to deliver the course effectively and at the same time the regional TVET agency experts and members of higher official were asked whether they provide in-service training for the agency as well as college staff.

As shown in the table above, surprisingly only 31.2 % of the teachers do not comply with the notion. Others 37.5 % of them who said yes and 31.2 % of them, who said partially, revealed that they need in service training. Similarly what is interesting is that the agency understanding the problem is providing in service training for teachers in programs like summer programme to up grade those who have only Diploma because the standard

requires a minimum of first degree. Moreover some of the interviewed higher officials of the college and the agency have revealed that even a chance for further education at second-degree level is now being given though they complain that the number is not satisfactory.

To overcome the problem of lack of practically well trained teachers, TVET institutes and colleges are advised to form a link with near by industry or business organization to use the experts or professionals at least on a part time basis. In this regard students and members of the management body of the college were asked whether there is such practice or not.

As shown in the table, 66.7% of the college management body, 87.5% of the trainers and 85.1 % of students have confirmed that such a trend is not practiced in the college. However it could be advantageous if the college forms the link since on one hand this would solve shortage of teachers and on the other hand students would get a better practical skill from these experts and professionals and hence increase the quality of training.

4.2. The relevance and effectiveness of Apprenticeship

Programme

Apprenticeship as a system of training exposes the trainees who have completed their in school training to the real world of work. In their stay the apprentices are expected to get practical training and learn work discipline (TVET draft strategy, 2006). In addition according to Thomas Milliard apprenticeship as a training process should be run by cooperative agreement among enterprises potential employers), training institutes/colleges and the trainees themselves and in this process the institutes/ colleges provide career

training and the apprentices become valued members of the work force and assets to business ([http: www. Firm. Edu/doe apprernticeship/benefits. Html](http://www.Firm.Edu/doe/apprenticeship/benefits.Html)).

To know whether there is a problem or not in relation to the apprenticeship, program subjects were asked different questions and their response is presented below.

Table 4.2
Summary of responses on issues related to Apprenticeship.

	Items	Yes		No		Partially		Respo ndents
		No	%	No	%	No	%	
1	Are you interested with the apprenticeship program?	18	85.7	-	-	3	14.3	E
		13	86.7	1	6.7	1	6.7	F
		1	9.1	6	54.5	3	27.3	G
2	Are there enough apprenticeship providers?	12	75	2	12.5	2	12.5	C
		17	80.1	1	4.8	3	14.3	E
		12	80.0	3	200	-	-	F
3	Does the college assign a supervisor to follow and provide support for the apprentices?	-	100	-	-	-	-	A
		17	80.9	1	4.8	3	14.3	E
		11	73.3	2	13.3	2	13.3	F
4	Do potential apprenticeship providers assign appropriate professionals to support and evaluate the apprentices?	4	19.1	12	57.1	5	23.8	E
		2	13.3	8	53.3	5	33.3	F
		5	45.5	6	54.5	-	-	G
5	Are the contents during the apprenticeship similar with the in school training?	16	76.2	1	4.8	4	19.0	E
		10	66.7	2	13.3	3	20.0	F
6	Are the supervisors assigned by the college willing to support you?	4	19.0	14	66.7	3	14.3	E
		2	13.3	11	73.3	2	13.3	F
7	Are apprenticeship providers cooperative to accept and support apprentices?	1	8.3	8	66.7	3.	25	A
		2	12.5	12	75	2	12.5	C
8	Do apprentices have sufficient theoretical knowledge?	9	8.18	-	-	2	18.2	G
9	Is the time given for the program sufficient?	13	81.2	-	-	3	18.8	C
		16	76.2	3	26.7	2	9.5	E
		8	53.3	4	14.3	3	20.0	F

The first question that students, graduated employed and unemployed as well as employers asked were whether they are interested or not with the program. The table clearly shows majority of the respondents (93.1 % of students, 85.7 % of graduated employees and 86.7 % of graduated unemployed) except the employers have witnessed that they are interested with the program. Such a positive attitude towards the program may encourage them to spend most of their time on the program and learn much from the program about the real world work. The factor that majority of employers (54.5 %) are not interested with the program may be due to lack of awareness that the program provides and due to it shares their working time.

The remaining percentage may indicate that these respondents are not interested with the program. This may be because of different reasons such as the training may not be related to their in school training, appropriate supervisors both from the college and the organizations may not be assigned and etc. On the other hand the fact that majority of the employers are not interested with the program may be due to lack of knowledge and awareness.

The availability of enough and appropriate business and/or industry enterprises for the apprenticeship program was supported by most of the respondents (as depicted by 83.3 % of the students, 75 % of the trainers, 80.1 % the graduated employed and 80.0 % of the unemployed). The result is very encouraging and this might be true for the small number of trainees in these fields.

Generally having such enough enterprises suitable for the program is very useful for the trainees might pass their time effectively in doing training related field work which has an important contribution for the overall efficiency of the training.

More over the table also shows that:

- a. As depicted by 100 % of the college management body, 85.2 % of the trainees and 80.9 % and 73.3 % of the graduated employees and unemployed respectively, Colleges have no problems in assigning supervisors to the enterprises that would follow the apprenticeship program. This is in line with the strategy (Ethiopian TVET strategy, 2003) for it states that institutes/Colleges should assign supervisors that would follow and provide support for the apprentices for the program to be effective. However it was also found that though the colleges assign supervisors for the program, most of them are not willing to support the trainees and don't follow up and assess their day-to-day improvement.
- b. On the part of the enterprises, most of the respondents complain that these enterprises have problems in assigning appropriate professional for the program to help trainees get sufficient exposure to the real work and even evaluate the apprentices over all efficiency.
- c. It is assured by the employers that most of the apprentices have sufficient theoretical knowledge in their stay in the colleges. This may indicate that the trainees have acquired the basic knowledge of their main trade in their stay in the colleges.
- d. Out of the total training hour for one year i.e. 1392 hours 312 hours is given for the apprenticeship program. This amount of time was not complained by majority of the respondents (81.2 % of the trainers, 76.2 % of the graduated employed and 53.3 % of the unemployed. More over in an interview made with some of them, they have explained that the allotted time is enough for the program provided that the work is

related to the in school training, the enterprises are willing to support and provide the exposure and the college continuously follow and help the apprentices.

Generally as it can be seen from the table majority of the respondents have revealed that the potential employers or business or industry enterprises are not cooperative for the program. 66.7 % of the trainers and 75.0 % of the college management body assured this. This is very dangerous and against the strategy for an apprenticeship is an innovative program which exposes the trainees to relate their in school training to the real world of work. For this the program highly needs the cooperation of potential employers and other stack holders. Such unwillingness to cooperate with the institutes/colleges might seriously affect the effectiveness of the program and hence the quality of over all training.

In relation to this it is also reported that apprenticeship programme will be effective if all the stakeholders (including potential employers) give appropriate emphasis and support it (IIEP, 2000). The new TVET strategy (2007) also emphasizes the contribution of these stakeholders. On the other hand employers should cooperate for the effectiveness of the programme because it also benefits them. In the words of Milliard (1998) industry benefits from apprenticeship for out of the program come all round craft workers competent in all branches of their trades. In addition to this the programme is expected to provide the employers information about the employees who can adapt to new technologies. The fact that employers become unwilling to cooperate in spite of its advantages may be due to lack of awareness.

4.3. The Effect of Vocational Guidance and Counseling Service

The third variable on which data was collected to see its effect on the transition process is vocational guidance and counseling. The following table presents the response provided.

Table 4.3
Summary of responses on issues related to vocational guidance and counseling.

	Items	Yes		No		Partially		Resp onde nts
		No	%	No	%	No	%	
1	Does the college have trained vocational and guidance counselor	12	100	-	-	-	-	A
2	Have you got enough information about TVET while you were in High school?	6	5.9	85	84.1	10	9.9	D
		2	9.5	17	80.9	2	9.5	E
		-	-	10	80	3	20	F
3	Is there information-based guidance and counseling service in the college before students select their field of training?	-	-	13	81.2	3	18.7	C
		2	1.2	89	88.1	10	9.9	D
		1	4.7	18	85.7	2	9.5	E
		-	-	14	93.3	1	6.7	F
4	Does the college vocational guidance and counselor or the college in general provide information in different forms as to the job opportunities?	-	-	8	66.7	4	33.3	A
		-	-	95	94.1	6	5.9	D
		4	19.1	7	33.3	10	47.6	E
		-	-	12	80	3	20	F
5	Is there any organized and systematic use of community members, employer and loan providers to provide educational and occupational advice and support?	-	-	11	91.7	1	8.3	A
		-	-	5	83.3	1	16.7	B

As it is clearly stated in the national TVET strategy of Ethiopia (2003) as well as the international ILO and UNESCO (2001) recommendations, TVET institutes /colleges should establish high quality career guidance and counseling service for it enables trainees make educational, training and occupational choices and to manage their careers hence

finally facilitates the transitions back and forth as needed between education, training and the world of work.

As it can be clearly observed from the above table the presence of trained and qualified guidance and counselor in the TVET institutes/ Colleges was assured by all of the colleges' management body.

This may be true for having a trained professional is the first and basic prerequisite for any TVET institutes/ colleges. In relation to this it is stated that professionally qualified counselors must perform guidance and counseling service where their primary goal is to use counseling competencies to meet the educational career and personal/Social needs of the trainees (UNESCO, 1996: study 8).

It may be also observed from the above table that majority of all the subjects (80.9 % of employed graduates, 80.0 % graduated unemployed and 84.1 % of currently enrolled students) reported that they did not get enough information about the college, the different occupations given in the college and generally advantages of vocational education by the college vocational counselors or others. Such lack of information may prevent students not to make information-based decision as to their future career. This is contrary to the ILO and UNESCO recommendation (ILO/UNESCO, 2001). In relation to this the recommendation states that students should be provided with prerequisite information to become aware of their interests, abilities and special talents. In an interview held with college managers, they said that they do not have the trend to go to high schools and provide information for students about the general nature of the college and trades given for as he said they do not have 'shortage of students'. But generally this may not be a good practice. Provision of information as to the general aspects of technical and vocational

education should not be made when there is only shortage of students rather providing students information about the college and various occupations given in the college may help the students decide to study in the college based on information. It is also good to remember that all of the three colleges are holding students below what they are expected to hold. On the other hand significant numbers of respondents have confirmed that they have got information about the college and the different occupations given in the college. This may be due to information acquired indirectly from the family, friends or others.

