

Addis Ababa University
School of Graduate Studies
College of Education



**The Contribution of Technical and Vocational
Education and Training (TVET) to Poverty
Reduction: Efforts of Selected institutions in**

Addis Ababa

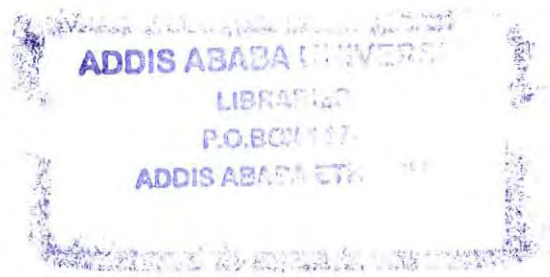


By

Sergut Moges

August 2007

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A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Vocational Education Management

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ABBREVIATIONS AND ACRONYMS

ALMP	Active Labor Market Policies
ESDP	Education Sector Development Program
FMECG	Federal Ministry for Economic Cooperation of Germany
ILO	International Labor Organization
MEDAC	Ministry of Economy Development and Cooperation
MFI	Micro Finance Institutions
MOE	Ministry of Education
MSE	Micro and Small Enterprises
PR	Poverty Reduction
SDC	Skill Development Center
TGE	Transitional Government of Ethiopia
TVE	Technical and Vocational Education
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Program
UNEP	United Nations Environment Protection
UNESCO	United Nations Education, Scientific and Cultural Organization

ABSTRACT

The principal objective of this study was to identify the contribution of TVET in poverty reduction in Addis Ababa City Administration. The degree of poverty can be reduced in to a significant level by the contribution of TVETs. In order to gather relevant information, 2 TVET Colleges, 2 TVET institutions, 54 TVET officials, 192 TVET graduates, 43 TVET graduate employers and 2 organizations working with TVET graduates were subject of the study. Based on the major themes (basic questions) of the study data were collected through three questionnaires and an interview were conducted and analyzed. Finally, summary of major findings, concluding remarks and recommendations have been made based on the major themes of the research. The research results revealed that the current practice of TVETs in order to alleviate poverty was critical. The major determinant factors for increase of livelihood and job creation of TVET graduates were in and out of TVETs factors such as the lack of proper vocational counselor and lack of willingness to hire employer. Based on the above findings, the following recommendations are forwarded: (1) the TVET objectives regarding poverty reduction in general income enhancement and self-employment in particular need to be revised in consideration of the current socio-economic and political status of the country in general and the city of Addis Ababa in particular. (2) there should be open opportunity for TVET graduates in order to participate in higher education institutions. (3) in order to satisfy the employers interest the training institutions should produce competent and efficient graduates by strengthening their internal efficiency and improving the quality of training at all levels. (4) In order to upgrade the TVET trainers and management staff, the Education Bureau in collaboration with the Ministry of Education and higher institutions should prepare a curriculum for in-service program during summer vocations, especially in vocational education management program. (5) TVETs should establish labor market information department in their internal structure.

CHAPTER ONE

1.1 Background Of the Study

Poverty is defined in various ways, the two most popular ones being absolute poverty and relative poverty. The condition of absolute poverty generally refers to people whose income is insufficient to obtain the minimum necessities for purely physical efficiency (UNEP, 1995). Sen (1981) also defined poverty in terms of capability, which he calls the freedom of people to lead the kind of life they have reason to value, such as social functioning, better education, health care and longevity.

As clearly stated by Kanbur and Squire (1999), the other aspect of poverty emerged from participatory assessment includes the feeling of vulnerability, which is associated to risks and volatility of incomes, lack of access to education and lack of political power, which can be described as sense of powerlessness and lack of voice.

As stated by MEDAC (1999:11-17) both manmade and natural factors such as intermittent drought, natural resource degradation, protracted war, and wrong government policies have been cited as the major causes for the prevalence of those features of poverty.

As the World Bank (2000) clearly stated, Ethiopia is among the least –developed countries, which are at the lower end of the list of such countries. Its per capita income is among the lowest of the least–developed countries. Moreover, the country is reliant on agriculture. Furthermore, poverty in Ethiopia is widespread and multi-faceted.

Nega (2000) also stated that, by any standard, Ethiopia is the least developed country in the world. The feature of poverty in Ethiopia is complex and multidimensional. Almost half of the people are living under the absolute poverty line. Majority of the people have been suffering from lack of basic social and economic services such as education, health, safe drinking water, and housing. Moreover, the cause of these aspects of chronic poverty has been attributed both to man-made and natural factors among which drought, war and policy distortions are cited as the major ones.

According to the study of the World Bank (1992), factors contributing to the prevalence of poor social conditions in Ethiopia are viewed in terms of five interconnected broad categories which are, over crowded housing, lack of safe drinking water, inadequate nutrition and poor infant feeding, low education and literacy, and poor conditions of basic social services.

Today, more people than ever before experience frequent career changes and periods of unemployment as a result of the changing demands of the work place. It is difficult to predict with certainty the employment needs of the informal sector which absorbs a major part of the labour force (UNESCO, 1999).

According to Rio Declaration Agenda No. 21, anti-poverty strategy is, therefore, one of the basic conditions for ensuring sustainable development. An effective strategy for tackling the problems of poverty and development simultaneously should begin by focusing on resources, production, and people should cover educational issues in association with improved governance (UNEP, 1995).

In view of the above issues, TVET provides well-trained work force that is needed for economic development of a given country. In this sense, there seems low awareness of the contribution of Vocational and Technical Education (VTE) in meeting the basic needs and livelihood of citizens thereby to alleviate poverty.

Therefore, the researcher's focus is on the education system in general and the current practice of TVET in particular that it helps the poor TVET graduate unemployed to improve their socio-economic status and contribute to the economic development of the country.

1.2 Statement of the Problem

Poverty seems not a new phenomenon to Ethiopia. It is a chronic problem that has been transfer from period to period. It is mainly characterized by serious droughts and wars. Moreover, the situation of poverty that makes to suffer millions of people in Ethiopia is growing at a frightening rate that a committed action against it should be taken. Being aware of the problem and sought to it away, the government has adopted a long-term development strategy that accorded priority focus to poverty reduction. Therefore, in order to achieve the goal of poverty reduction, TVET has to get a great attention.

For a country like Ethiopia, which is under transitional economy, the involvement of the government in development and poverty reduction activities is very important. From this it is possible to draw a reasonable proposition that, if it is implemented genuinely, TVET approach could offer concrete results to ensure self-reliance and reduce poverty in Ethiopia.

Therefore, it is with this purpose that the research intended to investigate the contribution of TVET to poverty reduction in Addis Ababa City Administration.

1.3 Objectives of the Research

Belayneh (2001) indicates that the issue of poverty has recently received particular attention from the academic, government and international communities. The current inspiration of both government and non-government organizations towards poverty alleviation in Ethiopia is due to the fact that poverty is one of the bad colors that we are facing given an increasing trend of unemployment and other factors, which is why it is important to analyze about poverty.

In this regard, technical education can be one of the ways to the development of a nation; there is a great need for high quality technical education to produce technically skilled manpower for the country. A high quality technician can obviously be created only through high quality of vocational teaching and training.

Technical education system is to produce skillful human resource according to the market needs for the development of the country. This will be the foundation stone for the economic growth of the country. Therefore, the general objectives of this research was to show the relevance of TVET in bringing sustainable development and to reduce poverty by considering the experience of selected institutions in Addis Ababa. Moreover, the specific objectives of the study were:

1. To assess the status of income, age, employment situation and further education of TVET graduates in terms of poverty reduction for their self-reliance.
2. To investigate whether the interest and current job of TVET graduates similar to their field of training or not.

3. To assess the employers' satisfaction with the performance of TVET graduates.
4. To investigate the status of TVET institutions whether they are adequate and efficient enough in their current management staff, trainers and facilities.
5. To examine the activities of TVET institutions' internal efficiency regarding conducting training need assessment, follow up of the training process, delivering of prior information about job placement, conducting tracer study and collecting information about the training areas that is needed in the market.

These are the important issues in which the research was intended to find out and deal with.

The basic questions of the research are,

1. What is the status of income, age, employment situation and further education of TVET graduates in terms of poverty reduction for their self-reliance?
2. Is the interest and current job of TVET graduates similar to their field of training?
3. Are employers satisfied by the performance of TVET graduates?
4. Are the TVET institutions currently found adequate and efficient enough in their current management staff, trainers and facilities?
5. To what extent the activities of TVET institutions implement their internal efficiency regarding conducting training need assessment, follow up of the training process, prior information delivering about job placement, conduct tracer study and collecting information about the training areas that is needed in the market?

1.4 Significance of the Study

Nowadays, TVET is becoming a global issue especially in the developing countries, like ours. This study is, thus believed to have the following importance:

1. The output of this study would have some contributions to the decision makers in considering the existing problems as an input;
2. The result of the study may enable to strengthen the current TVET practices thereby to alleviate poverty;

3. The study would also throw some ideas for academicians, researchers, students and even to others as a stepping stone for further study; and most importantly, it will encourage local researchers to examine the problem in a wider scope.

1.5 Delimitation of the Study

The study was delimited to Addis Ababa City Administration TVET government colleges and institutions. In order to gather relevant information, 2 government TVET Colleges namely General Wingate and Tegbareed, 2 government TVET institutions namely Higher 7 and Higher 20, 54 TVET officials, 192 TVET graduates, 43 TVET graduate employers and 2 organizations working with TVET graduates were subject of the study.

1.6 Limitations of the Study

A research requires adequate time, finance and materials to undertake successful study. The researcher has faced time constraints due to different responsibility she bears. This shortage of sufficient time has remained a major drawback in effectively conducting the process of investigation as detailed as it was originally planned. There were also inadequate reading materials that were recently published.

1.7 Research Design and Methodology

The purpose of the study was to assess TVET institutions that contribute for poverty reduction. Therefore, the descriptive survey research method was used to study the contribution of TVET institutions for poverty reduction. Moreover, the descriptive method was appropriate because it helps in obtaining information on the existing practices of TVET institutions and enables one to test the basic questions. Furthermore, the method was also used to draw out recommendations that may help improve the existing problems and constraints in TVET programs thereby to suggest possible solutions.

1.7.1 Source of Data

The student researcher collects data from primary sources as well as from secondary sources. The primary data was collected from respondents of TVET Colleges. These include:

- the management staff of TVET colleges and institutions;
- graduates from TVET colleges and TVET institutions;
- employer organizations of TVET graduates; and
- organizations working with TVET graduates.

Furthermore, secondary sources such as official policy and strategy documents, guidelines, books, magazines, web pages and other sources of information that was relevant to the study were used to support the data.

1.7.2 Instruments

The major instruments of the study were three groups of questionnaires and one interview. Of the three categories of questionnaires, the first category was employed to TVET official respondents who are in charge of the training colleges and institutions. The second category was used to gather information from employer organizations, the third category was employed to TVET graduate respondents, and finally an interview was held with organizations that were working with TVET graduates such as the Housing Development Project and Micro and Small Enterprise Development Agency.

1.7.3 Sampling Techniques

There are 10 government TVET colleges and institutions in Addis Ababa City Administration offering training on different fields. Therefore, in order to make the sample reasonable and representative, two government TVET colleges and two government TVET institutions were selected purposely. Moreover, 54 TVET officials, 43 TVET graduate employers and 2 organizations working with TVET graduates were selected purposely.

This is because purposive sampling gives the chance for the student researcher to collect sufficient information from sampled TVET colleges and institutions for the following two reasons. First, this technique was preferred for this study because as we know nowadays

Business and Construction trades and training fields are more demanded than other fields in the labor market. Second, the researcher had prior experience in order to make the sample manageable and easily access to find those Business and Construction graduates in their respective working place under Addis Ababa Housing (condominium) Projects. Moreover, purposive sampling also included in the study for TVET school officials, employer organization, and organizations working with TVET graduates.

Moreover, there were 672 of Business and 340 of Construction field graduates of 2006 academic year in the sampled two TVET colleges and two TVET institutions. Out of the total graduates 240(23.7 %) were selected by using simple random sampling technique and only 192 of them returned back the questionnaire. The sample elements of the respondents were drawn by the techniques of random sampling technique in order to include all sample size. By doing this, the researcher would have reliable and adequate information on the issue under study.

Finally, out of the total 360 questionnaires distributed, 289(80.05%) were filled and returned. Accordingly, the data were presented and analyzed using tables and statistical tools by using the latest SPSS Version 15.0 for Windows. Hence, based on the responses obtained from the sample respondents, frequency, percentage and t-test were employed. Analysis and interpretation were made based on the basic questions raised in statement of the study. The following table shows the total and sample population of TVET graduates in the study with their respective TVET institutions.

Table I: Total and Sample Population of TVET Graduates in the Study

No.	The TVET School	Total Population of Graduates	Distributed Sample population	Distributed Percentage	Collected Sample population	Collected Percentage
1	General Wingate	302	97	26.9	50	26.0
2	Higher 7	314	93	25.8	46	24.0
3	Tegbareed	253	88	24.4	55	28.7
4	Higher 20	143	82	22.9	41	21.3
	Total	1012	360	100.0	192	100.0

Source: Adapted from TVET institutions

1.7.4 Procedure of Data Collection

The study incorporates different stages. At initial stage the data gathering instruments were drafted on the basis of the reviewed literature and problems of youth unemployment related issues. The researcher had established the design of structured and mainly close ended questionnaires. Then, the questionnaires were pre-tested at Nefasilk TVET College for 15 respondents to check for the consistency of the results when administered on subjects. As a result, some vague questions and unnecessary question items were clarified. Accordingly, some modifications were made for the final survey. Following, the questionnaires were modified in accordance with relevant inputs obtained from thesis advisor and professionals. At the preliminary stage of questionnaire administration, the researcher made clear the objectives of the study to all respondents so as to avoid unnecessary confusions. Moreover, a close follow-up was made.

1.7.5 Data Analysis

Depending on the nature of the collected data and the questions of the study, different statistical techniques and tools were employed for data analysis and interpretation. Hence, based on the responses obtained from the sample respondents, frequency, percentage and were employed. Furthermore, t-test was utilized for further analysis in order to determine whether there is a difference among respondents or not.

The data analysis was done using the latest Version 15.0 software of SPSS (Statistical Package for Social Sciences). All the necessary tables were produced after clearing and editing the data. Some close-ended and few open-ended question items were directly analyzed. Overall, analysis and interpretation were made based on the basic questions. In analyzing the data, quantitative methods were used as governing techniques.

1.8 Operational Definition of Terms

Poverty: It is a condition of having insufficient resources or income. In its most extreme form, poverty is a lack of basic human needs, such as adequate and nutritious food, clothing, housing, clean water, education and health services (Corbat, 2005).

Apprenticeship Training: is a work based training provided in private or public institutions as part of required training program other the training inside the TVET and precondition for graduation. It accounts 312 training hours and is usually provided in summer time (MOE, 2002).

Internal Efficiency: refers to the status of internal structure, equipment, technology, quality of trainers and management of TVET institutions (UNESCO, 1998).

External Efficiency: refers the level of employability of TVET graduates in the labor market, be it in government or private organization (MOE, 2002).

Market Analysis: is identification of products and services needed but not available, technologies needed but not sufficiently available, and furthermore, skills, trades, products or services that need to be improved (UNESCO, 1998).

Middle Level Technical and Vocational Education and Training Institutes: are educational institutes engaged in the training of a one and two years (10+1 and 10+2) training programs of different field of studies (MOE, 2002).

Needs Assessment: a training needs assessment is identification of what knowledge, skills and abilities are lacking but needed, the type of skills training needed by whom, which potential trainees are in need of and interested in small business and employment training, the amount of training needed for self employment and the training demand at different levels (MOE, 2002).

1.9 Organization of the Study

The research report organized into four chapters. The first chapter deals with the problem and its approach. The second chapter is concerned with the review of the related literature. The third chapter deals with the analysis and interpretation of the data and the fourth chapter contains summary of the findings, conclusions and recommendations of the study. Finally, list of reference materials and papers containing important information were annexed in the appendices.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter deals with poverty mainly in educational theory and economic terms. However, it is expected to provide an important input into the research on poverty alleviation in Ethiopia undertaken from the standpoint of a variety of TVET disciplines. Moreover, this chapter deals with two major sub-topics, which encompass the concepts and definitions of poverty and TVET with special reference to the contribution of TVET for reduction of poverty.

2.1 Concept and Definitions of Poverty

2.1.1 The Concept of Poverty

What is poverty? How is it measured? What are its causes? How can it be alleviated? These questions are common in academic and policy making circles. Various approaches to the understanding of poverty and strategies for its elimination have been adopted. Yet poverty has persisted and, in some areas, risen. This suggests that the subject is more complex than can be handled by a single discipline.

Until recently, poverty did not feature as a separate study in mainstream economic theory. According to (Samboja,1994), economists were, of course, concerned about poverty and already in the nineteenth century there were path-breaking studies by social scientists on poverty but for economic theory it largely appeared as a supplement to analyses of income distribution. This was true both for functional and size approaches to income distributi

Poverty, however, is not merely a condition but is the result of a process of impoverishment that may be characterized as a downward spiral that flows from one generation to the next, drawing In increasing numbers of people. From a developmental perspective, the primary task is to eliminate poverty, as is recognized in the Declaration of Rio and Agenda 21(UNEP, 1995).

Moreover, poverty is not simply a matter of physical and material deprivation but a much more complex social phenomenon with economic, cultural and socio-political dimensions. (Wagao and Kigoda, 1993:4).

The causes of poverty, according to (Cooksey,1994), are multiple and highly complex in their interrelationships. A more holistic approach to poverty research is called for, an approach which is sensitive to the influences of ecological and environmental, social, cultural and economic forces, and to their interrelations. To date, there has been no attempt to link global, national and local causes of poverty into a general theory.

According to (Osmani,2003), the whole question of poverty is difficult to come to grips with because of the variety of forms it takes, because of tradition and prejudice associated with it, because of its persistence and widespread presence throughout all history, but most of all because of the element of relativity. An individual or a people can be considered either rich or poor only in relation to others. What is regarded as poverty at one time or place would be considered a state of wealth at another.

A nation is poor when compared to one that is rich, but may be relatively rich when compared to one that is much poorer. As one writer expressed it:
"I thought I was poor, because I had no shoes, until I saw a man who had no feet." (Osmani, 2003).

Furthermore, inequality and poverty levels are also explained by differentials in access to education and training, and these can be improved by equalizing that access. But schooling is important not only as an investment in human capital but is also a screening device which identifies people with attributes that are demanded by employers so that greater educational equality may not ensure equal opportunity for employment, productivity, payment and promotions.

Some attempts to develop theories of poverty aimed at defining, measuring and explaining the concept in the context of developing economies were made in the early stages of the development of modern development economics. Already in the early 1960s Indian economists were working on issues of poverty (Pant, 1962 quoted by Samboja, 1994).

In the developing countries, poverty was increasingly recognized as a serious social problem and countries had to do something about it. More recently poverty issues have once again moved to the top of the development agenda, reflecting the concern that economic reforms undertaken by many countries in the 1980's may have raised income inequality and poverty levels (World Bank, 1993 and Squire, 1991).

2.1.2 Definitions of Poverty

Regarding the definition, various definitions of poverty have been given. They can be grouped into two categories, the "absolute" and "relative" poverty approach definitions. Some definitions are too broad to be of much practical relevance to studies on poverty (ILO, 1997). Moreover, some of them are beyond the scope of this research.

A practical and commonly used definition of absolute poverty is the inability to attain a specified (minimum) standard of living (World Bank, 1993). The definition focuses on the absolute economic well-being of the poor, in isolation from the welfare distribution of the entire society. It implies knowledge of the minimum standard of living, commonly referred to as the poverty line.

It can be specified following the basic needs approach in which the minimum standard of nutrition and other non-food basic necessities are included (ILO/JASPA, 1982). The advantage of using the absolute poverty approach is that changes in the welfare position of the poor can be traced and the extent of poverty eradication can be measured. Thus, many studies on poverty, have adopted this approach.

On the other hand, the relative poverty approach focuses on the economic well-being of the poorest n^{th} % of the population. It takes into account the welfare distribution of the entire society. The population share of the poor is held constant, as the average level of welfare changes. This approach is appealing, both socially and politically, because individuals relate to others at all levels of economic Well-being, implying that poverty is a dynamic concept which changes with time and space as well as the level of education and communication. Improved education and communication expand the poor's reference group by raising awareness of the standard of living in other societies. In addition, the poor may refuse to live on the basic minimum necessary for physical survival.

Poverty is measured not just with respect to lack of income, but also directly with respect to basic needs such as health, education, nutrition and shelter. Broader definition encompasses security and empowerment (World Bank, 2000).

Poverty is condition of having insufficient resources or income . In its most extreme form, poverty is a lack of basic human needs, such as adequate and nutritious food, clothing, housing, clean water, and health services. Extreme poverty can cause terrible suffering and death, and even modest levels of poverty can prevent people from realizing many of their desires (Corbat, 2004).

The relationship between poverty and personal or social problems is very complex. For example, studies of mothers on welfare reveal that those with multiple problems such as depression, substance abuse, and being a victim of domestic violence are much less likely to find work and escape poverty. What is less clear, however, is whether these problems result from the disadvantages of poverty that is lack of access to proper training and education.

2.1.3 The Multidimensional Understanding of Poverty

There is nowadays a general consensus that poverty needs to be understood in a multidimensional manner (World Bank 1990; 2000b). This understanding goes well beyond the traditional use of income measures as proxies for poverty (i.e. \$1 a day measures), but sees poverty as related to low achievements in education and health (World Bank, 2000b: 15). The concept of poverty also includes vulnerability, exposure to risk and voicelessness or powerlessness (World Bank, 2000b:15).

The World Bank's World Development Report 2000/01 endorses Shaffer's distinction between the social and the physiological deprivation models of poverty (World Bank, 2000).

- The physiological deprivation model conceives of poverty in terms of basic material or biological needs, and is associated with the income/ consumptions and basic human needs approaches; assessment tends to focus on money-metrical measurement and tangible indicators of well-being, as well as changes in access to land, labor, capital, and technology, land as well as 'social sector' expenditures and public transfers.
- The social deprivation model follows a more multi-dimensional conception of poverty (powerlessness, voicelessness, social exclusion, cultural impoverishment, loss of identity and dignity), and is associated with the human poverty approach.

When conceptualizing poverty, as clearly stated by (Thin, 2004:4), there is also a need to consider vulnerability (insecurity and exposure to risk and to occasional periods of poverty), inequality (deprivation relative to other people), the poverty of categories of people (women, children, older people, disabled people), and collective poverty (of regions, nation, groups). However, it is important to recognize that poverty is not the same as vulnerability nor is it the same as inequality. While poverty and vulnerability overlap, the distinction is crucial to appreciate 'the difference between being 'pro-poor' and being 'anti-poverty', since many people not currently understood as 'poor' are vulnerable and may become poor in the future unless effective preventive measures are taken' (Thin, 2004: 4).

Poverty elimination is impossible unless the economy generates opportunities for investment, entrepreneurship, job creation and sustainable livelihoods. The principal route out of poverty is work (ILO, 2003: 7).

2.1.4 Poverty in Developing Countries

Many developing nations experience severe and widespread poverty, which often leads to disease epidemics, starvation, and deaths. In the past few decades, millions of people have starved and died as a result of famine in such countries as Bangladesh, Ethiopia, North Korea, Somalia, and Sudan. In developing countries people lived on less than \$1 a day (Corbat, 2004).

Throughout the developing world, ethnic and racial minorities prejudice from majority groups and have difficulty in attaining as average standard of living. For example, under the system of apartheid, enforced in South Africa from 1948 to the early 1990s, the government systematically denied rights, fair treatment and educational and employment opportunities to nonwhites, leaving them in massive poverty. Migrants commonly lose the immediate economic support of their families and enter into societies in which they may have difficulty finding good work, especially if they do not speak the language.

2.1.5 The Status of Poverty in Africa

In contrast to other parts of the world, Africa's poverty level is high and getting higher. Across all points in time, close to half the regions population- or about 300 million people live in extreme poverty on US \$1 a day or less. Moreover, in order to have poverty by the

year 2015, as set out in the United Nations millennium development goals, Africa's economy will need to grow by 7% a year (ILO, 1997).

Although, poverty has many faces lack of access to income is one of the main determinants of house hold poverty and inequality; we must continue to build support for our basic premise that decent work is the main route out of poverty, African social partners and governments should make employment a priority item on the developing agenda, in the fight against poverty they need to make a long-term commitment to take common initiative on all levels for continuous increase in productivity.

The ILO report says progress on key objectives will provide a way of breaking out of the cycle of poverty. Out of which raising the productivity and earning power of work on the farmers and in the small business which are the heart of African production system (ILO, 1997).

Employment in the form of more and better jobs that is decent jobs should be an integral part of any development strategy for Africa. Through education, especially TVET is important here to bring better employment opportunity for people.

2.1.6 Poverty Reduction Strategies

Thin (2004:4) stated that there is a need to differentiate between the different meanings of poverty reduction. Thin notes that though concepts of poverty reduction are necessarily even more debatable than concepts of poverty, some basic misunderstandings can be avoided by keeping in mind a threefold distinction between three categories which are worthy of analytical distinction even if in practice they overlap.