Moreover subjects were asked as to the access of information before selecting their trades of training. As it can be seen from the table majority of all the respondents comply that they have not got information based guidance and counseling service from the college before they made selection of their occupations. This is dangerous for the college should provide the appropriate information for students so that students will join to occupations which best fit their interest and hence this might affect students' success in their stay in the college.

Those significant numbers of respondents who give response by saying "Yes" or partially may have got information indirectly from secondary sources or they might also get the information by asking staff members of the college or others.

On the other hand in an interview made some teachers and members of the management body have cleared that the college did not have a systematically designed special program to provide students information and help them during selection of their occupation.

This is very dangerous and hurt students' effectiveness in their stay during colleges. In relation to this UNESCO (1983) recommended that the guidance in TVETs as preparation

for an occupational field should inform the students of the various possibilities open in the particular field of interest, the educational background required and the possibilities for later continuing education available.

The availability of information in different forms as to the job opportunities was denied by majority of the respondents. 94.1 % of the students, 66.7% of the college's management body, 33.3 % of graduated employed and 80.0 % of the graduated unemployed assured this. That is they confirmed that neither the college guidance and counselor nor any member of the college staff provide up to date information as to the existing job opportunity either private or government.

From the interview held with members of college management body, it was ascertained that there is no as such systematic and organized regular program that provides the job opportunities existed for the different occupations.

But studies have shown that graduates should be given enough information and even there should be an agent for this to disseminate current information as to the availability of job opportunities. In Italy for example the guidance service provides information on various professions and employment opportunities. In Korea also information on employment opportunities is regularly published in the 'weekly employment' information magazine (UNESCO, 1996: study: 8). Such availability of information as to the job opportunities in various occupations is believed to benefit students not only to enter easily the world of work but even during selection of training fields (IIEP, 2000, UNESCO, 1996: study:8).

The fact that some member of the subjects answering the question by saying “Yes” or “partially” may be due to the informal provision of information that the teachers or any other members of the college made whenever they access the information.

The regional TVET promotion agency officers and experts and college managers were also asked whether there is an organized and systematic use of community members such as employers to provide occupational and educational advice and information. It may be clearly observed from the above table that almost all the respondents, (83.3 % of the TVET officials and experts and 91.7 % of the college management body) have confirmed the absence of organized and systematic use of community members such as potential employers to provide occupational and educational advice and support.

In this regard UNESCO and ILO recommended that vocational guidance should take into account the needs of industry the individual and the family while preparing students for real work (ILO-UNESCO, 2001). Moreover it is found that sound transition of students to the world of work requires effective relationship between the key parties as well as good relationship between organizations. This helps, according to the study for better tracking of school leavers (IIEP, 2000).

However, in an interview held with them some respondents have cleared that it is the state, zonal and Woreda micro and small enterprise commerce and industry offices that provide such type of support for graduates especially in finding potential employers that could absorb them and in providing loan so that they could start their own job which is encouraging.

On the other hand, though the practice is there on the part of the micro and small enterprises to support the graduates in finding jobs and enabling them to start their own job. Majority of the agency experts and higher officials complain that the process is not satisfactory do not cover large size of the graduates; the loan is group based and need collateral.

The absence of guidance and counseling service before training that will help trainees select their field of training by understanding their interests, abilities and special talents, during training that may help trainees to tackle problems related to learning, personal problems like financial constraints and others and after training to help students in solving problems related to employment either self or wage makes the program to run under difficulty.

Moreover the absence of vocational guidance structures within the TVET system, including a system of aptitude testing to support personal career choices (National TVET strategy, 2003), and lack of organized and systematic use of community members such as employers to provide occupational and educational advice and information makes the service inefficient. Hence it will be unwise to think of the transition of students from training to the world of work to be smooth.

4.4. The Fulfillment of Finance and other Facilities

The fourth variable, on which data was collected to see its effect on the quality of training and hence the transition, was the adequacy of finance and fulfillment other facilities. The main thing that differentiates Technical and vocational education and training from that of the academic one is that much of the training time is allotted for practical work than

the theoretical. In the National TVET Strategy (2003), it is stated that 70% of the training should be practical. To ensure that the curricula and training programmes are of high standards beyond other things the teaching, training and learning materials should be fulfilled. More over adequate budget should be allocated to run the programme effectively For this, TVET Institutes /Colleges are expected to devise a mechanism to strengthen additional income generating capacities other than the public such as sale of products produced by students (The National TVET strategy, 2007).

Table 4.4

Summary of responses on issues related to finance and other facilities.

No	Items	Complete ly fulfilled		Partially fulfilled		Not fulfilled		Respo ndents
		No	%	No	%	No	%	
1	Fulfillment of funding in line with the annual budget	11	91.7	1	8.3	-	-	A
2	Presence of other extra sources of money than the public	7	58.3	5	41.7	-	-	A
3	Fulfillment of appropriate reference materials	4	25	7	43.7	5	31.3	C
		10	9.9	58	57.4	33	32.7	D
		3	14.3	11	52.4	7	33.3	E
		-		11	73.3	4	26.7	F
4	Fulfillment of different text \books for the courses	-	-	4	25	12	75	C
		6	5.9	11	10.9	84	83.2	D
		2	9.5	4	19.1	15	71.4	E
		-	-	1	6.7	14	93.3	F
5.	Presence of well furnished workshops	1	6.2	6	37.5	9	56.3	C
		6	5.9	26	25.7	69	68.3	D
		2	9.5	6	28.6	13	61.9	E
		-	-	6	40	9	60.0	F
6	Presence of enough time to work on the workshops	15	14.8	29	28.7	57	56.4	D
		6	28.6	10	47.6	5	23.8	E
		1	6.7	6	10.0	8	53.3	F

The above table, which summarizes the responses of respondents on issues related to finance and fulfillment of other facilities, has come up with.

- a. 91.7 % of the members of the college management body has declared that the funding for the colleges is in line with the annual budget.

The remaining percentage has also said that the budget is partially fulfilled which in sum may show that shortage of budget is not a constraint for the colleges. Moreover as depicted by 58.3 % of similar respondents who said completely fulfilled and 41.7 % of them who said partially fulfilled it is found that there are also other sources of money than the public though it is not satisfactory. Most of the interviewed members have also witnessed that the colleges are strengthening their source of money by selling of products produced by the trainees and students fee. This may indicate that there is a high probability for the college to accomplish its job satisfactorily. This is very encouraging.

Generally the fact that colleges have no budget constraints and at the same time have alternative sources of income would enable the colleges to use the money for different purposes that may be used to keep quality of training and hence smooth the transition.

- b. Thought it is found that there is no budget constraint as witnessed by the members of the college management body, the colleges fail to fulfill the library with appropriate reference materials as confirmed by 31.3 % of the trainers, 32.7 % of the trainees and 33.3 % and 26.7 % of the graduated employees and respectively which answer the question by saying not fulfilled and 43.7 % of the trainers, 57.4 %

of the trainees and 52.4 % and 73.3 % of the graduated employees and respectively who said the reference materials are partially fulfilled.

- c. The libraries were not only in shortages of reference materials but as shown in the above table they lack textbooks for the different courses too. This was ascertained by 75 % of the trainers 83.2 % of the trainees and 71.4 and 93.3 % of the graduated employed and unemployed who respond by saying not fulfilled and significant number of them (25 % of trainers, 10.9 % trainees and 19.1 % and 6.7 % of graduated employed and unemployed respectively) who said partially fulfilled.

Here, it should be known that failure in the fulfillment of textbooks is not a problem of only these selected programmes and colleges but a lot of courses in the TVET programme too lack the same. These findings (b and c) are the same as with the findings of kassa (2007).

The fact that there is shortage of reference materials and text books in the libraries will urge the trainees to acquire knowledge and skill only from the trainers.

- d. For a given TVET to be effective there should be well-furnished workshops.

Moreover since 70% of the training should be given practically, trainees must be given enough time to work on the workshops.

However, what is found in this study is not encouraging. For one thing as depicted by 56.3 % of the trainers, 68.3 % of the trainees and 61.9 and 60.0 % the graduated employed and unemployed respectively the workshops lack appropriate materials and on the other hand enough time is not given for the trainees to work on the workshops

and meet the 70% practical and 30% theoretical standards as assured by 56.4 % of the trainees 23.8 % of the graduated employed and 53.3 % of the unemployed. Who answered the question by saying not fulfilled and 28.7 % of the trainees, 47.6 % of the graduated employed and 40.0 % of the unemployed who said partially fulfilled. In sum these failurities might seriously affect the quality of the training.

Generally these shortcomings were also found the problems of most of the TVET institutes /colleges as indicated on the regional main auditor performance audit report (2006). Moreover, kassa (2007) has got similar results. Hence it will be unwise to think of success in quality training and smooth transition of graduates to the world of work from such programmes having low inputs.

4.5. The presence of effective Administration and Management

The fifth variable upon which information was collected to see its effect on the quality of the training and hence the transition was related to administration and management. To see this, members of the colleges management body, the regional TVET promotion agency officials and college trainers were asked and interviewed different questions related to the practice and effectiveness of the administration and management system and their response is presented as shown in the table below.

The first question that members of College managers and the regional TVET promotion agency higher officials and experts asked were if the college plan and mission reflect national, sectoral and regional education development programs.

Table 4.5

Summary of responses on issues related to Administration and Management of TVET

	Items	Yes		No		Partially		Respondents
		No	%	No	%	No	%	
1	Does the college plan and mission reflect national, sectoral and regional education development programme?	12	100	-	-	-	-	A
		6	100	-	-	-	-	B
2	Does the agency monitors and evaluate the performance and the skill of the colleges' management body, the availability of sufficient training materials and adequacy of staff?	10	83.3	2	16.7	-	-	A
		6	100	-	-	-	-	B
3	Does the college's management body monitor the accomplishments of objectives of the college in general and objectives of each department in particular?	12	100	-	-	-	-	A
		11	68.7	5	13.3	-	-	C
4	Is there a regular trainers and college s management body evaluation system in place including self-evaluation?	4	33.3	8	66.7	-	-	A
		5	11.3	11	68.7	-	-	C

As it can be seen from the above table, it was found that all of the respondents have reported as if the college's plan and mission is in line with the national sectoral and regional education development programme which is very encouraging expected to be.