According to Thin (2004:4), these three kinds of poverty reduction are:

- **Poverty alleviation** – alleviation the symptoms of poverty and/or reducing the severity of poverty without transforming people from 'poor' to 'non-poor';
- **Lifting people out of poverty** – 'poverty reduction' in the true sense; reducing the numbers of poor and/or transforming poor people into non-poor people;

- **Poverty prevention** – enabling people to avoid falling into poverty by reducing their vulnerability.

Skills development outcomes, at all levels, are obviously determined by many other things such as the quality of the education and training and the states of the enabling environment surrounding skills development (Palmer, 2005). The claims about the beneficial results of skills acquired through TVET perpetuate the assumption that this training leads to economic growth and poverty reduction (UNESCO, 2002: 16).

Most of the poor in developing countries are found in rural areas and in the urban informal sector. Their principal asset is their labor, and their main road out of poverty is to improve their productivity and earnings. Progress along these roads initially requires not training, but reform of policies to encourage economic and employment growth (Middleton, Ziderman and Adams, 1993: 217).

For skills to translate into poverty reduction and growth there needs to be the development of other factor that is external to the education and training system. Hence, the extent to which the traditional skills learnt through basic education and traditional forms of TVET can contribute to the development of a county's higher – level skills, and by the development of a supportive enabling environment that allows skills to be utilized productively. Among the most critical factors in such an environment will clearly be work and employment.

The key point to note here is the distinction between skills development and skills utilization that can lead to poverty reduction and/or growth. Developing skills in a labor force is one thing, but if people cannot lead to poverty reduction and/or growth, it is widely accepted that sustained economic growth is critical for sustained poverty reduction (Osmani, 2003: 2). Nevertheless, economic growth seems an insufficient condition itself for poverty reduction. It has been argued that there are two basic channels between economic growth and poverty reduction.

- **The social provision channel:** growth generated resources are utilized by the society to provide services to the poor so as to enhance their various capabilities.

- **The personal income channel:** growth of the economy translates into higher personal income of the poor, who then utilize their income so as to enhance their capabilities (Osmani, 2003: 3).

Poverty reduction, therefore, depends not only on the rate of economic growth but also on the type of growth. For poverty reduction to occur, economic growth must lead to more and better quality (including more productive) employment opportunities for the poor. These opportunities may increasingly not be found in formal employment but will include productive self-employment and work in the informal economy.

2.1.7 Some Approaches and Policies to Poverty Reduction

2.1.7.1 Human Rights Based Approach

Within the human rights based approach to poverty reduction, the concept of poverty extends well beyond the simple lack of economic resources to include social, cultural, healthcare, environmental and other aspects of life. In the context of human rights based approach to poverty reduction, poverty is defined as a “human condition characterized by sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights” (UNESCO, 2002: 16).

However, despite this broad recognition of the multidimensional nature of poverty, in practice the core meaning of poverty, for most people, remains the lack of adequate money to pay for basic needs which tends to emphasize physiological needs more than social or psychological needs (Thin, 2004:3).

In this regard, the human rights based approach looks at poverty alleviation as a right rather than as a need, and as legal frameworks rather than compassion and charity that are regarded as the main tools for combating poverty. Since subjecting people to live in poverty deprives them of their human rights, the human rights framework is the most effective mechanism for addressing this situation and responsibility is assigned primarily to governments.

2.1.7.2 Youth Employment Policy

One of the strategies for poverty reduction is, without doubt, employment. Youth employment policy is an essential requirement for the success of youth unemployment reduction that should identify, within each national context, different components which are relevant to youth employment growth and including them in an integrated policy framework. According to IOE (2005), the core objectives of an integrated youth employment policy should be to:

- generate productive, sustainable employment;
- match the skills of young people to current and emerging job requirements; and
- move unemployed young people into employment.

Policy responses should not only attempt to see the issue in terms of the overall employment situation, but should also respond to it specifically with targeted measures and in a manner that does not have impact on other demographic groups.

Moreover, according to White and Kenyon (2002), an international review of youth enterprise support policies and programs reveal that youth enterprise support schemes address a number of key elements necessary for creating and sustaining new viable enterprises. These are:

- Vocational and skills training with business counseling;
- Finance and access to work space;
- Multifunctional youth enterprise agencies and creating support networks;
- Business expansion support and mentor support;
- Promotion and introduction of the self-employment options.

Although, youth unemployment is a reflection of aggregate unemployment levels and of the macroeconomic situation as a whole, however, the problem of youth employment is specific, often persistent and therefore needs specific policy responses.

In addition, according to Brewer (2004) TVET also includes such things as needs-based assessment; coordination, cooperation and commitment; labour market and social support

services; financial support mechanisms; information sharing and awareness-raising; and physical infrastructure.

Nevertheless, many interventions aimed at overcoming the specific disadvantages faced by many young people in entering and remaining in the labour market. The two sets are not mutually exclusive; they should harmonize each other. According to IOE (2005), Active Labour Market Policies (ALMPs) can contribute directly to:-

- enhancing skills and capacities (e.g. training and retraining);
- reducing labour supply (e.g. early retirement, supporting education);
- making work pay (e.g. tax credits where social security costs are lowered for low wage jobs and providing financial incentives directly to companies);
- creating jobs (public works, enterprise creation and self-employment);
- changing the structure of employment in favor of disadvantaged groups;
- Matching young workers to jobs and jobs to young workers.

In 2004, Ethiopia for the first time designed a National Policy that specifically deals with youth issues. Moreover, the widespread belief held by society at large and by youth in particular that the government is the sole body entrusted with the responsibility of solving the unemployment problem is accorded due attention in the Policy (Brehanu, Abraham and Hanna, 2005:38).

2.1.8 The Ethiopian Youth Policy and Its Implication

ILO (1997) stated that youth policies are generally categorized into two major areas. It is argued that some youth policies focus entirely on the development and welfare of the youth. Such policies place greater emphasis on the autonomy, discretion, self-determination, privacy and space of the individual. Other youth policies put more emphasis on nation building and youth development and maintain that the welfare and development of youth is better accommodated in the context of the interest of the country as a whole.

The new Youth Policy of Ethiopia falls within the second category as it attempts to resolve the youth issue within the context of national economic development, and creation of

democratic society and good governance. According to FDRE (2004), Ethiopia for the first time designed a national policy in 2004 that specifically deals with youth issues such as unemployment and the problem associated with the educational system of the last regime and its role in the aggravation of unemployment in the country.

Although the Policy makes reference to the development of MSE, little attention is paid to what is already happening in the country. The key instrument that Regional and City Governments are pursuing to expand employment opportunities for youth is MSE development.

Regarding labour legislation in Ethiopia, a new labour proclamation was issued in 2003, which replaced the 1993 proclamation text. In contrast to the previous labour law, the new labour law provides market-oriented and decentralized recruitment and employment procedures, allows free mobility of labour, and introduces flexibility in cancellation and modification of contracts of employment as well as laying-off of workers. The new government also formally suspended the public sector employment guarantee system for college and university graduates in 1993 (Brehanu et al., 2005:4).

The Policy also envisages the creation of conducive environment for youth to play an entrepreneurial role rather than wait for employment in other sectors. It emphasizes the promotion of the private sector in the creation of employment opportunities and the establishment of mechanisms that ensure the participation of the youth in such employment opportunities.

2.1.9 Factors that Aggravate Poverty

a) Poor Quality of Training and Mismatch of the Labor Market

In his research in Jordan and Lebanon, Beyhum (1999:26) stated that the experience of vocational institutions in preparing students for job market is not promising. Moreover, graduates of vocational have high unemployment rate than general secondary education graduates. The problem lies on the poor quality of the vocational training and the mismatch between what is in the curriculum and what employers require as well as the absence of linkage with potential employers.

In their part, Chissano, Short and Bevan (2000) clearly stated that lack of knowledge is a major factor for poverty. In other words, they stated that how can the ignorance transform a natural resource into wealth?

b) Absolute Poverty and Population Growth

How can high poverty and unemployment rates in Africa be explained? According to ECA (2002), one reason is without doubt the generally poor health of African economies. The second reason is population growth is another factor contributing to unemployment. Education may also be contributing to the rising youth unemployment in the ECA region.

As we all know, Ethiopia is one of the leading poorest countries in the whole wide world. Currently, Ethiopia's domestic resource mobilization effort, as stated by ADB (2006), is low reflecting the narrow tax base and low domestic savings rate. The savings ratio for Ethiopia has averaged 4.5 percent over the past decade, well below the average savings rate for Sub-Saharan Africa. Underlying the low saving ratio are the low incomes of the Ethiopia population, weak economic base and weak financial intermediation. Consequently, due to low domestic savings, the volume of resources available to finance growth enhancing investment is inadequate.

In line with domestic situation of youth about those who are unemployed dependants lived with their families, because of the weakness of the economy unable to absorb labor that intensifies unemployment (Getachew, 2002).

All in all, poverty is complex in nature and scope and therefore requires multifaceted solutions. According to Mwaniki (2006), there is no single guaranteed strategy or approach to solving the problems associated with poverty.

c) Failure to Find Suitable Job in Urban Economy

As ILO/JASPA (1986: 91) stated that because of employers were found to be unnecessarily raise entry qualifications, the educational system encourage students to gear all their efforts to passing examinations and collecting certificates. Consequently, failure to find a suitable salaried job in line with the formal qualifications acquired leads not only to frustration but also to unwillingness to accept any other kind of employment or work activities. Thus, the

mismatch between aspiration and the type of job actually available in the urban economy helps at least to explain urban unemployment.

d) High Spread of HIV

HIV/AIDS, also, is a major challenge facing Africa's youth. It is affecting their decisions with respect to acquiring human capital. The segment of the population most vulnerable to HIV/AIDS is the most productive segment of the population (ECA, 2002).

Regarding youth exposure to HIV/AIDS in Ethiopia the African Development Bank in 2006 stated that about two million people (15-49 years) are estimated to be exposed to HIV/AIDS. Exposure is higher in urban areas, with rates of 15 percent. Furthermore, the HIV/AIDS pandemic has aggravated poverty in Ethiopia. Currently, an estimated 2.2 million Ethiopians are afflicted with HIV/AIDS with the majority of them women. Besides, the number of individuals with HIV/AIDS in the labor force is 1.4 million (ADB, 2006).

e) High Level of Migration

A large number of people migrate to the cities in search of jobs, thus swelling the number of unemployed youths in urban areas. This exodus of youth people, particularly that of educated and graduated young, to the cities because of such attraction of good salary and employment. In this regard, the World Bank (2004) stated that Ethiopia's urban labor market has been growing at a sustained annual pace rate of 3.5 percent, partly due to migration. As a result, many Ethiopians, especially women, seems prefer to migrate to developed and Arab countries. For instance, according to MOLSA (2003), the majority of those permitted to work overseas are young people. For instance, in 2001, 94 percent of those permitted to work abroad were youths. Likewise in 2002, 89 percent of the employees were under 29 permitted to work especially in the Middle East.

F) Mismatch of Escalation and Required Manpower

According to ADF (1993:18) report of the 20th years of contribution to development in Africa stated that in Ethiopia, earlier manpower assumption had revealed an acute shortage of technicians in various public services through out the country. This shortage has become a

very serious issue particularly in the very rapidly developing electronics industry. On the other hand, a large number of graduates have had limited opportunities for technical level study and would have been underutilized. Therefore, the possible project would be at enhancing the overall efforts to provide training and job opportunities for graduates.

g) Corruption and Embezzlement

In poverty reduction through TVET in Nigeria, Nwagwu (2005) stated the Nigerian situation that corruption is the bane of Nigerian society. Corruption puts the economy in a dangerous state. Money disappears into private accounts thereby making some individuals billionaires while many remain in destitution. As a result, many people are dehumanized. Similarly, in South Africa also corruption and administrative costs in government was rated as the obstacle next to crime and theft in order to establish business as well as the major obstacle to enterprise growth (Lewis, 2002).

Ethiopia regarding corruption, as revealed by ADB (2006), has a relatively strong public sector and the incidence of corruption is remarkably low by Sub-Sahara African standards. However, the rapid pace of the decentralization process in the context of weak capacity has put pressure on existing accountability arrangements.

h) Lack of Socio-economic Environment

Moreover, the existence of physical and institutional infrastructures (roads, telephones, skilled labor or human capital) is an important variable, which affects entrepreneurship in developing countries like Ethiopia. Conversely, the non-existence of these infrastructures and low levels of education are probably the most powerful determinants of the level of unemployment and the type of enterprises (Zewde and Associates, 2002).