In relation to this Almaty (2002) has contended that under decentralized management of education, educational institutions have allowed to determine independently the objectives, missions and priorities of education and training but these missions and objectives should

be in line with the national or regional development programs. This indirectly assures the quality of professional training of graduates of vocational schools.

The regional TVET promotion agency officials and experts and the colleges' administration and management staff were also asked if the agency monitors and evaluate the performance and skill of the college's management body and the availability of sufficient training materials and the adequacy of the staff.

Majority of the regional TVET promotion agency higher officials and experts and the colleges' administration and management staff (as depicted by all % of the agency higher officials and experts and 83.3 % of the colleges' administration and management staff) have replied positively to the above questions. This is to mean that they monitor and evaluate the performance and skill of the college management body. They also confirmed that they supervise and check the availability of sufficient training materials and the availability of adequate staff. In an interview held with some experts they explained that there is a regular program of supervision twice per academic year. In addition they declared that at any time specially when there is any problem or shortage the agency supports the college closely which is encouraging and in line with international and national recommendations.

In relation to this it is recommended that the responsible body (the regional TVET promotion agency in our case) should make evaluation and supervisory services to ensure the quality and smooth operation of the system by constant improvement of the staff, facilities and programs (ILO-UNESCO, 2001, the national TVET strategy, 2007).

The interviewed college managers have also confirmed the presence of such practice. However still there are shortages in qualified teachers and administration staff and in some important training materials, they added.

More over the colleges' administration and management body members and trainers were asked whether the college administration and management staffs monitor the accomplishment of objectives of the college in general and objectives of each department in particular. In their response, as it can be seen from the above table all of colleges' administration and management body members and majority of the trainers (68.7 %) have confirmed that they follow and monitor the accomplishment of the objectives of the college in general and objectives of the different department. One of the respondents among the colleges' Deans in an interview has said that "the management body doesn't only monitor the accomplishment of others work but it is also the implementer; it is its own task to perform." He added "these are regular duties of the management body and the body is there just to perform these things and support the academic staff so that meet its goals. The fact that a good percentage (31.3 %) of the trainers answers the question by saying partially may have doubt as the effectiveness of the programme.

The above table also shows that there is a regular teachers and administration and management body evaluation system in place including self-evaluation.

As it is shown, 68.7% of the college trainers and 66.7% of college administration and management body have replied by saying partially similarly 31.3% of teachers and 33.33% college managers have replied the question by saying "Yes" which is encouraging.

Generally it may be observed from the above table that majority of both trainers and college managers revealed that the practice is already there though it is not satisfactory.

In relation to the importance of the practice it is recommended that the administrative structures should provide regular evaluation and supervisory services and these supervisory and evaluation services for the staff should encourage improvement in the quality of teaching by providing guidance and advice recommending continuing education (ILO-UNESCO, 2001: Article 17(b)).

4.6. The Effectiveness of the Colleges' Cooperation with Potential Stakeholders

Cooperation was the next variable upon which information was gathered to see its effect on the transition of graduates from school to the world of work. It is understood that the ultimate goal of technical and vocational education is to prepare individuals for the world of work. For it to be relevant, it must be closely linked to enterprises so that its graduates will find it easy to move from education and training to work environment. It could be also stated that the effectiveness of the education and training programme is contingent upon meeting the needs of enterprises. This requirement demands cooperation with business and industry enterprises through creation of a variety of formalized linkages. These linkages will inevitably yield a number of improvements in the preparation of relevant and well-qualified graduates – which will finally make their transition smooth.

College managers, potential employers, regional TVET promotion agency officials and experts and graduated employed and unemployed were asked different questions related to

cooperation mainly between the college and potential employers as shown in the following table.

Table 4.6
Summary of responses on issues related to cooperation

	Items	Yes		No		Partially		Respondents
		No	%	No	%	No	%	
1	Is there an effective cooperation between the college and various business/industrial and /or other enterprises?	5	41.7	-	-	7	58.3	A
		1	9.1	6	54.5	4	36.4	G
2	Is there an established committee or assigned individual who facilitates links with stakeholders?	1	8.3	8	66.7	3	25	A
3	Do you think that various industrial /business or other enterprises are benefited from the college?	12	100	-	-	-	-	A
		6	100	-	-	-	-	B
		5	45.5	-	-	6	54.5	G
4	Does the external cooperation help to resolve the practical occupational training problems?	10	83.3	-	-	12	16.7	A
		10	62.5	2	12.5	4	25	C
5	Does the external cooperation help to resolve the financial problems	-	-	9	75	3	25	A

The first question was about whether there is an effective cooperation between the Colleges' and various industrial business and/or other enterprises. The above table clearly shows that 41.7 % of the respondents answered the question positively while 58.3 % of them have chosen 'partially'.

This may indicate that majority of the respondents have agreed on the presence of cooperation between the college and the potential employers though it is not satisfactorily effective. However, potential employers deny the presence of effective cooperation between them and the TVET institutions) colleges.

But studies have shown that the absence of effective cooperation between educational institutions and various industrial, business and/or other enterprises affect the transition of students from school to work. In relation to this Dynakov mentioning the UNEVOC (1996) report has contended that many countries have described different modalities of cooperation between technical and vocational institutions and various industrial, business, agricultural and other enterprises. In addition it is also reported that building and maintaining local partnerships is easiest, when they are supported by a strong institutional framework on the part of both employer organizations and school systems (IIEP, 2000).

College managers were also asked if there is an established committee or assigned individual who facilitate links with stakeholders like potential employers.

As it is shown in the table majority of the respondents (66.7 %) have reported the absence of established committee or assigned individual to facilitate the link between the college and other enterprises. As one interviewed Dean of colleges explained it is rather the whole management body that shares this task. However he added it is the top management that usually facilitates such things. On the other hand it is usually recommended that the assignment should be given to a committee or an individual like the vocational guidance and counselor who can be responsible for its effectiveness or not. The fact that colleges have no specially assigned committee or individual to facilitate links with stakeholders like potential employers is disastrous. Establishing effective relationship with these enterprises is useful for both the employers as well as colleges-students. This will have its own contribution to the quality of training and hence facilitate the transition.

Respondents were also asked whether they thought that various enterprises business or industrial are benefited from the colleges. As it can be seen from the above table all members of the colleges' management body and the TVET agency officials and experts have explained that various business/industry enterprises are benefiting from these colleges. As many of the interviewed respondents comply, these colleges serve as the main source of trained human power. Similar question was also presented for the various employers in the area. It is found that big enterprises like the Bahir Dar and Kombolcha textile factory and the Narga tailoring factory are benefiting from these colleges by having trained human power. On the other hand those small enterprises working in the area have reported that most of the times they prefer to hire workers who informally trained in the trades because they are skillful. The fact that most of the big industrial enterprises are benefiting from these trades is very encouraging for it helps to create a good relationship between the college and various stakeholders and this may motivate the stakeholders to support the college in various ways.

Various studies in this regard have stated that such partnership can be away to marshal employer support for and involvement in career education programmes and to extend opportunities for work placements and contextual and applied learning. In addition it is stated that effective partnerships require and work best when both employers and schools obtain benefits (IIEP, 2000). On the other hand if information is lacking for enterprises to know that they can benefit from the cooperation with institutions they will not be motivated to cooperate. However they should know that institutions have capacities to undertake market research product design and improvement as well as technological innovations, all of which can benefit enterprises (UNEVOC, 1996).

Moreover the above table also shows that:

- a) The external cooperation of colleges with various business/industry enterprises helps them to resolve practical training problems. 83.3 % of the colleges' management body and 62.5 % of the trainers confirmed this. In addition to this the interviewed textile teacher have also confirmed that the external relation especially with the Bahir Dar textile industry and Narga Garment industry in Bahir Dar has helped the department in helping students to see some machines which are not found in the college and generally to watch the whole process in the real world of work. This indicates that especially in the department of textile and garment technology, the external cooperation helps them in solving practical occupational training problems. This is not surprising that the experiences of many countries in this regard have shown that such cooperation between enterprises and institutions have solved the occupational training of problems of institutions. Finland for example introduced a system of practice contracts between vocational training centered and employers and takes the form of on the job training. In Zimbabwe also the enterprises provide on the job training to complement institutional training.

Generally it is stated that the cooperation involving use of industrial equipment by trainers and educators on company premises implementation of joint cooperative programmes of research and training management systems and even donation of specific equipment to the training institutes which all help to avoid problems in the practical training of students which institutions/colleges have (Dynakov, 1996).

- b) The external cooperation that colleges have with various business/industrial enterprises does not solve financial problems. As the above table shows most of the respondents deny this issue. This indicates that the external cooperation of the college with stock holders and other industrial or business organizations did not generate additional income and solve their financial problems. However interviewed members of the colleges did not want to deny that the cooperation especially through the agency has helped them to get some support in areas like getting foreign trainers.

The experiences of many African countries in this regard have shown that industry and commerce contribute significantly to the development of technical and vocational education. In Zimbabwe for example each employer contributes 1% of the total wage bill towards training levy that is used to finance various training programmes (Dynakov, 1996).

Potential Employers were also asked whether they cooperate with the colleges and in aspects that they are expected to do so. Their response is given below.

For TVET to be effective internally and externally it needs effective cooperation of different parties' especially potential employers. The government understanding this has identified different areas of cooperation in the national TVET draft strategy (2006) where potential employers should cooperate so that to improve the relevance and effectiveness of the TVET system, which is again, believed to improve the transition process.

Table 4.7

Potential employers' response on items related to cooperation

Items	Yes		No		Partially		Undecided	
	No	%	No	%	No	%	No	%
Developing occupational standards	-	-	11	100.	-	-	-	-
Providing part-time teachers	-	-	8	72.7	-	-	3	27.3
Providing Apprenticeship	5	45.5	5	45.5	1	90	-	-
Evaluation of Students	4	36.4	4	36.4	2	18.2	1	90
During policy drafting and discussion	-	-	9	81.8	-	-	2	18.2

However, generally as it can be observed from the above result the stack holders especially potential employers involvement and cooperation in various aspects is found to be low except in apprenticeship. On the other hand those five areas of cooperation stated in the questionnaire are areas where the national TVET agency has designed in its strategy to improve the relevance and effectiveness of the TVET system (EMPDE, 2007). In addition to this many experiences in the world have also shown that the involvement and cooperation of various stack holders especially employers with TVETs have increased the efficiency of the programme and hence smooth the transition process. For example in a study made on 4 selected countries all over the world, it is revealed that several countries are involved and cooperate in the above mentioned areas so that make the programme

efficient and relevance (UNEVOC, 1996 studies NO.8). In Belgium, employers participate in determining curriculum content and in some other countries employers cooperate in even in testing and evaluation (ibid). Hence the fact that Employers don't involve in most of the above areas of cooperation may have its impact on the effectiveness and relevance of the programmes of TVET, which could further affect the transition of students from school to work.

Moreover graduated employees were asked: 'in which of the following aspects do the government or non government organizations are providing you support?' Their responses are shown in the table below.

Table 4.8

Summary of responses of graduated employed and unemployed on areas of cooperation

Areas of cooperation	Employed	Unemployed
• Getting initial working capital by loan	3	-
• Getting working place freely	-	--
• Giving priority in provide job	-	5
• Forming a linkage with potential employers	12	2
Undecided	6	4

As it can be seen from the above table, out of 21 employees only 3 numbers of them reported that they have got government support through getting initial working capital by loan. This is encouraging for the main purpose of such training is to make graduates create their own work. Twelve employed respondents have confirmed that they have got

employed because the government has created a favorable condition in getting employment by providing additional training and discussing with government and non governmental organizations and even individual investors in the area. The government through the regional small and micro finance enterprise has collected some of the graduates trained in the area (men's and ladies garment) and provide further training which is directly related to the job which shows on the one hand how much critical role could enterprises play in helping graduates get employed. On the other hand at the same time it may also show how much the in school training lack quality.

In relation to the support that graduates have to get the TVET (2006) strategy stated that access to finance, access to necessary permits and licensing and access to land or structures to operate on are necessary requirement for graduates to help them enter the labour market. In addition to this studies have shown that forming links with employers associations, trade unions and private enterprises makes the transition of students from school to work smooth (UNEVOC, 1996). In Ethiopian case the TVET institutions/colleges are encouraged to closely form such a link with stakeholders such as micro finance schemes, Chambers, MSE offices or cooperative offices, and to develop joint programmes (MoE, 2006: 30).

The fact that some unemployed graduates responding to the question by saying the government have supported us by giving priority and providing job may be due to the fact that these are employed graduates who are working out of their major area for example those working in condominium construction.

4.7. The Process of Curriculum Development and Implementation

The next internal variable upon which information was gathered to see its effect was the curriculum.

Table 4.9

Summary of response on issues related to curriculum development and implementation

Items	Yes		No		Partially		Respondents
	No	%	No	%	No	%	
Does the college prepare its own curriculum?	-	-	12	100	-	-	A
	-	-	6	100	-	-	B
	1	6.3	15	93.7	-	-	C
Do potential employers participate during curriculum development?	2	16.7	10	83.3	-	-	A
	1	16.7	3	50.0	2	33.3	B
Do you think that the 70% practical and 30% theoretical approach is maintained?	3	18.8	9	56.2	4	25	C
	28	27.7	61	60.4	12	11.9	D
Are there sufficient and relevant project works for the main courses?	9	56.2	1	6.3	6	37.5	C
	4	4.0	59	58.4	38	37.6	D
	4	19.0	9	42.8	8	38.1	E
	1	6.7	8	53.3	6	40.0	F

Curriculum, which is a plan of action, needs to be developed and implemented with great care. Its development should be in collaboration with different parties like professionals, teachers and especially business/industrial enterprises or potential employers (ILO, 1988). To ensure the content relevance too, TVETs are advised to develop their own school-based

curriculum (National TVET strategy, 2003). On the other hand a well developed curriculum need to be implemented accordingly to meet the pre-stated goals.

The above table, which summarizes issues, related to curriculum development and implementation shows that:

- A. Potential employers like business/industrial enterprises do not participate during curriculum development. This was confirmed by 83.3 % of members of colleges' management body and 50 % of the TVET agency officials. Not only this it was also found that colleges still did not start to develop their own school curriculum. This was assured by all of the TVET agency officials and experts and members of colleges' management body and 93.7 % of the trainers. Interviewed TVET agency officials and experts have said that leave alone the institutions and colleges curriculum is not developed still at the regional level. They added the curriculum for TVET institutions and colleges are prepared at the federal level.

The fact that the curriculum is developed at the Federal level and the absence of potential employers' participation during its development might indicate failures of the curriculum to consider the local society and labour market need.

- B. The 70 % practical and 30 % theoretical approach doesn't seem to be maintained. As it is shown in the table above, majority of the students (60.4 %) and 56.2 % of the teachers have confirmed this. Moreover majority of the graduated employed and unemployed 42.8 % and 53.3 % respectively and 58.4 % of the students are doubtful about the presence of sufficient and relevant project works. On the other hand a good percentage of the teachers (56.2 %) have said that there are sufficient

and relevant project works. The fact that majority of the graduated employed and unemployed deny the presence might indicate that the problems have existed but there is an improvement in quantity and relevance of the works.

Generally from the above data one may infer the presence of problems regarding curriculum development as well as in its implementation. This would hurt the quality of the training and hence the transition.

4.8. Recruitment and Selection of Trainees

The last internal variable upon which data was gathered to see its effect on the transition of graduates from school to the world of work was related to attitude. As before information was gathered from the respondents.

As it is shown in the following table 82.2 % of the students, 85.7% of the employed and 73.3 % of the unemployed responded that they join the technical and vocational education and training institute because their EGSCCE result couldn't let them to continue their academic education and join university. In addition to this nearly 95% of the students, the employed and the unemployed have reported that they have joined technical and vocational education and training with out their interest. This may highly affect students' effectiveness during the training as well as after training to join the world of work.

Table 4.10

Reason to join Technical and vocational education and training institutes/colleges

Reasons	Students		Employed		Unemployed	
	No	%	No	%	No	%
• Personal interest to learn vocational education	6	5.9	1	4.8	1	6.7
• Family and friends pressure	9	8.9	-	-	2	13.3
• EGSCE result couldn't let me to continue my academic education	83	82.2	18	85.7	11	73.3
• Undecided	3	3.0	2	9.5	1	6.7
Total	101	100%	21	100%	15	100%

In addition to this the above subjects were also asked whether the field was their first choice or not. All the subjects responded to the question. Of those, which responded, 88.2 % of students, 76.1 % employed and 77.7 % of unemployed responded that the trade Textile technology was not their first choice of training. In addition most of the interviewed graduated employed and unemployed and students have explained that their first choice was to study departments like Drafting, Surveying and other construction departments for these have better job opportunity.

The fact that majority of the respondents join the vocational and Technical Education and training institutes/colleges because of their poor EGSCE result and inability to join the preparatory schools may indicate that TVET is not their first choice. It seems that TVET becomes a house of 'failures'. What is surprising is that according to Teklehaimanot, this is

made by the directives given by the MOE in 2001/02 academic years as to the selection of students.

As to the selection criteria for TVET institutes/ colleges trainers, members of the college management body and TVET agency officials and experts were asked if the criteria employed have negative impact on the quality of training and at the same time whether they believed that students who have successfully passed the EGSCE should enter the TVETs to improve the quality of training.

Table 4.11

Summary of responses on the selection criteria

Items	Yes		No		Partially		Respondents
	No	%	No	%	No	%	
Do you think that the selection criteria currently employed have negative impact on the quality of training?	8	66.7	-	-	4	33.3	A
	10	62.5	-	-	6	37.5	C
Do you believe that students who have successfully passed the EGSCE should enter the TVET to improve the quality of training?	8	66.7	1	8.3	3	20.0	A
	13	81.2	-	-	3	18.8	C

The table above shows that majority of the respondents (66.7% of college management body and 62.5% of trainers) except for TVET agency officials and experts, believed that the selection criteria which is currently used by the TVETs has negative impact on the quality of training.

This may indicate that the practice of TVETs to collect academically failures has seriously affect the quality of training and hence the transition process.

Similar to the above question majority of the respondents (66.7 % of colleges' management body and 81.2 % of trainers) have answered the question positively. This indicates that majority of them have the intention that those students who have passed EGSCE should join the TVETs so that interested and able students may join the TVETs and increases the quality of training.

But most of the TVET agency officials and experts oppose this idea. They said TVETs are there for those students who couldn't join the preparatory schools and continue their academic study in Universities. Here the researcher who was a TVET trainee in the 'old ' curriculum wants to reveal that only those students who are top scorers of grade ten were categorically permitted to join the TVETs and hence most of these students were effective during their in school training as well as in their skill performance after graduation.

The fact that failures are categorically joined the TVET institutions discourages not only the 'failures' but also even the most motivated and enthusiastic candidates to join the training programme (Esque, 2002). This fact seems to affect the effectiveness of the programme to produce effective and highly motivated graduates, which could make the transition process problematic.

The graduated unemployed were also asked to choose a possible constraint that prevents them not to start their own job in their field of training. Their response is given below.

Table 4.12

Possible constraints not to start job by self

Possible constraints	No	%
• I have shortage of working place	3	20.0
• The products don't have market and hence I will not be profitable	2	13.3
• Shortage of initial capital to start the job	8	53.3
• Shortage of skill to start job	-	-
• Undecided	2	13.3
Total	15	100.00

From the above table it can be seen that more than half of the respondents (53.3%) reported that shortage of initial capital is the main reason for them not to start their own job. Similarly a good number of respondents (20.0%) have said that they do not start their own job because lack of working place and 13.3% of them fear of lack of market.

The fact that majority of the respondents have complain shortage of money and fear for the absence of market for the products as a main constraints for their inability to start job by their own could not be surprising. Because these are the common reasons that unemployed most of the time give as a pretext for not start their own job and get employed.