2.2 Education for Economic Development and Poverty Alleviation

Education is the means to escape from poverty. Investing in people, if some right provide, is the firmest formation for lasting development (World Bank, 1997). Moreover, according to Ojo and Vincent (2000), education is many things to man, a visa to success, a passport to the

unknown, a catalyst to great heights. Education empowers, emboldens, refines, civilizes, enlightens, enriches and gives confidence to man.

Development in all forms (economic, social and culture) will depend increasingly on knowledge intensive industries and agriculture serves. The theoretical debates and policy decisions concerning development have varied considerably and sometimes stressed technological advancement but at other times have focused on social wellbeing.

Three seaport but interrelated perspectives illustrate the significance of basic learning of development first; it is a basic human need. It also equips people with fundamental knowledge, skills values and attitudes and enhances their capacity to change and their willingness to accept new ideas. Second, education can be seen as a means of meeting other “core basic needs” (such as adequate nutrition, clean drinking water and primary health). Third education also plays a critical role for development by increasing on individual ability to identify with his/her changeling culture and seeks a constructive role in his/her society (UNESCO, 2002).

In one hand, investment in the labor force plays a crucial role economic development. In another, education by itself brings not economic development but it provides a fertile ground without which other development initiatives will not take place.

2.2.1 Education, Employment and Poverty

Illiteracy and lack of education are common in poor countries. Governments of developing countries often cannot afford to provide for good public school, especially in rural areas. Whereas virtually all children in industrialized countries have access to an education, only about 60 percent of children in Sub-Saharan Africa even attend elementary school. Without education most people cannot find income generating work. Poor people also often forego schooling in order to concentrate on making a minimal living. In addition, developing countries tend to have few employment opportunities, especially for women. As a result, people may see little reason to go to school (Corbat, 2004).

Even in developed counties, unemployment rates may be high. When people do not have work, they do not make any money; high unemployment leads to high levels of poverty. Availability of employment also tends to fluctuate, create periods of high joblessness. For

instance in countries such as Japan, South Korea, Singapore, Switzerland, and Luxembourg have managed at times to keep unemployment as low as 2 percent.

In countries with high populations, unemployment levees of only a few percentage points mean that millions of working age people cannot find work and earn an adequate income. Because unemployment figures indicate only the number of people eligible to work who have no job but are seeking employment, such figures are not necessarily an accurate indicator of the number of people living in poverty. Other people may not be able to find enough work or may earn wages too low to support themselves (Corbat, 2004).

2.2.2 Vocational Education as a Tool for Poverty Reduction

Human capital which is by and large, synonymous with human resources development, may be defined as the process of engineering the skills, and capacities of the people in a country with the obvious implication that they will be used to further the process of economic development of the country. Human resource developments considered as a key role for the country's development strategy. Education is also regarded as the most crucial in vestment in human development.

Appropriate policy measures to alleviate poverty can be adopted if the right solutions are chosen and accurate data are obtained to answer these questions: who is poor? What is the extent of poverty? What are the causes of poverty? How can poverty be alleviated? To what extent do incomes of the poor rise with economic growth? There is an ongoing debate about the appropriate method for reducing poverty through education. There are those who believe that these questions cannot be answered by anyone other than the poor himself or herself (Chambers, 1994).

Nevertheless, it only suffices to mention that there is conclusive evidence available to support the proposition that TVET is a sufficient condition for poverty alleviation. However, sufficient evidence exists to support the proposition that vocational education is a necessary condition for sustained poverty alleviation and that poverty alleviation without carrying on employment will be unsustainable.

In Recent years, there is a growing recognition that technical and vocational education and training (TVET) contributes to the economic and social development of individuals with the required skills knowledge and attitudes to enable them to generate their own income to cope up with present and future demands of the society (MOE, 2002; UNESCO, 2001).

In fact, technical education determines the development and socio-economic condition of a nation and there is a greater need for high quality technical education to produce technically skilled manpower for a given country.

All in all, technical education system is used to produce “skillfull human resources” in adequate numbers according to the market needs for the development of the country. Moreover, pool of skillful human resources contributes to form the knowledge society of the country. This will be the foundation stone for the economic growth and reduction of poverty of the country.

2 2.3 Skills Development for Attacking Poverty

Currently skills development can be seen at 3 levels (Jensen, 2002). These are skill training as sub-sector programs support, skills training as a component of sector program support (e.g. Infrastructure) and skills training related to other activities (e.g. capacity building or institutional development). Therefore, from these levels, skills development has multi various objectives. These are poverty reduction, prepare individuals for the world-of work, enhance labor market flexibility and improve socio-economic equity and employment.

For instance, skill development in the former Soviet empire, the close link of TVET to employment meant that there was a direct connection to what the World Bank now regards as the main highway from poverty. Indeed the World Development Report 2005 argues that jobs are the main source of income for people – and the main pathway out of poverty for the poor (World Bank, 2004b: 136)

The Vocational Education system will administratively link to an employment system which is based on professional criteria (Grooting, 1994: 642). Furthermore, there is still a strong sense that the capacities acquired through skills training of skills development are linked to particular livelihoods, occupations and work whether in industry, commerce, agriculture of micro-enterprise.

2.2.4 Objectives and Goals of Technical Vocational Education and Training

To provide relevant and demand-driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment through labor market assessment and by re-orienting and re-focusing the existing TVET system. UNESCO and ILO (2002:10) explain the role and purpose of technical and vocational education in relation to the educational process. Some of the objectives identified by UNESCO and ILO are:

1. Given the immense scientific, technical and socio-economic development
2. Given the necessity for new relationships between education and the world of work
3. It begin with broad base which facilitates articulation with in the education system between school and the world of work;
4. In terms of the needs and aspirations of individuals, technical and vocational education should permit the harmonious development of personality and character, and foster spiritual and human values, the capacity for understanding, and critical thinking.

The over all objective of the national TVET strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people in need of skill development (MOE, 2006).

2.2.5 Definition and Concept of Middle Level TVET

Middle level technical and vocational education and training is concerned with the provision of knowledge skills and attitudes that enable the individuals to fit a specified occupation or vocation.

According to UNESCO (1985:29), middle-level TVET institutes are also expected to create awareness and attitudinal changes in the minds of their graduates that they have been trained not only to become employees but they should also have the readiness and ability to create jobs. Trainings for self-employment have become currently a common motto of developing countries irrespective of its realization.

Ziderman (2003:1) also described briefly that in order to meet the skills needed by the economies, societies and individuals, national training system must be effective, efficient, competitive, flexible and responsive. It is also mean that:-

- Effective: offering meaningful, quality skills development that avoids irrelevant training.
- Efficient: avoid high costs and inefficient provision
- Flexible: technically able in the short term to change the scope and direction of training outputs if necessary
- Competitive: to counter supply driven training tendency.
- Responsive: designed to meet the changing demands and to meet the market and economic needs of the country or locality.

Many underdeveloped countries have regarded middle level TVETs as a major means of strengthening their human resource development that enable them to meet the demand of public and non-public institution (MOE, 2005:16).

2.2.6 TVET Program and Poverty Reduction (PR)

The TVET and PR can be illustrated by analyzing the formal sectors of economies in most developing countries, especially in sub-Saharan African countries. This is because TVET can provide an opportunity to acquire a basic skill and knowledge to an individual who had or had no basic education to join the world of the work: be it in the formal or informal sectors of the economy (Askale, 2005: 21).

Vocational education and training is the old form of acquisition of school-based employable skills. According to Wallenborn (2004), this approach was about dependent employment and resulted in over emphasis of the dual model public-private partnership in the sector. Thus in many countries it only met with weak interest in the part of businesses. This led to a requirement of change in the system. Accordingly, it was argued that the experiences so far with vocational training programs have been only some what satisfactory.

Jensen (2002) in his part stated that it was argued that skills development becomes a much broader concept than vocational education and training because unlike TVET it is influenced by the changing of the world – of –work, which has a top-down and bottom-up influencing factors. The first influencing factors include globalization; technology, causalisation,

informalisation and the latter include poverty, demographics, socio-economic inequity and HIV/AIDS. Therefore, technical and vocational education was understood as a meant to acquire basic skill by which an individual can create means of income for accommodating the basic needs.

For instance, even though, in the Ethiopian Sustainable Development and Poverty Reduction Program, the Ethiopian government has set many sector development programs, like in any other part of the world, due to the social, economic and political changes of the world, the past Ethiopian TVET program needed reform. Realizing this issue the positive role that education has in the development of a society and reducing poverty, the Ethiopian government has adopted a new Education and Training Policy (ETP) in 1994.

Consequently, it has been clearly stated in the ETP that the development of TVET has been given high priority (MOE, 2002). Thus, it emphasizes the need for expanding the Vocational and Technical Training facilities, development of relevant curriculum, improving the standards of trainers and the need for complementary role of private sectors. Therefore, the Ethiopian government undertook an extensive effort at restructuring the TVET program since 1999/00. This is because, according to Askale (2005: 21), in Ethiopia, where the economic sector is not strong enough to absorb the school leavers, shaping the education system towards producing people with technical and vocational skills that can ensure both wage employment and self-employment cannot by any means be a matter of choice. Thus, during ESDP II implementation period (2002/03- 2004/05) many restructuring efforts, such as expansion of training centers and new courses etc, had been done.

Following this, in the planning of ESDP III, of Ethiopian Government the specific target of TVET was designed to address the unemployment. The young people, particularly females as their main problem, identified unemployment. Thus they called for formal education, non-formal education and skills development, including TVET, which is specifically related to employment opportunities. Thus, the government plans that education must provide young people with work- related attitudes and skills, starting with a strong foundation in literacy and numeracy.

Though, taken the above all efforts, the demand and supply of TVET program are not still in equilibrium. The reason is contested and complex. One example could be the big burden of the Ethiopian government to finance TVET (MOE, 2005).

In general, the reduction of unemployment and underemployment is one of Ethiopia's important development goals for reducing persistent and extreme poverty (MOFED, 2002). Thus, the demands for TVET are related to the increased demand for post-primary and secondary education opportunities resulting from the implementation.

2.2.7 Efficiency of Technical Vocational Education and Training

Since technical and vocational education and training provision is more expensive and costly, their outcomes graduates are highly expected to contribute in the transformation process of the economy. Therefore, improving efficiency of education system in general and TVET institute in particular is extremely crucial for successful system.

Efficiency relates the concept of relevance, quality and labor market responsiveness. TVET can only be viewed as relevant if it achieves to equip people (trainees) with the right skills for employment or self-employment. The skills imparted by TVETs should be demanded and help to improve economic productivity. Employment and productivity are important economic and social indicators of efficient TVETs (MOE, 2003: 22).

Getachew (1999: 82) states that external efficiency of the school system shows that the number of its graduates that are able to get employment in the existing labor market. The cause-effect relationship between the performance of education sector and the growth of the economy is bidirectional. They complement each other in the same direction.

According to the belief of Baum and Tolbert (1985: 130), "Economic growth plays a greater role in creating employment opportunities than training does." Moreover, full-time pre-employment vocational training should be flexible and provide occupational skills that can be applied in a variety of work situations. The training program should provide vocational and technical knowledge that will serve the trainees as preparation and foundation for the future on the job training together with theoretical knowledge that is appropriate to the vocation and that can be provided in the classroom/workshop.

If TVETs are to be efficient, quality training will be vital, involvement of relevant stakeholders will also be crucial, but the parallel growth of the economy to absorb the graduates and the ability of households to afford to use the produced goods (articles) and services supplied by the graduates will strongly determine the wholesale effort of the program. Therefore, TVET institute trainers should necessarily possess both academic and technical background. Besides, participation of employing organizations in the development and planning of the curricula can enhance the likelihood that TVETs will produce employable graduates.

2.2.8 Major Factors of TVETs to be Efficient or Inefficient

Different authorities argue differently about the major determinant factors of TVETs either externally to be efficient or inefficient. Nevertheless, many professionals indicated that external efficiency of TVETs is dominantly affected by organizational and environmental or external factors.

Accordingly, appropriate manpower planning, curriculum development, qualified trainers, vocational counseling and well equipped workshops and facilities are among the organizational factors (Psachropoulos, 1987:325), whereas, level of economic development, apprenticeship training, market orientation and employment opportunities are categorized as external environmental factors.

In Ethiopia, generally speaking, much has been done to increase the efficiency of the TVET sub-sector. One of the major undertakings was the Technical and Vocational Education and Training Proclamation which was issued in March 2004 to give proper guidance to the system. Accordingly, guidelines have been prepared on the procedures of per-accreditation /accreditation, internship, certification board and council establishment, standard management and human resource organization, vocational guidance and counseling, facilities maintenance, cost-sharing occupational standard development hand book and production (service centers organization and implementation. According to the proclamation quality assurance measures are also supported by trade testing for skills acquired through formal and non-formal training.