In relation to this the former economist of the Amhara Credit and Saving Institute (ACSI) have said that the above two reasons are the most commonly mentioned reasons which are given by the unemployed. But, he added none of the above could be tangible reasons because as he said the institution has arranged a credit and even form a link with potential

inland and foreign distributors but most of them were unwilling to start and continue with production.

On the other hand significant number of the respondents (13.3 %) is unable to decide. This might be due to the factors that are related to their laziness, negative attitude towards vocational work and others.

Graduated unemployed were also asked about the possible constraints that made them get unemployed. Their response to the questions is presented below.

Table 4.13
Possible constraints not to get employed in governmental or non-governmental organizations.

Possible constraints	No	%
There are no vacancies announced in my field	1	6.7
The number of unemployed and vacancies are not balanced	8	53.3
Lack of information as to when and where vacancies are found	2	13.3
Unable to pass the entrance exam	1	6.7
Unfair employment policy of some governmental and non-governmental organizations	2	13.3
Undecided	1	6.7
Total	18	100

As it can be seen from the above table 53.3 % of the respondents have reported that the unbalanced number of vacancies and graduated unemployed is the main reason for their unemployment. Similarly 13.3 % of the respondents revealed that unfair employment

policy of the employers is the reason for their unemployment. On the other hand equal number of the respondents has reported that lack of information and failure to pass the examination are also important reasons for them not to get employed.

Studies have also shown that lack of information could be a barrier for graduates not to get employed. In Belgium for example to help graduates easily get employed they are given information regarding different professions and job opportunities in the labour market. The fact that majority of the respondents confirming the imbalance between the vacancies and the unemployed as a main constraint may indicate that there are vacancies but they couldn't absorb all the graduates in the field. This may not surprise for the result is in line with a number of international research. For example in south Africa it has been found that the imbalance between the number of graduates and the vacancies available which means in other words the low labour absorption rate of the labour market is the main reason for unemployment (IIEP, 2000).

Let us move to the next group of variables – external variables upon which data was collected to see their effect on the transition process.

4.9. Labour Market Analysis and Manpower Planning

The first variable was the presence of effective labour market analysis and manpower planning before opening different fields of training at different levels.

Data regarding this was collected from the Regional TVET promotion agency higher officials and experts and members of colleges' management body including the deans.

Table 4.14

Summary Responses on issues related to labour market analysis and manpower planning.

Items	Yes		No		Partial		Respondents
	No	%	No	%	No	%	
Do you think that there is a match b/n the graduates and available vacant spaces?	2	16.7	7	58.3	3	25.0	A
	1	16.7	3	50.0	2	33.3	B
Do you think these skills can be readily absorbed in employment?	2	16.7	6	58.3	3	25.0	A
	1	16.7	3	50.0	2	33.3	B
Is there an effective Labour market study and manpower planning before starting a specific training?	-	-	10	83.3	2	16.7	A
	1	16.7	4	66.7	1	16.7	B

The basic principle behind manpower planning is that forecasts of manpower requirements are needed before designing and opening different training programmes by occupation and skill level (Psacharopoulos and Woodhall, 1985) Moreover research has revealed that training and the labour market must be planned with close attention to recruitment and promotion processes in the particular labour market segment for which it is intended (IIEP, 1993). However as it can be shown from the above table the connection between training and available jobs seems to be problematic.

As it is shown in the table most of the respondents of the agency officials (50.0 % of them) and 58.3 % of members of the college management body have responded that there is no match between the graduates and the available vacant spaces and hence the graduates will

not be readily absorbed in employment as confirmed by the respondents. But in the discussion made with some experts from the agency and college deans they emphasized that TVET is designed mainly for students so that they would create their own job and employ themselves rather than seeking jobs in the offices.

However, the above respondents confirmed that there is no effective labour market study and manpower planning before starting a specific training. 66.7 % of the TVET officials and experts as well as 83.3 % of members of college management body assured this.

The fact that majority of the respondents deny the case may confirm the absence of prior investigation of the labour market and man power planning practice in opening specific fields of training. Associated with this a lot of researches have revealed that such a failure is one of the main causes of unemployment (IIEP, 1993, 2000). In Korea for example research has shown that high level of mismatch between the study at school and the job opportunity is the main cause of unemployment (Esland, 1990). Middleton (1993) mentioned in (IIEP, 2000) also contended that the skills thought must be readily absorbed in employment since training by itself cannot create the jobs. This is to mean that to be effective, training should carefully target skills already in demand in the work place and to emerging occupational requirements.

The absence of effective labour market study and manpower planning as a reason for unemployment in Amhara region was also reported by the Amhara region main Audit Bureau performance audit unit in a one day seminar held on February 2006 in Bahir Dar.

Generally though basically TVET is designed for students so that they could create jobs for themselves and even for others as revealed by researchers (IIEP, 1993) there should be a plan as to the man power requirement in the different segments of training and a through labour market analysis. The fact that there is no such a study and man power planning before starting a specific field of training may be a cause for the increased unemployment. As the same time this has also a big loss for the government and colleges for investing a big amount of money for trades that are not easily absorbed by the market.

4.10. The Effect of Economy

The next external variable that was taken to see its effect on the transition of students from school to work was the economy. Here it should be noted that though there were no a deep investigation of the case some relevant questions were presented and a discussion were also made.

Table 4.15
Summary of Responses on issues related to economy

Items	A Problem		Not a problem		Partially a problem		Respo ndents
	No	%	No	%	No	%	
Poor absorbing capacity of the economy	9	75	1	8.3	2	16.7	A
	4	66.7	-	-	2	33.3	B
Low income of the graduates and their family	1	8.3	7	58.3	4	33.3	A
	1	16.7	3	50.0	2	33.3	B
Strong agricultural dependency of the economy of the region/country	6	50.0	3	25.0	3	25.0	A
	3	50.0	1	16.7	2	33.3	B

It is commonly suggested that the educational system must correspond to not only the level of economic advancement but also to the particular type of economic growth, which is being sought (Fagerlind and Saha, 1983).

Molla (2004) too contended that for technical and vocational education and training to be effective and serve as a solution to unemployment, he recommended that there must be a well-structured labour market and buoyant economic system. Moreover it is also stated that the economic condition as a factor for the transition of students should be viewed from the overall country's economic growth as well as from the individual student's income.

The above table, which summarized the responses of the respondents on issues related to the economical factors whether they are problems or not for the transition, has come up with:

- A. As confirmed by Majority of the respondents (66.7 % of the TVET officials and experts and 75.0 % of the college management body), Poor absorbing capacity of the country is a problem for the transition of students to smoothly enter the world of work. The discussion made with some of college management body and experts from ACSI have also witnessed this. Generally they explained that economically poor country cannot create new entrants for newly graduated students and they added this is a problem not only for this department graduates but also for all graduates and citizens. On the other hand some of the interviewed TVET experts have said that though they agreed that poor absorbing capacity of the economy could be generally reason for unemployment this should not be mentioned as a basic reason for unemployment of the graduates. With regard to the importance of

the overall economy of the country the IIEP (2000) report stated that a well functioning economy is perhaps the most fundamental factor to shape young people's transition from initial education to work.

- B. Low income of the graduates and their family is not a problem for the transition of students. 50.0 % of the TVET officials and experts and 58.3 % of the colleges' management body confirmed this. Moreover one former economics expert of ACSI have explained that this is not a problem of unemployment of the graduates. He added the institute together with other NGO'S have arranged money that will be distributed through loan, so that to make them create their own job. Not only this as he said the institute also arranged a training program. But he explained most of them did not start their own job and get self-employed.
- C. It is suggested that the educational systems must correspond to not only the level of economic advancement but also to the particular type of economic growth, which is being sought (Fagerlind and Saha, 1983). In our country Ethiopia it is known that the basic economical basis is agriculture. The above table shows that this strong agricultural dependency of the region as well as the country is a problem for the transition of the graduates of this trade. They explained that since the main economical practice is agriculture there would not be enough industries and enterprises that could absorb the graduates.

Moreover in the discussion made with some of the respondents it is found that since the economic policy of our country is agricultural lead industrialization the observed economic

growth in agriculture as well as other sectors for the last four consecutive years will create a chance for the development of simple textile industries and enterprises that could absorb the graduates.

Generally in this regard it is mentioned that for the products of TVET to be absorbed by the economic base of the country the students should possess a type of skill that could enable them to work 'inside' (Todaro, 1993). Moreover a study done in South Africa by Adrienne (IIEP, 2000) has revealed that poor economic growth and the poor labour absorption of the economy are the heart of the problems for the students' unemployment.

Finally to check which problem or problems have seriously affected the transition of students from school to the world of work the researcher has asked the regional TVET promotion agency experts, teachers, management body and the graduates themselves to rank about 8 factors giving the first rank to the most serious problem and the last rank to the least serious problem and their responses is summarized below.

The following table shows only the summary of ranks given for the different possible constraints. As it can be seen most of the TVET experts and college management body have blamed the students and the society at large for their unemployment. On the other hand employers and teachers blame the efficiency of the students and the shortage of enterprises as major reason for students unemployment respectively.

Table 4.16

Summary of Rank of problems affecting the transition

Constraints	Net Rank Given By			
	A	B	C	D
Poor absorbing capacity of the economy of the country	3 rd	6 th	3 rd	2 nd
Shortage of enterprises that can absorb the graduates	4 th	5 th	5 th	1 st
Low income of the graduates and their family	5 th	4 th	2 nd	4 th
Wrong attitude of students and the society towards vocational work	1 st	2 nd	1 st	3 rd
Inefficient preparation of the graduates	2 nd	1 st	4 th	5 th
Lack of experience	6 th	3 rd	6 th	6 th
Lack of information	7 th	8 th	8 th	7 th
Lack of working place /land/	8 th	7 th	7 th	8 th

Generally from the above table it could be inferred that:

- A. Wrong attitude of the students towards vocational work inefficient preparation of the graduates and economical factors either the economy of the graduates or the country are major constraints for the transition respectively.
- B. Factors such as lack of information lack of experience and lack of working place/land/ are less important constraints for students' unemployment.

The fact that wrong attitude of students and the society towards vocational work mentioned as the major constraint for students unemployment was also backed by the discussion made with some of the respondents.

In addition the researcher has observed that it is mostly the informally trained youths in the areas that have started their own job by forming associations rather than the graduates.

CHAPTER FIVE

Summary, Conclusion and Recommendations

The major emphasis of this study was to investigate the problems, efforts and prospects in the transition of textile and garment technology students from their school to the world of work. For the purpose the following leading questions were formulated:

- What are the prevailing problems pertaining to the transition from the school /colleges to the world of work?
- What efforts and achievements are considered significant both in preparation of skilled youth and making them absorbed by the economic sector?
- What realizable opportunities have been created that would make the transition smooth?

To answer the questions raised above students, teachers, college management body, the regional TVET promotion agency officials and experts, potential employers, graduated employed and unemployed were used as source of data. In addition the policy and strategic documents were reviewed .To gather the necessary information open-ended and close-ended questionnaires structured and unstructured interviews were presented and the data was analyzed qualitatively and quantitatively using percentage method. This chapter summarizes the most popular findings and makes conclusions upon which recommendations for future interventions are based.

5.1 Summary

As it is mentioned in the review of related literature effective transition of students from their school to the world of work depends upon the internal effectiveness of the institutions /colleges as well as the external factors.

The presence of adequate and qualified teachers who have appropriate theoretical and practical skill in their field of specialization is the backbone of any TVET system. However, in this study it is found that almost all the colleges' management bodies have responded that there are no adequate numbers of teachers. More over majority of students, graduated employed and unemployed have confirmed that most of the teachers lack adequate practical skill of the subject they are delivering for .On the other hand it was found that majority of teachers' have problems in transmitting their knowledge efficiently to the students. This seems that these teachers have problems related to how to teach their course to the students (subject methodology). With regard to in service training majority of teachers, have revealed that they need in-service training other wise they couldn't deliver the course effectively. As to the provision of in-service training college managers and regional TVET promotion officials have revealed that in-service training and further training are arranged for teachers.

With regard to vocational guidance and counseling service, the findings indicate that there are trained vocational and guidance counselors. However the department has a lot of problems. Some of the major findings regarding this include:

- In ability to create awareness creation programme to high school students so that attract motivated and academically effective students.

- Majority of the students, graduated employees and unemployed have confirmed that they didn't have get sufficient general information about the different fields of training before they select their field of training.
- Most of the students, graduated employed and unemployed have also reported that they were not provided with sufficient information as to the different job opportunities existed in their field. The regional TVET promotion agency officers also ascertained that there is no information center established that could help graduates to access information about the different job opportunities existed.
- Moreover it was found that there is no organized and systematic means to make use of community members to provide occupational advice and information.
- As to apprenticeship, the findings indicated that majority of the graduates have confirmed that there were enough business or industrial organization which are relevant to their training. It was also found that the supervisors that are allocated by the colleges to supervise, the apprentices do not make enough follow up and provide support to the trainees.
- With regard to the cooperation of potential employers to accept and support apprentices, though 50% of the employers have answered yes and rest partially majority of other respondents (students, teachers, graduated employed and unemployed, college managers and TEVT promotion agency officials and experts) have confirmed that the cooperation is below average. More over majority of the respondents including the employers have confirmed the absence of assigning professional supervisors to follow, support and evaluate the apprentice.

- The plan and mission of the colleges is found to be in line with the national, sectoral and regional education development programme. It was also found that the agency monitors and evaluates the performance and skill of the colleges' management, the availability of sufficient training materials and the staff. Moreover with regard to the internal evaluation system, the colleges managers and teachers have confirmed that regular teachers and management body evaluation system including self evaluation is partially performed in the colleges.
- In relation to the extent of cooperation of the colleges with stakeholders like potential employers, majority of the respondents have responded that the cooperation is partially effective. In addition it is found that there is no especially established committee or assigned individual who could facilitate the link with stakeholders. With respect to whether stakeholders are benefited from the college or not college managers have said that they are benefited in various aspects. Moreover it was found that the cooperation of the colleges with potential employers has made the colleges to resolve the problem of practical occupational training. However it is also found that this cooperation couldn't resolve financial problems.
- As to the employers' involvement in various aspects of cooperation, it was found that employers' involvement is very low except for apprenticeship and evaluation of students during apprenticeship to some extent. Other wise they didn't participate in developing occupational standards, evaluation of students and during policy drafting and discussion.
- As to the support or contribution, graduated students have got from governmental or non-governmental organizations, greater number of students who are employed

contended that the government contributes much for their getting employed. However that is not sufficient, for most of unemployed have reported that they didn't get any help from either. Moreover those employed and unemployed who get employed by governmental support have witnessed that they are employed because the government forms a good link with potential employers.

- Regarding the financing of the colleges it has found that the actual funding from the government is in line with the annual budget. Moreover it has found that the colleges have other sources of finance such as selling of products or training and by collecting from student fee.
- The availability of workshop and library in one educational institution is a must to provide students' quality education and training. In this study it is found that the workshops and libraries are partially fulfilled and are in a position to deliver satisfactory service. Regarding the time students invest in working in their workshops it has found to be not satisfactory.
- Having appropriate trainees at the beginning is very important for the training to maintain quality. However in this study it is found that TVET is becoming the storehouse of 'failures' and most of the respondents (66.6%) have reported that these students have negatively affect the quality of training. With regard to the students reason to join TVET in this study it was found that most of the students (more than 80% for each subjects) join TVET because their EGSCE result couldn't enable them to continue in the preparatory programme. However after joining the TVET the finding has shown that most of the respondents have join their field of training by their choice.

- As to the possible constraints for graduates not to start their own business, it is found that shortage of initial capital and fear of the absence of market for the products are the most important reasons respectively. Moreover it was also found that the mismatch between the number of graduates and the vacancies available and unfair employment policy of employers are the two most frequently mentioned problems respectively for graduates not to get employed either wage or self.
- In the strategy (2003) it is mentioned that the training should be demand driven and employment oriented. For this prior investigation of the labour market and manpower planning should be made before starting training. But in this study it is found that such practices did not operate in opening new training fields. This aggravates the employment problem. Had the implementation been accordingly, the market would have absorbed most of the graduates.

Finally, to expect employment opportunity mostly from government especially in economically poor countries like Ethiopia seems wasteful. TVET graduates specially are encouraged to develop confidence and positive attitude to start their own jobs and get self-employed. However self-employment requires number of preconditions to be fulfilled (TVET strategy, 2006). In this study it was found that wrong attitude of the graduates and lack of starting capital are among the main constraints that impeded them not to get self-employed.

5.2 CONCLUSION

Finally in relation to the leading questions of the research and the main findings it could be concluded that:

Problems:

There are different internal and external problems that affect the transition of students from school to work. Some of these problems are:

- a. Though the government is on the process of fundamentally overhauling the system and there is a good start for the provision of TVET teachers' in-service training and further training, currently most teachers have problems in practical skill of their subject matter and even how to deliver the course effectively.
- b. The apprenticeship programme is one of the most important strategies, which is believed to be effective in transforming students from school to work without any additional training after graduation. However the findings of this study have shown that the programme has problems in lack of cooperation on the part of the providers, lack of assigning appropriate supervisor to follow and support the apprentices.
- c. Though there are trained vocational and guidance counselors, generally there is inadequate or inefficient guidance and counseling service in the institutions studied.
- d. Lack of effective coordination between the institution and potential stakeholders during the training process and after training in the process of getting employment is also another serious problem.

e. The problem of attracting interested and able students at the beginning and the persistently wrong attitude of students towards vocational work is another most serious problem.

Efforts and Prospects

- Currently special attention is given to provide in service and further training for teachers to increase their theoretical and practical competence.
- The colleges have avoided financial problem and have also started to sell the products produced to increase the financial income, which will likely minimize material constraints for practical training.
- The current economic growth both in the region as well as throughout the country and the fact that agriculture become the main contributor for the observed economic growth may encourage either the government or other private investors including the farmers themselves to establish small Textile industries will help the students in getting employment either self or wage.
- It is stated in the strategy (TVET strategy, 2006) that TVET institutions will closely cooperate with self-employment promotion network in their local areas such as micro finance schemes which will help graduates to get self employed.
- In the new strategy (2006), it is also stated that special attention will be given to the guidance staff so that it will be instrumental in facilitating apprenticeships and preparing youth for work environment in apprenticeship training and will also be focal points in organizing self employment support.
- Currently a new curriculum for most of the trades is being developed. This may help in improving the quality of training.

Finally, from the findings of this study one can generally conclude that the transition from training to the world of work is constrained by a multiple of factors that exist before training, during the training programme, accompanied by lack of participatory decision making and feelings of shared responsibility and ownership (for example training institutions, apprenticeship providing enterprises).

5.3 Recommendations

Based on the major findings of the investigation, the researcher has forwarded the following recommendations to be implemented by the different stakeholders so that to make the transition from school to the world of work smooth.

1. Highly skilled, qualified, motivated, flexible and creative TVET teachers and instructors are the backbone of any TVET system; this is because a competent teacher is responsible for imparting appropriate technical skills, attitudes and knowledge to his trainees. The teacher should also be competent professionally and occupationally. To this end, short course should be organized for the existing ones who are on the job through in service (on the job) and other similar programmes. It is also necessary to improve the curriculum of teacher training colleges in order to make the would-be teachers of TVET practically skilled and professionally competent to handle.
2. Establishing TVET institutions without providing them with the necessary equipment and facilities becomes futile exercise. Therefore, the government at different levels must be able to allocate enough budgets to equip and manage the TVET institutions with necessary human and material resources in a sustainable manner. The revitalization process should not be left only to the government. Mechanisms should be created to

involve the society in general as well as relevant stakeholders including donor organizations, potential employers, and others.

3. Educational planning and manpower needs ought to be synchronized. Measures have to be taken to narrow the discrepancy between the content and delivery of the educational service and wage employment and self-employment opportunities for the graduates.

4. Measures should be taken toward the development and implementation of career counseling and development services centers for school-to-work transition of the graduates of TVET. In addition to career counseling services, the centers could provide career assessment and job placement.