2.2.9 Historical Development of TVET

Vocational education in its informal form come in to being when man started work to satisfy his/her basic needs (food, cloth, and shelter).historically work was the true site of vocational training.

In this regard, the primitive society used the digging sticks, stones, bones and fire to clear the vegetation for hunting and gathering their food. During this period, the process of learning was simple imitation of skills and knowledge passed from mother to daughter and father to son continually and verbally (Hussen, 1995).

Gradually, people learned to use fire to cook and melt metals to produce tools .consequently, these skills necessitated division of labor and sedentary life that made people work a smith, carpenters, weavers, etc. These ancient crafts men of the middle age added much to the civilization of the man kind, and these arts and technical skills made the life of the people more comfortable and easy. At that time, the home was served as the production center or craftsmen's shop and the place for living while apprenticeship was the means of providing training (UNESCO, 1998).

Technical training in the modern sense in eighteenth century in order to produce the skilled human power required by the newly established factories at the period TVET was seen as an opportunity for self help and self improvement by workers who come to work in the factories leaving the peasantry life. In the early nineteenth century, due to the invention of printing machine, libraries and book clubs were highly expanded. Printed materials enabled the society to gain important knowledge and skills required (Maginn, 2002).

In the twentieth century, technical schools were expanded and post school training were arranged to have strong link with industries (Hussen, 1995) in this period, moreover, the night classes were expanded and enabled the workers to improve their skills when they were out of work. This period was the period when there was great pressure to expand TVET to satisfy the needs for the labor market and when the industrialized countries understood that the qualified manpower has more decisive importance than any other production factors (FMECG, 1992 and Maginn, 2002)

The twenty first century is the era of information and communication on hand, and of knowledge and skill on the other hand where computer and other recent technologies do not only provide of new products for the market but also the way the work is carried out. (Teklehaymanot, 2002 and Hussen, 1995).

Now a days, the development of the world economy and society is influenced and accelerated mainly by three factors they are, demography, the world wide interdependence (globalization) and scientific and technological progress. This dynamism of technology and the world wide globalization put TVET on the top of the development agenda of the countries in order to produce well-trained and qualified man power in the shortest possible period of time to cope up with the changing situation and to compare in the world market (Delors, 1998).

As man invented tools weapons, clothing, shelters and language, the need for training became on essential ingredient in the march of civilizations. It is generally thought that man began a massing knowledge at the beginning of the Stone Age. As archeological excavations continue to unearthly clay or brick tablets on which is inscribed information about the life of people living six thousand or more years ago. The place of trading and learning in the skyrocketing development of knowledge and civilization has become dramatically event. The Sumerian palace at Kish, in Mesopotamian built in 3500 B.C exemplifies the ancient use of brick and the bible tells as that the tower of Babel was also built of brick (Craig, 1976).

This factor shows that knowledge of handicraft and other skills has a long history. In the early period of civilization, this knowledge developed an apprenticeship system where by an experienced person passed these skills to the next generation.

In Africa the first attempt to introduce technical education were made by missionaries. According to (Minale, 1993), colonial education commission stated the importance of proposed the expansion of practical (vocational) education for the native people. However, all these did not materialize to expected results due to shortage in education budget, lack of teachers as well as African indifference towards the manual arts. This indifference came after they understood that learning the “craft skills” would place them in on inferior position relative to those who had received academic training.

Although formal technical education and vocational training has recent experience in Ethiopian like other developing nations, the aspiration for modern technology goes back to the very dawn of its history. The country's prehistoric rock paintings and caving, as well as the wonders of ancient Axum, with its beautifully constructed palaces and remarkable stele or obelisk, and its fine coffins struck for many centuries in gold and silver and bronze indicates its long in skills of handicrafts (Pankhrst, 1992: 251 in Minale, 1993).

According to Molla (2001), the demand of emperor Theodros II for foreign artisans to innovation purpose particularly in the military field and the establishment of Gafat (at Debre tabor) foundry show the keen interest of the king for modern technology to the nation through it was aborted shortly.

2.2.10 Country Experience

2.2.10.1 TVET and PR in Some Selected African Countries

2.2.10.1.1 Formal Post-Basic TVET Delivery Context in Ghana

In Ghana, education and training are seen as crucial variables in the employment nexus between growths and poverty. Working might be the clearest pathway out of poverty for the poor, but the type of work that people have is critical.

Government of Ghana policy with regards to poverty reduction notes that, within the framework of economic growth, macro-economic stability, democracy and good governance, human capital development and gainful employment play key roles in the overall growth and poverty reduction strategy.

Overall, by the government of Ghana, that skills acquired through TVET can be used to get jobs or create employment opportunities in enterprises, which provides an income, and hence reduces poverty and stimulates economic growth (Palmer, 2005).

Contrary to this, in Ethiopia, the maximum number of program areas and the maximum number of trainees enrolled have not been taken as parameter for better TVET performance. This is particularly true in Addis Ababa City TVET program.

Ethiopia can gain lessons that TVET training in Ghana is consecutive or sequential starting from primary up to tertiary level training in order to create employment and alleviate poverty.

In this regard, the apprenticeship program led by the industrial sector is another important experience of Ghana for Ethiopia so as to realize the ambition of matching the training program to the demand of the labor market.

All in all, in Ghana, as in other developing countries, a decent work environment is practiced for education and training outcomes use to transform into poverty reducing employment outcomes.

2.2.10.1.2 Recent Trends of TVET in Ethiopia

Technical and Vocational Education and Training (TVET) was the most neglected area in the history of the Ethiopian Education System. However, since 2000/01 a massive expansion of this sub-sector has been operational. The strategic thinking behind the expansion of the TVET sub-sector is to meet the middle the middle-level human power demand of the industry, service sector and commercial agriculture, which have become very essential to the overall development of the country. TVET is an instrument for producing technicians equipped with practical knowledge, who unlike in the past would be job creators rather than expecting jobs to be provided by the government.

- ✓ The objective is to provide quality education and training in the TVET sub-sector. To this end, the curriculum was revised, skill upgrading training was given to TEVT teachers and expatriate teachers were employed to overcome the shortage of teachers. In order to provide diversified training and education to the trainees, field of specializations have now reached to 25 government and 16 non-government institutions. In collaboration with private sector and government enterprises, apprenticeship program was also introduced to develop the skill of the trainees before their deployment to the world of work (ESDP III, 2005).

a) The Current Progress of Technical and Vocational Education in Ethiopia

Development of the TVET sub sector of education in Ethiopia is still in its infancy. It remained a neglected sub-sector of education until recently. International Comparative Data show that in 1994, the proportion of TVET to academic students at the second level of

education in Ethiopia was nine times less than that of the sub-Saharan Africa as a whole. When compared to Europe, this proportion was 36 times less for Ethiopia.

Currently, both public and non-public agencies provide short and long-term technical and vocational training, using formal and non-formal approaches. First, there are higher education institutions, which train top-level professional and technical personnel. Second, a number of technical and vocational training schools, institutes, and colleges train personnel at the middle and lower occupational levels. Third, training centers attached to public and parastatal agencies provide training to meet primarily their own internal manpower needs. Fourth, informal on-the job apprentice training takes place in non-farming occupations at workplaces.

Nevertheless, the quality of training, according to Askale (2005), remained poor due to: the limited founding; lack of appropriate and adequate equipment and facilities; insufficient number of qualified instructors; inflexible and outdated occupational standards; lack of adequate functional relationship between training centers and the real world of work; lack of stakeholders' participation in curriculum design and implementation; and inefficient management.

Recognizing the importance of developing sufficient supply of skilled and productive manpower for the economic development, the Education and Training policy and the Education Sector Strategy assign high priority for the development of technical and vocational education and training programs in the country (ESDP II, 2002).

The economic policy and strategy of the country requires technical and professional skills in broad and specific occupational fields. It is with this intention that the Government of Ethiopia has put in place a comprehensive capacity building development program aimed at strengthening its human resource potential through TVET.

However, the present situation reveals the fact that most TVET graduates do not meet the expectations of the service and production sectors. This is mainly due to three major reasons:

- TVET concentrates on institutions-based training which favors theoretical instruction. Initial training is still input-oriented and follows curricular requirements instead of workplace and labor market requirements.
- Further training and continuous upgrading for the existing workforce are only partially in place. A meaningful structure for steady adaptation to workforce demand and life-long learning is still missing.
- Ongoing formal and informal non-public and private company-based training is closer to people and to the world of work. All these different training approaches are not yet part of the over-all training system thus excluding large majority of trainees, job seekers (creators) and working people. Thus, their skills, knowledge and experience are not sufficiently acknowledged, developed and utilized.

All in all, based on the government economic and social development strategy program, new training programs are identified and occupational standards were prepared for 50 priority trades.

b) The Importance of TVET for Poverty Reduction in Ethiopia

Ethiopia needs skilled manpower for rapid development and growth. It is a clear fact that the presence of poverty trained and skilled manpower is one of the most important assets and prerequisites of social and economic development. Moreover, technical and vocational training program are critical in the development of a sustainable manpower resource in order to supply the skilled workforce for the production and service section of the economy as well as an expansion of opportunity for self-employment.

Though, the introduction of technical and vocational training the Ethiopian education system dated back to more than 50 years the development of the sub sector was slow and not to the desired level and quality. In this regard, the new education and training policy gives special attention to TVET by providing broad and multi level foundations that trainees are encouraged through entrepreneur education to create job for themselves (UNESCO, 2002).

CHAPTER THREE

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the analysis and interpretation of the data gathered from the sample respondents. Relevant data and information collected through three categories of questionnaires and one interview are presented and analyzed.

Of the three categories of questionnaires, the first category was employed to TVET official respondents who are in charge of the training colleges and institutions. The second category was used to gather information from employer organizations, the third category was employed to TVET graduate respondents, and finally the interview held with organizations that were working with TVET graduates such as the Housing Development Project and Micro and Small Enterprise Development Agency.

Out of the total of 360 questionnaires distributed, 289(80.05 %) were filled and returned. Accordingly, responses of 2 TVET Colleges, 2 TVET institutions, 54 TVET officials, 192 TVET graduates, 43 TVET graduate employers and 2 organizations working with TVET graduates were presented and analyzed using tables and statistical tools by using the latest SPSS Version 15.0 for Windows. Hence, based on the responses obtained from the sample respondents, frequency, percentage and t-test were employed. Analysis and interpretation were made based on the basic questions raised in chapter one of the study.

3.1 Characteristics of the Respondents

This section is concerned with the description of the personal backgrounds of the sample respondents. It provides data on sex distribution, age structure, and educational level.

TABLE 2: TVET Officials, TVET Graduate and TVET Graduate Employer Respondents by Sex and Age

No.	Items	TVET officials		TVET Graduates		TVET graduate employers	
		No	%	No	%	No	%
1	Sex						
	A. Male	36	66.7	102	53.1	25	58.1
	B. Female	18	33.3	90	46.9	18	41.9
	Total	54	100.0	192	100.0	43	100.0
2	Age						
	A. Below 20	-	-	28	14.6	-	-
	B. Between 21 to 30	7	13.0	163	84.9	9	20.9
	C. Between 31 to 40	20	37.0	1	.5	10	23.3
	D. Above 41	27	50.0			24	55.8
	Total	54	100.0	192	100.0	43	100.0
3	Educational Level						
	A. Masters	6	11.1	-	-	-	-
	B. Bachelor	33	61.1	-	-	-	-
	C. Diploma + In-service	13	24.1	-	-	-	-
	D. Diploma	2	3.7	-	-	-	-
	E. 10+3	-	-	44	22.9	-	-
	F. 10+2	-	-	142	74.0	-	-
	G. 10+1	-	-	6	3.1	-	-
Total	54	100.0	192	100.0	-	-	

As indicated on item 1 of Table 2, the proportion of female TVET officials, TVET graduates and TVET graduate employers were 18(33.3%), 90(46.9%) and 18(41.9%) respectively. On the other hand, 36(66.7%) from TVET officials, 102(53.1%) from TVET graduates and 25(58.1%) from TVET graduate employers were found to be males. Thus, the responses of the subject in this study have represented predominantly males' idea. This may have an effect on larger number of female TVET graduates to be inspired in to the program by their role models.

As can be seen on item 2 of the same Table, more than 27(50.0%) of the TVET officials are aged 41 and above, whereas 163(84.9%) of TVET graduates are below 30 and 24(55.8%) of TVET graduate employers are above 41. From the table one can understand that most of the TVET graduate respondents, since they are found in the youth age group, it is possible to deduce that the majority of TVET graduates are young.