5. For the improvement of the quality of vocational and technical education both in terms of content and delivery, there is a need for the establishment of national performance standards as benchmarks for skills/competencies that must be possessed by students/trainees. These performance standards must reflect the regional as well as the country economic needs as articulated by prospective employers and small entrepreneurs (for those aspiring to be self employed).

6. Unemployment is one of the bottlenecks in the development and expansion of TVET in most developing countries like Ethiopia. The main aim of TVET is to prepare and equip young people with the appropriate knowledge and skills for employment. However, strict measures must be taken to bring this aim into reality. Such measures could include:

- Designing ways and means to attract able students willingly join the TVET programs.

- Make the training programme more effective and efficient to produce skilful and knowledgeable citizens who would be job creators instead of job seekers and also who are competent in the labour market.
- Encourage self-employment- self-employment represents an important avenue for TVET graduates into the labour market. However self-employment requires access to finance, access to necessary permits and licensing and access to land more than being technically competent. Hence prior arrangements for financial resources should be made. For this TVET institutions/colleges should closely cooperate with self-employment promotion network in their local areas such as micro finance schemes, chambers, MSE officials or cooperative officials and to develop joint programs.
- Training should be based on need assessment so that TVET graduates could be absorbed in their own localities.

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APPENDICES

Appendix 1 Questionnaire for the Colleges' management body

**BAHIR DAR UNIVERSITY
FACULTY OF EDUCATION
CURRICULUM STUDYS GRADUATE PROGRAMME**

The purpose of this study is to assess the problems, efforts and prospects of Textile and Garment technology students in their transition from school to the world of work. Your response/comments plays matchless role for the success of this study. Hence the researcher kindly requests you to respond all the items genuinely.

Thank you in advance for your cooperation

General information

Academic status ----- Sex -----

Qualification ----- year of experience in the institution -----

Position -----

PART ONE: Read the following statements carefully and select the statements, which best expresses, you're feeling about the statement. Put 'X' on the space provided against each statement.

R. No	Items	Yes	No	Partially
1	Do most of the trainers have good theoretical knowledge of the courses they deliver?			
2	Do most of the trainers have rich experience and practical skill in the area they are teaching?			
3	Do you think that the college has adequate and qualified trainers in the area?			
4	Do teachers have access to visit business and industrial enterprises to familiarize themselves with current technologies?			
5	Are the motivation vehicles adequate enough to improve quality of training and practical work of teachers?			
6	Do trainers outside the college who are practically skilled participate in training students?			
7	Does the college assign a supervisor to follow and provide support for the apprentices?			
8	Are apprenticeship providers cooperative to accept and support apprentices?			
9	Does the college have trained vocational and guidance counselor			
10	Does the college vocational guidance and counselor or the colleges in general provide information in different forms as to the job opportunities?			
11	Is there any organized and systematic use of community members, employer and loan providers to provide educational and occupational advice and support?			
12	Does the college plan and mission reflect national, sectoral and regional education development programme?			
13	Does the agency monitors and evaluate the performance and the skill of the colleges' management body, the availability of sufficient training materials and adequacy of staff?			
14	Does the college's management body monitor the accomplishments of objectives of the college in general and objectives of each department in particular?			
15	Is there a regular trainers and college s management body evaluation system in place including self-evaluation?			
16	Is there an effective cooperation between the college and various business/industrial and /or other enterprises?			
17	Is there an established committee or assigned individual who facilitates links with stakeholders?			
18	Do you think that various industrial /business or other enterprises are benefited from the college?			
19	Does the external cooperation help to resolve the practical occupational training problems?			
20	Does the external cooperation help to resolve the financial problems?			

R. No	Items	Yes	No	Partially
21	Does the college prepare its own curriculum?			
22	Do potential employers participate during curriculum development?			
23	Do you think that the selection criteria currently employed have negative impact on the quality of training?			
24	Do you believe that students who have successfully passed the EGSCE should enter the TVET to improve the quality of training?			
25	Do you think that there is a match b/n the graduates and available vacant spaces?			
26	Do you think these skills can be readily absorbed in employment?			
27	Is there an effective Labour market study and manpower planning before starting a specific training?			
28	Is there an effective Labour market study and manpower planning before starting a specific training?			

PART TWO: Put an 'X' mark to rate the degree of fulfillment of the listed conditions in the college where you work.

No	Items	Completely fulfilled	Partially fulfilled	Not fulfilled
1	Fulfillment of appropriate reference materials			
2	Fulfillment of different text \books for the courses			
3	Presence of well furnished workshops			
4	Fulfillment of funding in line with the annual budget			
5	Presence of other extra sources of money than the public			

PART THREE: Put an 'X' mark to show whether the following are problems or not for the transition of students.

Items	a Problem	Not a problem	Partially a problem
Poor absorbing capacity of the economy			
Low income of the graduates and their family			
Strong agricultural dependency of the economy of the region/country			

PART FOUR: The following are possible constraints for the transition of students from school to work. Please Rank them by giving numbers from 1-8 starting from the most serious to the less serious.

	Factors	Rank
A	Poor absorbing capacity of the economy of the country	
B	Shortage of enterprises that can absorb the graduates	
C	Low income of the graduates and their family	
D	Wrong attitude of students and the society towards vocational work	
E	Inefficient preparation of the graduates	
F	Lack of experience	
G	Lack of information	
H	Lack of working place /land/	

PART FIVE: Answer the following questions accordingly

- As a professional, what problems do you think are there in the transition of students from TVET schools to the world of work?

- What efforts are there to improve the situation?

- What should the following concerned bodies do to make the transition smooth?

A. The Students

B. The TVET institutions

C. The employers

D. The TVET agency

E. The government

Appendix 2 Questionnaire for the regional TVET promotion agency officials and experts

General information

Academic status ----- Sex -----

Qualification ----- year of experience in the institution -----

Position -----

PART ONE: Read the following statements carefully and select the statements, which best expresses, you're feeling about the statement. Put 'X' on the space provided against each statement.

R. No	Items	Yes	No	Partially
1	Do you think that the college has adequate and qualified trainers in the area?			
2	Are the motivation vehicles adequate enough to improve quality of training and practical work of teachers?			
3	Is there any organized and systematic use of community members, employer and loan providers to provide educational and occupational advice and support?			
4	Does the college plan and mission reflect national, sectoral and regional education development programme?			
5	Does the agency monitors and evaluate the performance and the skill of the colleges' management body, the availability of sufficient training materials and adequacy of staff?			
6	Do you think that various industrial /business or other enterprises are benefited from the college?			
7	Does the external cooperation help to resolve the financial problems?			
8	Does the agency cooperate and exchange information with potential stakeholders as to the training needs and availability of job opportunities?			
9	Does the agency have established adequate links with enterprises to provide support for the TVET institutions/colleges?			
10	Does the college prepare its own curriculum?			
11	Do potential employers participate during curriculum development?			
12	Do you think that the selection criteria currently employed have negative impact on the quality of training?			

13	Do you believe that students who have successfully passed the EGSCE should enter the TVET to improve the quality of training?			
14	Do you think that there is a match b/n the graduates and available vacant spaces?			
15	Do you think these skills can be readily absorbed in employment?			
16	Is there an effective Labour market study and man power planning before starting a specific training?			
17	Is there an effective Labour market study and man power planning before starting a specific training?			

PART THREE: Put an 'X' mark to show whether the following are problems or not for the transition of students.

Items	A Problem	Not a problem	Partially a problem
Poor absorbing capacity of the economy			
Low income of the graduates and their family			
Strong agricultural dependency of the economy of the region/country			

PART FOUR: The following are possible constraints for the transition of students from school to work. Please Rank them by giving numbers from 1-8 starting from the most serious to the less serious.

Factors	Rank
Poor absorbing capacity of the economy of the country	
Shortage of enterprises that can absorb the graduates	
Low income of the graduates and their family	
Wrong attitude of students and the society towards vocational work	
Inefficient preparation of the graduates	
Lack of experience	
Lack of information	
Lack of working place /land/	

PART FIVE: Answer the following questions accordingly

- As a professional, what problems do you think are there in the transition of students from TVET schools to the world of work?

- What efforts are there to improve the situation?

3. What should the following concerned bodies do to make the transition smooth?

A. The Students

B. The TVET institutions

C. The employers

D. The TVET agency

E. The government

Appendix 3 Questionnaire for the Trainers

General information

Academic status ----- Sex -----

Qualification ----- year of experience in the institution -----

PART ONE: Read the following statements carefully and select the phrase which best expresses your feeling about the statement. Put 'X' on the space provided against each statement.

R. No	Items	Yes	No	Partially
1	Do you think that you have appropriate theoretical and practical skill to teach the courses at the level you are delivering for?			
2	Do teachers have access to visit business and industrial enterprises to familiarize themselves with current technologies?			
3	Are the motivation vehicles adequate enough to improve quality of training and practical work of teachers?			
4	Have you got appropriate in-service training or further education till now?			
5	Do trainers outside the college who are practically skilled participate in training students?			
6	Are there enough apprenticeship providers?			
7	Are apprenticeship providers cooperative to accept and support apprentices?			
8	Is the time given for the program sufficient?			
9	Is there information-based guidance and counseling service in the college before students select their field of training?			
10	Does the college's management body monitor the accomplishments of objectives of the college in general and objectives of each department in particular?			
11	Is there a regular trainers and college s management body evaluation system in place including self evaluation?			
12	Does the external cooperation help to resolve the practical occupational training problems?			
13	Does the college prepare its own curriculum?			
14	Do you think that the 70% practical and 30%theoretical approach is maintained			
15	Are there sufficient and relevant project works for the main courses?			
16	Do you think that the selection criteria currently employed have negative impact on the quality of training?			

17	Do you believe that students who have successfully passed the EGSCE should enter the TVET to improve the quality of training?			
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PART TWO: Put an ‘X’ mark to rate the degree of fulfillment of the listed conditions in the college where you work.

No	Items	Completely fulfilled	Partially fulfilled	Not fulfilled
1	Fulfillment of appropriate reference materials			
2	Fulfillment of different text \books for the courses			
3	Presence of well furnished workshops			

PART THREE: The following are possible constraints for the transition of students from school to work. Please Rank them by giving numbers from 1-8 starting from the most serious to the less serious.

Factors	Rank
Poor absorbing capacity of the economy of the country	
Shortage of enterprises that can absorb the graduates	
Low income of the graduates and their family	
Wrong attitude of students and the society towards vocational work	
Inefficient preparation of the graduates	
Lack of experience	
Lack of information	
Lack of working place /land/	

PART FOUR: Answer the following questions accordingly

- As a professional, what problems do you think are there in the transition of students from TVET schools to the world of work?

- What efforts are there to improve the situation?

- What should the following concerned bodies do to make the transition smooth?
 A The Students

 B. The TVET institutions

C. The employers

D. The TVET agency

E. The government

Appendix 4 Questionnaire for the Student

General information

Field of training ----- Sex -----

Name of the College-----

PART ONE: Read the following statements carefully and select the phrase, which best expresses your feeling about the statement. Put 'X' on the space provided against each statement.

R. No	Items	Ye s	No	Par tial ly
1	Do most of the trainers have good theoretical knowledge of the courses they deliver?			
2	Do most of the trainers have rich experience and practical skill in the area they are teaching?			
3	Do you think that the college has adequate and qualified trainers in the area?			
4	Do most of your teachers are able to transfer their knowledge and practical skill in a way suitable to you?			
5	Do trainers outside the college who are practically skilled participate in training students?			
6	Are you interested with the apprenticeship program?			
7	Are there enough apprenticeship providers?			
8	Does the college assign a supervisor to follow and provide support for the apprentices?			
9	Do potential apprenticeship providers assign appropriate professionals to support and evaluate the apprentices?			
10	Are the contents during the apprenticeship similar with the in school training?			
11	Are the supervisors assigned by the college willing to support you?			
12	Is the time given for the program sufficient?			
13	Have you got enough information about TVET while you were in High school?			
14	Is there information based guidance and counseling service in the college before students select their field of training?			
15	Does the college vocational guidance and counselor or the college in general provide information in different forms as to the job opportunities?			

16	Do you think that the 70% practical and 30%theoretical approach is maintained			
17	Are there sufficient and relevant project works for the main courses?			

PART TWO: Put an ‘X’ mark to rate the degree of fulfillment of the listed conditions in the college where you work.

No	Items	Completely fulfilled	Partially fulfilled	Not fulfilled
1	Fulfillment of appropriate reference materials			
2	Fulfillment of different text \books for the courses			
3	Presence of well furnished workshops			

PART THREE: The following are possible constraints for the transition of students from school to work. Please Rank them by giving numbers from 1-8 starting from the most serious to the less serious.

Factors	Rank
Poor absorbing capacity of the economy of the country	
Shortage of enterprises that can absorb the graduates	
Low income of the graduates and their family	
Wrong attitude of students and the society towards vocational work	
Inefficient preparation of the graduates	
Lack of experience	
Lack of information	
Lack of working place /land/	

PART FOUR: Answer the following questions accordingly

- As a professional, what problems do you think are there in the transition of students from TVET schools to the world of work?

- What efforts are there to improve the situation?

- What should the following concerned bodies do to make the transition smooth?
 - The Students

 - The TVET institutions

C. The employers

D. The TVET agency

E. The government

Appendix 5 Questionnaire for the Graduated Employee

General Information

Field of training ----- Sex -----

Name of the College-----

Year of Graduation-----

PART ONE: Read the following statements carefully and select the statements which best expresses your feeling about the statement. Put an 'X' mark on the space provided against each statement.

R. No	Items	Yes	No	Partially
1	Do most of the trainers have good theoretical knowledge of the courses they deliver?			
2	Do most of the trainers have rich experience and practical skill in the area they are teaching?			
3	Do most of your teachers are able to transfer their knowledge and practical skill in a way suitable to you?			
4	Do trainers outside the college who are practically skilled participate in training students?			
5	Are you interested with the apprenticeship program?			
6	Are there enough apprenticeship providers?			
7	Does the college assign a supervisor to follow and provide support for the apprentices?			
8	Do potential apprenticeship providers assign appropriate professionals to support and evaluate the apprentices?			
9	Are the contents during the apprenticeship similar with the in school training?			
10	Are the supervisors assigned by the college willing to support you?			
11	Is the time given for the program sufficient?			
12	Have you got enough information about TVET while you were in High school?			
13	Is there information based guidance and counseling service in the college before students select their field of training?			
14	Does the college vocational guidance and counselor or the college in general provide information in different forms as to the job opportunities?			
15	Are there sufficient and relevant project works for the main courses?			

PART TWO: Put an ‘X’ mark to rate the degree of fulfillment of the listed conditions in the college where you work.

No	Items	Completely fulfilled	Partially fulfilled	Not fulfilled
1	Fulfillment of appropriate reference materials			
2	Fulfillment of different text \books for the courses			
3	Presence of well furnished workshops			

PART THREE: Circle the letter of the answer that you feel is appropriate to each question

- What were your Reasons to join Technical and vocational education and training institutes/colleges?
 - Personal interest to learn vocational education
 - Family and friends pressure
 - EGSCE result couldn’t let me to continue my academic education
 - Undecided
- In which of the following areas have you got support from governmental or non governmental organizations to get employed?
 - Getting initial working capital by loan
 - Getting working place freely
 - Giving priority in provide job
 - Forming a linkage with potential employers
 - Undecided

PART FOUR: Answer the following questions accordingly

- As a professional, what problems do you think are there in the transition of students from TVET schools to the world of work?

- What efforts are there to improve the situation?

- What should the following concerned bodies do to make the transition smooth?
 - The Students

B. The TVET institutions

C. The employers

D. The TVET agency

E. The government

Appendix 6 Questionnaire for the Graduated Unemployed

General information

Field of training ----- Sex -----

Name of the College-----

Year of Graduation-----

PART ONE: Read the following statements carefully and select the phrase which best expresses your feeling about the statement. Put 'X' on the space provided against each statement.

R. No	Items	Yes	No	Parti ally
1	Do most of the trainers have good theoretical knowledge of the courses they deliver?			
2	Do most of the trainers have rich experience and practical skill in the area they are teaching?			
3	Do most of your teachers are able to transfer their knowledge and practical skill in a way suitable to you?			
4	Do trainers outside the college who are practically skilled participate in training students?			
5	Are you interested with the apprenticeship program?			
6	Are there enough apprenticeship providers?			
7	Does the college assign a supervisor to follow and provide support for the apprentices?			
8	Do potential apprenticeship providers assign appropriate professionals to support and evaluate the apprentices?			
9	Are the contents during the apprenticeship similar with the in school training?			
10	Are the supervisors assigned by the college willing to support you?			
11	Is the time given for the program sufficient?			
12	Have you got enough information about TVET while you were in High school?			
13	Is there information based guidance and counseling service in the college before students select their field of training?			

14	Does the college vocational guidance and counselor or the college in general provide information in different forms as to the job opportunities?			
15	Are there sufficient and relevant project works for the main courses?			

PART TWO: Put an 'X' mark to rate the degree of fulfillment of the listed conditions in the college where you work.

No	Items	Completely fulfilled	Partially fulfilled	Not fulfilled
1	Fulfillment of appropriate reference materials			
2	Fulfillment of different text books for the courses			
3	Presence of well furnished workshops			

PART THREE: Circle the letter of the answer that you feel is appropriate to each question.

1. In which of the following areas have you got support from governmental or non governmental organizations to get employed?

- A Getting initial working capital by loan
- B Getting working place freely
- C Giving priority in provide job
- D Forming a linkage with potential employers
- F. Undecided

2.. Which of the following are possible constraints for you not to start job by your self?

- A . I have shortage of working place
- B The products don't have market and hence I will not be profitable
- C Shortage of initial capital to start the job
- D Shortage of skill to start job
- E Undecided

3.. Which of the following are possible constraints not to get employed in governmental or non-governmental organizations?

- A. There are no vacancies announced in my field
- B. The number of unemployees and vacancies are not balanced
- C. Lack of information as to when and where vacancies are found

- D. Unable to pass the entrance exam
 - E. Unfair employment policy of some governmental and non-governmental organizations
 - F. Undecided
4. What were your Reasons to join Technical and vocational education and training institutes/colleges?
- A Personal interest to learn vocational education
 - B. Family and friends' pressure
 - C. EGSCE result couldn't let me to continue my academic education
 - D. Undecided

PART FOUR: Answer the following questions accordingly

1. As a professional, what problems do you think are there in the transition of students from TVET schools to the world of work?

2. What efforts are there to improve the situation?

3. What should the following concerned bodies do to make the transition smooth?

- A. The Students

- B. The TVET institutions

- C. The employers

- D. The TVET agency

- E. The government

Appendix 7 Questionnaire for the Employers

General information

Name of the organization -----

Ownership: Private -----

Government-----

PART ONE: Read the following statements carefully and select the phrase which best expresses your feeling about the statement. Put ‘X’ on the space provided against each statement.

R. No	Items	Yes	No	Partial ly
1	Are you interested with the apprenticeship program?			
2	Do potential apprenticeship providers assign appropriate professionals to support and evaluate the apprentices?			
3	Do apprentices have sufficient theoretical knowledge?			
4	Is there an effective cooperation between the college and various business/industrial and /or other enterprises?			
5	Do you think that various industrial /business or other enterprises are benefited from the college?			

PART TWO: Put an ‘X’ mark to indicate whether you cooperate or not with the TVET institutions /colleges.

Items	Yes	No	Partially	Undecided
Developing occupational standards				
Providing part-time teachers				
Providing Apprenticeship				
Evaluation of Students				
During policy drafting and discussion				

PART THREE: Answer the following questions accordingly

1. As a professional, what problems do you think are there in the transition of students from TVET schools to the world of work?

2. What efforts are there to improve the situation?

3. What should the following concerned bodies do to make the transition smooth?

A. The Students

B. The TVET institutions

C. The employers

D. The TVET agency

E. The government

PART THREE: Answer the following questions accordingly

1. As a professional, what problems do you think are there in the transition of students from TVET schools to the world of work?

2. What efforts are there to improve the situation?

3. What should the following concerned bodies do to make the transition smooth?

A. The Students

B. The TVET institutions

C. The employers

D. The TVET agency

E. The government