Item 3 of Table 2 indicates about the qualification of TVET officials that the majority 33(61.1%) of the TVET officials were Bachelor degree holders, 13(24.1%) were diploma plus in-service qualification, 6(11.1%) were Masters Degree holders and 2(3.7%) were found being diploma holders. Regarding the educational level of TVET graduates, 142(74.0%) were 10+2, 44 (22.9%) were 10+3 and 6(3.1%) of TVET graduates were 10+1 level. From the table it can be easily understood that most of the TVET graduate respondents educational level was 10+2.

3.2 Vocational Background of TVET Graduates

TABLE 3: Status of Employment of TVET Graduates

No.	Items	TVET Graduates	
		No.	%
1	Are you currently employed?		
	A. Yes	111	57.8
	B. No	81	42.2
	Total	192	100.0
2	If yes, what is your present employment status?		
	A. Wage employed	87	45.3
	B. Self employed	16	8.3
	C. Work in your family's organization	8	4.2
	Total	111	100.0
3	If you are employed, what is your monthly income in Birr?		
	A. Below 250	23	20.7
	B. Between 251-500	60	54.1
	C. Between 501-1000	22	19.8
	D. Between 1001-1500	4	3.6
	E. 1501 and above	2	1.8
Total	111	100.0	

As far as the employment opportunity of the TVET graduates is concerned, item 1 of Table 3 indicates that majority of respondents, that is 111(57.8%) were employed, while 81 (42.2%) of the respondents were not employed. In connection to this, on item 2 of the same Table, respondents were also asked to specify whether they were wage, self or family organization employees. Accordingly, most of respondents that is 87(45.3%) replied that they were wage employed. From this finding it is safe to conclude that most of the sample respondents were employed. This result is contrary to Beyhum's (1999:26) finding, which

stated in the review of literature that the experience of vocational institutions in preparing students for job market is not promising.

Similarly, as depicted on item 2 of Table 3, respondents were also asked to specify their regular income. To this end, 60(54.1%) of the respondents were earning between 251 and 500 Birr, 22(19.8%) were earning between 501 and 1000 Birr and the remaining 6(5.4%) earning greater than 1000 Birr per month. Nevertheless, 23(20.7%) of the respondents were earning below 250 Birr per month. This implies that the monthly income of the majority respondents was between Birr 251 and 500, which is very small amount when it is compared with the minimum standard income of poverty line, which is \$1.00/day. This finding is consistent with Corbat (2004) which he stated that in developing countries people lived on less than \$1 a day.

TABLE 4: Vocational Background and Similarity of the Training

No.	Items	TVET Graduates	
		No.	%
1	Is your job similar or different from the area which you have been trained for?		
	A. Yes, it is similar	160	83.3
	B. No, it is different	32	16.7
	Total	192	100.0
2	Was your training appropriate to carry out your present job?		
	A. Yes	165	85.9
	B. No	27	14.1
	Total	192	100.0
3	Do you need further training to fulfill your current job?		
	A Yes	154	80.2
	B No	38	19.8
	Total	192	100.0

As can be observed on item 1 of Table 4, only 32(16.7%) of the respondents provided their responses that their current job was not similar with their field of studies. Contradicting to this, 160(83.3%) TVET graduate respondents responded that their present job was completely the same and similar to the training areas that they are trained for.

On the other hand, 160(85.9%) of TVET graduate respondents answered that they were trained with appropriate skills to carryout their present job. However, only 27(14.1%) of 192

TVET graduate respondents confirmed that they were trained with inappropriate skills to carryout their present job.

Similarly, as depicted on item 3 of the Table 4, respondents were also asked to specify whether they are currently need further training to attain vital skills and knowledge to fulfill their present job. Accordingly, the majority that is 154(80.2%) of the respondents were replied that they need further training. This finding is consistent with Jensen (2002) which reads that “TVET was understood as a means to acquire basic skill by which an individual can create means of income for accommodating the basic needs”.

TABLE 5 : Preference of Respondents Regarding TVET Programs

No.	Items	TVET Graduates	
		No.	%
1	Why did you prefer to join the TVET program?		
	A Because I have interest	53	27.6
	B. Because I don't have other opportunity	89	46.4
	C. Because the program has employment opportunity	31	16.1
	D. Others	19	9.9
	Total	192	100.0
2	Were you trained in the TVET of your choice?		
	A. Yes	135	70.3
	B. No	57	29.7
	Total	192	100.0
3	Who advised you to choose your training area?		
	A. Vocational counselor advice	14	7.3
	B. Parents' advice	78	40.6
	C. Friends' advice	37	19.3
	D. Teachers' advice	2	1.0
	E. Based on media information	25	13.0
	F. Other	36	18.8
	Total	192	100.0
4	What was the information you got from these sources?		
	A. TVET training programs have current employment opportunity	56	29.2
	B. TVET training gives you high prestige	24	12.5
	C. TVET has good job opportunity.	81	42.2
	D. TVET will have future employment opportunity	27	14.1
	E. Other	4	2.1
	Total	192	100.0

Regarding the main reasons for engagement in to the TVET program, as shown on item 1 of Table 5, most of the respondents that is 89(46.4%) replied that they did not have other opportunity. Similarly, 53(27.6%) of respondents mentioned that they were engaged in the program because of their interest, and 31(16.1%) of the respondents stated that because the program has employment opportunity. The remaining around 19(9.9%) of the TVET graduates pointed out that because of different reasons they joined the program.

In item 2 of the same Table a question was raised to know whether they trained according to their choice. To this end, 135(70.3%) of respondents stated that they were trained according to their choice, whereas the rest 57(29.7%) replied that they were not trained according to their choice. This shows that most of them were trained by their choice.

Regarding the source of advising for TVET graduates before they engaged themselves in to TVET program, as illustrated in Table 5 of item 3, respondents were asked to indicate the source. To this end, 78(40.6%) of TVET graduates portrayed that they got advice from parents advice. Moreover, 37(19.3%) of TVET graduates replied that they got advice from their friends. Whereas, the remaining 77(40.1%) of the TVET graduates answered that they got the motivation from different and other sources.

In connection to item 3 of the above Table, item 4 was asked to know what kinds of information were obtained from their sources (advisors). In this regard, 81(42.2%) of the respondents replied that “TVET has good job opportunity” was their prime information. Moreover, 56(29.2%) of the respondents replied that TVET training program have current employment opportunity. In addition, 27(14.1%) of the respondents replied TVET will have future employment opportunity, and 24(12.5%) of them stated the training give high prestige and respect. The remaining 4(2.1%) of the respondents replied that it is for other reason. From this finding, one can understand that the TVET training program has good job opportunity. Moreover, this finding is consistent with Askale (2005: 21). As she stated, it that “TVET can provide an opportunity to acquire a basic skill and knowledge to an individual who had or had no basic education to join the world of the work whether be it in the formal or informal sectors of the economy”.

TABLE 6: The Status of Employment and Performance of TVET Graduates

		TVET graduate employers	
		No.	%
1	Have you ever been employed TVET graduates?		
	A. Yes	33	76.7
	B. No	10	23.3
	Total	43	100.0
2	If 'yes' for item No.1, what is the proportion of TVET graduates with non-TVET graduates in your organization employed?		
	A. 5% to 10%	30	90.8
	B. 11% to 20%	2	6.1
	C. More than 20%	1	3.1
	Total	33	100.0
3	If 'yes' for item No.1, are you satisfied with their performance?		
	A. Yes	9	27.2
	B. No	8	24.2
	C. Not evaluated	16	48.6
	TOTAL	33	100.0
4	Rate the qualification of TVET graduates' skills in relation to what they are expected to perform.		
	A. High	8	18.6
	B. Moderate	25	58.1
	C. Low	8	18.6
	D. Very low	2	4.7
	TOTAL	43	100.0

As far as the performance and employment condition of TVET graduates is concerned, the employer organizations of TVET graduates were asked to know whether or not their organization employed TVET graduates. Accordingly, as depicted on item 1 of Table 6, 33(76.7%) of the respondents replied that they employed TVET graduates. Contrary to this, the rest 10(23.3%) stated that they did not employ TVET graduates. This finding is positively support the suggestion of ILO/JASPA (1986:91) which stated that because of employers were found unnecessarily raising entry qualifications, the educational system encourage students to gear all their efforts to passing examinations and collecting certificates. Consequently, failure to find a suitable salaried job in line with the formal qualifications acquired leads not only to frustration but also to unwillingness to accept any other kind of employment or work activities.

In connection to this, these organizations were also asked to assess the proportion of employed TVET and non-TVET graduates. Following this, as depicted on item 2 of Table 6, 31(72.1%) of the respondents estimated that the proportion of employed TVET graduates was 5% to 10%. Moreover, 6(14.0%) respondents stated that the proportion was 11% to 20%, and the rest 6(14.0%) respondents replied that it was more than 21%.

Similarly, as shown on item 3 of the same Table, the respondents were also asked their satisfaction regarding the performance of TVET graduates. To this end, 9(27.2%) stated that they are satisfied by TVET graduates performance. Contrary to this, 8(24.2%) stated that they are not satisfied by TVET graduates performance, whereas 16(48.6%) replied that they did not evaluate the performance of TVET graduates.

Item 4 of Table 6 deals with the qualification of TVET graduates. In this respect, the majority of respondents indicate that 25(58.1%) stated that their qualification was moderate and 8(18.6%) stated that their qualification was found to be high. However, the remaining 10(23.3%) of the respondents replied that their qualification was found being low.

From the above table one can understand that the proportions of TVET graduates employment are very small when it is compared to that of non-TVET graduates. Furthermore, their performance was moderate. Therefore, as clearly stated by Grooting (1994: 642), the vocational education system was administratively linked to an employment system, which is based on professional criteria.

TABLE 7: Efficiency of TVET Institutions

No.	Items	TVET Officials (N=54)		TVET Graduates (N=192)		t-calculated	p-value
		Mean	SD	Mean	SD		
a	Academic staff	2.67	1.33	2.66	1.23	0.02	0.978
b	Management staff	2.50	1.06	3.48	1.30	5.08**	0.000
c	Physical facilities	2.83	1.09	2.72	1.36	0.54	0.588
d	Teaching materials	2.69	1.14	3.14	1.55	1.97**	0.049
e	Role of TVET in poverty reduction	3.76	0.79	3.81	0.89	8.72	0.600
f	TVET for better life	3.63	0.70	3.77	0.88	4.89	0.760

(** Significant at $\alpha = 0.05$)

*Options = 1) Disagree 2) Somewhat Disagree 3) Somewhat Agree 4) Agree 5) Strongly Agree

As can be seen on Table 7, the results of t-test on the efficiency of TVET institutions shows that there was no statistically significant difference between the TVET officials and TVET graduates at an alpha 0.05 for items of a, c, e and f. This indicates that there was no different perception on the efficiency of TVET institutions between the respondents. However, for the remaining items of b and d there was statistically significant difference between the TVET officials and TVET graduates at an alpha 0.05. Furthermore, when this difference was examined, each mean value of items b and d, were greater in the TVET graduates than in the TVET officials.

Therefore, from the aforementioned discussion, the two groups (TVET officials and graduates) have only some significant degree of correlation in their evaluation of the efficiency of TVET institutions. Hence, it is safe to conclude that TVET institutions are found under-efficiency.

TABLE 8: The Interest of Students Towards TVET Program

No.	Items	TVET officials	
		Frequency	%
1	How interested are your students to attend the training program?		
	a. High	17	31.5
	b. Average	33	61.1
	c. Low	4	7.4
	Total	54	100.0
2	Does the number of enrollment increase from year to year?		
	a. Increased	24	44.4
	b. Decreased	22	40.7
	c. No change	8	14.8
	Total	54	100.0
3	Does the institution collect information about the training area needed in the market?		
	a. Yes	21	38.9
	b. No	33	61.1
	Total	54	100.0

Regarding the interest of TVET graduates in order to attend in to the training program, as illustrated on Table 8 of item 1, TVET official respondents were asked to indicate the level of their trainees' interest to the program. To this end, 33(61.1%) TVET officials replied that their trainees have got average interest to the program and 17(31.5%) respondents also

replied that their trainees were highly interested in the program. However, the remaining 4(7.4%) stated that their trainees have low interest in the program.

Moreover, as depicted on item 2 of Table 8, respondents were asked to indicate the level of enrolment every year. Accordingly, 24(44.4%) of the respondents estimated that it was increased every year. Contrary to this, 22(40.7%) of the respondents stated that it was decreasing. The remaining 8(14.8%) of the respondents stated that there was no change in enrolment every year.

Item 3 of the Table 8 deals with collection of information about the training area demand in the market. In this respect, the majority that is 33(61.1%) respondents replied that their institution did not collect information about the training area needed in the market. Contrary to this, 21(38.9%) of the respondents stated that their institution did collect information about the training area needed in the market. From this finding, it is safe to conclude that the institutions did not carry out their responsibilities appropriately. Furthermore, the result is completely contrary to the explanation provided by ILO (2004:10). It states that TVET should begin with broad base, which facilitates articulation within the education system between school and the world of work.

TABLE 9: Selection of Fields of Study

No.	Items	TVET officials	
		No.	%
1	Do trainees have opportunity to select the field of their interest?		
	A. Yes	14	28.0
	B. No	36	72.0
	Total	50	100.0
2	Who advice students to choose their field of study?		
	A. School counselors	9	16.7
	B. Teachers	4	7.4
	C. Friends	14	25.9
	C. Parents	27	50.0
	Total	54	100.0

TVET institute trainers should necessarily possess both academic and technical background. Besides this, participation of employing organizations in the development and planning of the curricula and to enhance the likelihood that TVET produce employable graduates.

Regarding the selection of field of study in their institutions, TVET officials were asked to state their practice. To this end, the majority 36 (72.0%) of the respondents replied that trainees did not have a chance to select their own field of interest. Contrary to this, 14 (25.9%) of the respondents replied that trainees have a chance to select their own field of interest. As stated by ILO/JASPA (1986:91) that the mismatch between aspiration and the type of job actually available in the urban economy helps at least to explain urban unemployment.

Similarly, in order to assess the role of advisors to the students while they were trying to select their field, as illustrated on item 2 of the same Table, respondents replied that they were advised by parents which accounted for 27(50.0%) followed by the advise of friends (25.9%) and school counselors (16.7%). The remaining 4(7.4%) of the respondents stated that teachers advise them to choose their field.

From the above table one can understand that students are obliged to choose fields which are not their interest. Moreover, school counselors' contribution to the selection of field was very minimum. However, parents are found to be more participants in their kids' selection of field of study.

TABLE 10: Employment Opportunity and Reasons for Unemployment

No.	Items	TVET Graduates	
		No.	%
1	How do you rate the level of employment opportunities of yearly graduates?		
	A. 10% and below	119	57.3
	B. 11% - 25%	49	25.5
	C. 26% – 50%	24	12.5
	D. 51% -75%	7	3.6
	E. Above 75%	2	1.0
	TOTAL	192	100.0
2	What is / are the major reason(s) for not getting a job?		
	A. Lack of skill and knowledge	4	2.1
	B. Lack interests to be self-employed other than in Government organizations.	44	22.9
	C. Lack of confidence of employers about skill and knowledge of graduates	56	29.2
	D. Weak economic performance and absence of employers	46	24.0
	E. Other	42	21.9
	TOTAL	192	100.0
3	For how long did you wait to start your first job after graduation?		
	A. Immediately after graduation	73	38.0
	B. Within one year	98	51.0
	C. Two years	12	6.3
	D. Three years	6	3.1
	E. More than three years	3	1.6
	Total	192	100.0

As indicated on item 1 of Table 10, of the total respondents those who estimated the rate 10% and below the level of employment opportunity for TVET graduates accounted for 119(57.3%) of the total respondents followed by those who estimated the rate between 11% to 25% and 26% to 50% accounted for 49(25.5%) and 24(12.5%) respectively. The remaining that is 9(4.6%) respondents estimated above 51%. The problem lies in the poor quality of the vocational training and the mismatch between what is in the curriculum and what employers require as well as the absence of linkage with potential employers.

Regarding the reason for not getting job, as shown on item 2 of Table 10, the majority of respondents that is 56(29.2%) of the respondents mentioned that it was due to lack of confidence of employers about skill and knowledge of graduates. Moreover, 46(24.0%) of the respondents stated that it was because of weak economic performance and absence of employers. Furthermore, 44 (22.9%) of the respondents replied that because of lack of interest towards self-employment and expecting to be government employee. The remaining 42(21.9%) and 4(2.1%) of the respondents replied other reasons and due to lack of skill and knowledge respectively.

Item 3 of Table 10 deals with the duration to start a first job after graduation. In this respect, of the total respondents those who were getting a job within one year accounted for 98(51%) followed by immediately after graduation 73(38.0%), and with in two years 12(6.3%). The remaining, that is 3(1.6%) respondents waited for more than three years. Therefore, as the finding clearly depicts that most of graduates are employed with in one year.

TABLE 11: Major Activities in TVET Institutions

No.	Items	TVET Officials (N=54)		TVET Graduates (N=192)		t-calculated	p-value
		Mean	SD	Mean	SD		
a	Giving Information about job placement	1.61	0.59	1.21	0.43	5.53**	0.000
b	Advice students to choose their field of study	1.31	0.54	1.22	0.45	1.32	0.188
c	Follow up activity in training process	1.93	0.61	1.55	0.59	4.11**	0.000
d	Conduct tracer study	1.46	0.53	1.20	0.45	3.56**	0.000
e	Flexibility of the training area according the economic demand	1.50	0.57	1.44	0.56	0.65	0.514
f	Conduct training need assessment	1.74	0.52	1.52	0.63	2.34**	0.020
g	Gather labor market information	1.46	0.63	1.30	0.81	1.76	0.080
h	Give quality training demanded by the market	1.63	0.65	1.49	0.22	1.44	0.150

(** Significant at $\alpha = 0.05$)

*Options = 1) Inadequate

2) Adequate

3) Excellent

The results of t-test on the activities of TVET institutions, as depicted on Table 11, shows that there was no statistically significant difference between the TVET officials and TVET graduates at an alpha level 0.05 for items of b, e, g and h. This indicates that there was no different perception on the activities of TVET institutions between the respondents.

However, for the remaining items of a, c, d and f there was statistically significant difference between the TVET officials and TVET graduates at an alpha less than 0.05 level. Furthermore, when this difference was examined, even though there was a difference perception between the two respondents for the items, each mean value of items a, c, d and f were less than average in both respondents of TVET officials and TVET graduates. This indicates that there were not as much activities in the sampled TVET institutions.

Therefore, from the aforementioned discussion, the two groups (TVET officials and graduates) have some degree of correlation in their evaluation of the activities of TVET institutions. Thus, the major activities done by TVET institutions were found under adequacy.

TABLE 12: Vocational Guidance and Counseling

No.	Items	TVET Graduates	
		No.	%
1	Does the institute have a vocational counselor?		
	A. Yes	59	30.7
	B. No	133	69.3
	Total	192	100.0
2	If yes, what were the major activities of the vocational counselor?		
	A. Given advice for the trainee in selection of training area	17	8.9
	B. Give orientation for new entrance student	22	11.5
	C. Give TVET orientation for 9 and 10 grade students	3	1.6
	D. Facilitate graduate placement	3	1.6
	E. Give training in any training area/ subject	8	4.2
	F. Work on the institute management activities	6	3.1
	Total	59	100.0
3	Did your institute provide vocational orientation for trainees on occupational fields and further employment opportunities?		
	A. Yes	67	34.9
	B. No	125	65.1
	Total	192	100.0

As can be observed on item 1 of Table 12, only 59(30.7%) of the respondents provided their responses that their institution had a vocational counselor. Contradictory to this, 133(69.3%) of the TVET graduate respondents responded that their institution had not a vocational counselor. From the finding it is safe to infer that majority of the sample respondents did not get proper guidance and counseling service which helps them to their future employment and job creation. Furthermore, as Ziderman (2003:1) also described briefly that in order to

meet the skills needed by the economies, societies and individuals, national training system must be effective, efficient, competitive, flexible and responsive.

In connection to the above issue, as shown on item 2 of Table 12, respondents were also asked to specify what were the major activities of the vocational counselor in their institution. To this end, 22(11.5%) of the respondents stated that the counselor gave orientations for new entrants. Moreover, 17(8.9%) of them replied that the counselor gave advice for trainees in selection of their training areas. Furthermore, 8(4.2%) and 6(3.1%) of the respondents replied that the counselor gave training in any subject area and work in management activities in the institution respectively. This finding implies that the activity of the vocational counselor in the training institutes does not well specified or known.

Regarding orientation of vocational fields for further employment, as illustrated on item 3 of the same Table, respondents were asked whether their institution provides for them an orientation. Accordingly, only 67(34.9%) of the respondents replied that their institution provide orientation. Contrary to this, 125(65.1%) of the respondents revealed that their institution did not provide orientation. It is possible to mention that the future career of the trainees seems that it will face problems in finding jobs. This practice could aggravate poverty, as described by Thin (2004: 4), since many people not currently understood as 'poor' are vulnerable and may become poor in the future unless effective preventive measures are taken.

TABLE 13: Labor Market Demand and Supply

No.	Items	TVET officials	
		No.	%
1	Do you think that the TVET graduates meet the labor market demand of the country?		
	A. Yes	39	72.2
	B. No	15	27.8
	Total	54	100.0
2	Is there a match between the labor demand and supply of trained manpower?		
	A. Yes	8	14.8
	B. No	29	53.7
	C. I don't know	17	31.5
	Total	54	100.0
3	If your answer for item No. 2 is "No" what is/are the major reason(s) for the mismatch?		
	A. Graduates lack of work experience	7	13.0
	B. Graduates lack the skill required in the market	9	16.7
	C. Graduates lack of capital for self-employment	6	11.1
	D. The discouraging local market conditions	3	5.6
	E. Insufficient skills and knowledge of graduates	9	16.7
	F. Other	3	5.6
	G. A and B	6	11.1
	H. A and C	2	3.7
	I. B and C	1	1.9
Total	46	100	

One of the factors that determines the employability of graduates is when the labor market demand meets the supply. In this regard, as described on item 1 of Table 13, TVET official respondents were asked to assess the labor market demand. Accordingly, the majority that is 39(72.2%) of the respondents affirmed that TVET graduates meet the demand of the labor market. However, the remaining 15(27.8%) of the respondents replied that graduates did not meet the demand of the labor market. Therefore, according to Brewer (2004), TVET should also include such things as needs-based assessment; coordination, cooperation and commitment; labor market and social support services.

TVETs can be seen as a major means of strengthening their human resource development as well as enable them to meet the demand of public and non-public institution (MOE 2005:16). In this consideration, the study was assessed whether the labor market demand matches the supply or not.

To this end, as depicted on item 2 of the Table 13, the majority that is 29(53.7%) of the respondents stated that the labor market demand were not matches the supply. Moreover, 17(31.5%) of the respondents replied that they don't know, whereas the rest 8(14.8%) of the respondents stated that the labor market demand were matches the supply. From this finding it is clearly understood there was no match between the demand and supply of trained manpower which leads to poverty.

In connection of item 2 of Table 13, item 3 were asked to investigate the reason of the mismatch between the labor market demand and supply. Accordingly, 9(16.7%) of the respondents replied that graduates lack of skill required in the market was one factor. Moreover, 9(16.7%) of the respondents stated that insufficient knowledge and skill of graduates also taken as a factor. Furthermore, 7(13%) and 6(11.1%) of the respondents responded that graduates work experience and lack of capital for self-employment respectively. The remaining respondents were responded multiple answers. From the finding it can clearly be understood that the reason for the mismatch of the labor market was the problem of skill of graduates. According to UNESCO (1985:29), those middle-level TVET institutes are also expected to create awareness and attitudinal changes in the minds of their graduates that they have been trained.

TABLE 14: Relevance of the Program and Information of Graduates

No.	Items	TVET officials	
		Frequency	%
1	Are the programs that trainees are studying relevant to the world of work?		
	A. Yes, it is relevant	45	83.3
	B. No, it is irrelevant	5	9.3
	C. I don't know	4	7.4
	Total	54	100.0
2	Does your institution have any information about the employment of the graduates?		
	A. Yes	35	64.8
	B. No	19	35.2
	Total	54	100.0
3	What is the source of information about your graduate's employment?		
	A. former trainees feedback	41	75.9
	B. employer organization	3	5.6
	C. education sector	2	3.7
	D. from follow – up of graduate	1	1.9
	E. a and b	2	3.7
	F. a, b and c	1	1.9
	G. a, b and e	1	1.9
	Total	54	100.0
4	What kind of information does your institute collect?		
	A. the success of the graduate in the world of work	22	40.7
	B. the skill gap of the graduate in the labor market	26	48.1
	C. About training area needed in the market	3	5.6
	D. the institute feed, back about graduate competency	1	1.9
	E. a and c	1	1.9
	F .a, c and d	1	1.9
	Total	54	100.0

World Development Report 2005 argues that jobs are the main source of income for people and the main pathway out of poverty for the poor (World Bank, 2004b: 136). In this respect, item 1 of Table 14 deals with the relevance of the training to the world of work. Accordingly, the majority that is 45(83.3%) of TVET official respondents stated that it was relevant whereas, 5(9.3%) of respondents replied that the training was not relevant, and the remaining (7.4%) of the respondents declared that they do not know yet. From this finding it is safe to conclude that the programs which were provided to the trainees are relevant to the world of work.

Similarly, as depicted on item 2 of the Table 14, respondents were asked to know whether the institutions have information about the employment of the graduates. To this end, most of respondents that is 35(64.8%) replied that their institution have an information about graduates and 19(35.2%) of the respondents replied that their institution did not have an information about graduates.

In connection to this, as shown on item 3 of Table 14, respondents were asked to know the source of information about the employment of the graduates. In this respect, 41(75.9%) of respondents stated that the source of information was the former trainees feed back. Moreover, 3(5.6%) of the respondents responded that from employer organization, and 3(5.6%) of the respondents responded that from other source. The remaining 2(3.7%) replied that they get from education sector. The remaining respondents replied multiple answers. From this information it is possible to understand that most of the institutions get information about the employment of the graduates from the former trainees feed back.

The last item of the Table 14 deals with the kind of information that was collected by the institutions. As clearly shown in the Table, most of the respondents that is 26(48.1%) responded that the skill gap of the graduates in the labor market was a prime one followed by 22(40.7%) of the respondents who replied that “the success of graduates in the world of work.” Moreover, 3(5.6%) and 1(1.9%) of the respondents stated that information about the training area that is needed in the market and about the graduates’ competency. The remaining responses were multiple answers.

Finally, according to the responses of open-ended questions forwarded by the respondents of TVET officials, the current major problems of TVETs for alleviating poverty and to make efficient the program were:

1. lack of labor market information system, and
2. absence of proper tracer study and market demand.

On the other hand, the respondents of TVET graduates stated that:

1. lack of proper skill that is needed in the market;
2. failure to select field of interest, and
3. Unable to find job.

Similarly, the respondents of TVET graduate employers, which they considered as major problems, were:

1. TVET graduates have less skill than expected, and
2. TVET graduates are not willing to update their skills.

Moreover, the respondents of organizations, which were working with TVET graduates, replied the major problems that hindered to alleviate poverty were:

1. unable to meet the demand and supply in the market;
2. absence of proper entrepreneurship motivation of graduates, and
3. limited projects that participate TVET graduates in the market.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes summary of major findings, conclusions and recommendations of the study.

4.1 Summary

Expansion and diversification of technical and vocational education and training programs seem to have been taken as solutions of every poverty ills of development in Ethiopia.

The principal rationale of the TVET policy is to produce middle level labor force that can contribute much to the development of the economy and thereby to reduce poverty. TVET graduates have been expected to be competent at all levels.

The purpose of this study was to investigate and explore the contribution of TVET for reduction of poverty and thereby to suggest possible solutions. In the study, an attempt has been made to address the following basic questions.

1. What is the status of income, age, employment situation and further education of TVET graduates in terms of poverty reduction for their self-reliance?
2. Is the interest and current job of TVET graduates similar to their field of training?
3. Are employers satisfied by the performance of TVET graduates?
4. Are the TVET institutions currently found adequate and efficient enough in their current management staffs, trainers and facilities?
5. To what extent the activities of TVET institutions implement their internal efficiency regarding conduct training need assessment, follow up of the training process, prior information delivering about job placement, conduct tracer study and collecting information about the training areas that is needed in the market?

Out of the total of 360 questionnaires distributed, 299(80.05 %) were filled and returned. Accordingly, responses of 2 TVET Colleges, 2 TVET institutions, 54 TVET officials, 192 TVET graduates, 43 TVET graduate employers and 2 organizations working with TVET graduates were presented and analyzed using tables and statistical tools by using the latest SPSS Version 15.0 for Windows. Hence, based on the responses obtained from the sample respondents, frequency, percentage and t-test were employed. Hence, the analysis made enables to identify the following major findings.

1. The majority of the TVET officials and TVET graduate employers aged 41 and above, whereas the majority of TVET graduates below 30. From the result one can understand that most of the TVET graduate respondents, since they are found in the youth age group, it is possible to deduce that the majority of TVET graduates are young.
2. Regarding educational background of the respondents, the result also indicates that, the majority of the TVET officials were bachelor degree holders and diploma plus in-service qualification, whereas the majority of TVET graduate respondents educational level was found in 10+2 educational level.
3. As far as the employment opportunity of the TVET graduates is concerned, the majority of TVET graduate respondents were employed. In connection to this, the majority of respondents replied that they were wage employed.
4. Regarding the TVET graduates' regular income, the majority of the respondents were earned between 251 and 500 birr followed by earned between 501 and 1000 birr per month. Nevertheless, not negligible that is 23(20.7%) of the respondents, which is not negligible, were earned below 250 birr per month. This implies that their monthly income was very small amount when it is compare to the minimum standard income of poverty line, which is \$1.00/day.
5. As far as the current job of the respondents is concerned, the majority that is 160(83.3%) of TVET graduates their present job was completely the same and similar from the training areas. Similarly, the majority of TVET graduates were found with

- appropriate skills to carryout their present job. Furthermore, the majority of TVET graduates need further training.
6. Regarding the main reasons for engagement into the TVET program, most of the TVET graduates replied that they did not have other opportunity, met their interest and because of that program has employment opportunity.
 7. Most of the respondents stated that they were trained according to their choice. Similarly, regarding the source of advising for TVET graduates before engaging themselves in to TVET program, most of TVET graduates responded that they got it from parents and friends. In this connection, the information obtained from their sources of advisors was that “TVET has good job opportunity.” In addition, TVET will have future employment opportunity and the training give high prestige and respect.
 8. The majority of employer organizations of TVET graduates replied that they were employing TVET graduates. In connection to this, the majority of these organizations estimated that the proportion of those employed TVET graduate to non-TVET graduates in their organization was 5% to 10%. Similarly, their satisfaction regarding the performance of TVET graduates was found to be satisfactory. However, the majority of the employing organizations did not evaluate the performance of TVET graduates. Moreover, the rate of qualification of TVET graduates by employers was moderate.
 9. The results of t-test on the efficiency of TVET institutions shows that there was no statistically significant difference between the TVET officials and TVET graduates at an alpha level 0.05 level for items of TVET academic staff, physical facilities, role of TVET in poverty reduction and TVET for better life. This indicates that there was no different perception between respondents about the efficiency of TVET institutions. However, for the items of TVET management staff and teaching materials there was statistically significant difference between the respondents at an alpha 0.05 level.
 10. Regarding the interest of TVET graduates in order to attend in to the training program, TVET official respondents indicated the level of their trainees’ interest to the program was moderate. Moreover, the level of enrolment was increased every year. However,

their institution did not collect information about the training area that is needed in the market.

11. TVET officials conformed that trainees did not have a chance to select their own field of interest. Similarly, most of the time the advisors to the students their parents, friends and school counselors.
12. The common reason for not getting a job for TVET graduates was due to lack of confidence of employers about skill of graduates, and because of weak economic performance and absence of employers. Furthermore, the duration of time to start a first job after graduation was within one year for most respondents.
13. The results of t-test on the activities of TVET institutions shows that there was no statistically significant difference between the TVET officials and TVET graduates at an alpha 0.05 level for items of advice of students to choose their field of study, flexibility of the training area according the economic demand, gather labor market information and give quality training demanded by the market. This indicates that there was no different perception on the activities of TVET institutions between the respondents. However, for the remaining items of information given about job placement, follow up activity in training process, conduct tracer study and conduct training need assessment there was statistically significant difference between the TVET officials and TVET graduates at an alpha less than 0.05 level. Furthermore, when this difference was examined, even though there was a difference perception between the two respondents for the stated items, each mean value of items were less than average in both respondents of TVET officials and TVET graduates. This indicates that there was not as much of activities in the sampled TVET institutions. Therefore, from the aforementioned discussion, the two groups (TVET officials and graduates) have some degree of correlation in their evaluation of the activities of TVET institutions. Thus, the major activities done by TVET institutions were found in adequate.
14. The majority of TVET graduate respondents answered that their institution had not a vocational counselor. In connection to the above issue, those who had a vocational counselor specify that the major activities of the vocational counselor in their

institutions were to give orientations for new entrants but not on vocational fields for further employment, the majority of them revealed that their institution did not provide orientation.

15. Majority of TVET official respondents affirmed that TVET graduates met the demand of the labor market. However, they also stated that the labor market demand did not match the supply. The possible reason for the mismatch between the labor market demand and supply were that graduates' lack of the skill required in the market and insufficient knowledge of graduates. Moreover, specifically in most of the training fields, the number of trainees is more than that of the demanded in the labor market.
16. Regarding the relevance of the training to the world of work, the majority of TVET official respondents stated that it was relevant. Similarly, most of those respondents revealed that their institutions have the information about graduates. Moreover, most of the information was obtained from former trainees feed back and employer organization. Furthermore, the kind of information by those institutions collected show the skill gap of the graduates in the labor market as a prime one followed by the success of graduates in the world of work.
17. Finally, the responses to the open-ended questions forwarded by the respondents of TVET officials, the current major problems of TVET in the attempt to alleviate poverty and to make the program efficient were:
 - a) lack of labor market information system, and
 - b) absence of proper tracer study and market demand.

On the other hand, the respondents of TVET graduates stated that:

- a) lack of proper skill that is needed in the market;
- b) failure to select field of interest, and
- c) inability to find job.

Similarly, the respondents of TVET graduate employers major problems were:

- a) TVET graduates have less skill than expected, and
- b) TVET graduates not willing to update their skills.

Moreover, the respondents of organizations that were working with TVET graduates replied the major problems that hindered to alleviate poverty were:

- a) inability to meet the demand and supply in the market;
- b) absence of proper entrepreneurship motivation of graduates;
- c) limited projects that participate TVET graduates in the market;
- d) absence of organizations that link labor market and trained man power;
- e) lack of schools to help their students and share the experience of the success of former graduates before they graduate as the major problems, which hindered the TVET's role to alleviate poverty.

4.2 Conclusions

Based on the findings listed above the following general conclusions could be drawn.

Technical and vocational education has to be integrated with the economic, political and social development strategies of the Government in order to overcome the problems associated with poverty in the country. To this effect, vocational schools are judged by the service they provide to enable their graduates' livelihood and self-reliance in order to alleviate poverty. As the finding clearly shows, even though the majority were employed their income was under the poverty line, which is \$1.00/day. Since poverty has a close linkage with income and having a decent job, it was the most determinant factor for the self-reliance of TVET graduates.

As far as further training of the TVET graduates is concerned, the majority of TVET graduates' present job was completely the same and similar from the training areas and hence the majority of TVET graduates were in need of further training. On the other hand, employers' satisfaction regarding the performance of TVET graduates was found to be satisfactory. However, according to the finding, the rate of qualification and skill of TVET graduates by employers was moderate.

In terms of jobs created, the result indicated that vocational guidance and counseling were found below what is expected from those TVET institutions. Thus, lack of guidance service has an adverse effect in aggravating poverty. In line with this, for different reasons employer organizations were not employing as expected as in the labor market. This could be taken as another cause that makes the situation of graduates worse.

Improving efficiency of education system in general and TVET institutes in particular is extremely crucial for having a successful system of the training outcome. To this effect, the efficiency of TVET institutions, according to the finding, was found inefficient in terms of management staff, teaching materials, role of TVET in poverty reduction, TVET for better life, academic staff and physical facilities. Moreover, the majority of the TVET officials were found to be bachelor degree holders and diploma plus in-service qualification standard.

As the major finding indicates, the level of TVET trainees' interest to the program was found to be an average. In this respect, according to the finding, TVET institutions did not collect information about the training areas that is needed in the market.

Moreover, TVET institutions didn't conduct training need assessment properly. They did not make follow up activities in the training process. Absence of information delivery about job placement and lack of conducting tracer study are the major problems. The study also revealed that there was no attempt made to conduct tracer studies by TVETs.

In general, it can be concluded from the above that the overall TVET institutions' current progress and activities was not confirmed to be on clear and transparent procedures that used as a tool to alleviate poverty at least in terms of job creation and increasing income criteria. Besides, its effects have an impact on the overall poverty reduction.

4.3 Recommendations

Based on the major findings and conclusions made, the following recommendations were drawn.

1. One of the mechanisms and objectives of alleviating poverty could be producing middle level labor force to the extent of creating additional values to the economy and to the society in general that enables graduates to compete in the labor market. According to the findings, the majority of TVET graduate respondents were employed. Nevertheless, the majority of respondents were wage employed and their income was indicated that it was below poverty line that is under \$1 per day. Therefore, the TVET objectives regarding poverty reduction in general income enhancement and self-employment in particular need to be revised in consideration of the current socio-economic and political status of the country in general and the city of Addis Ababa in particular. Moreover, the following preconditions should be considered before the new revised objectives are implemented:

- 1.1. The involvement of all relevant stakeholders, in particular employers, trainers, parents, trainees, sub city administrators, education bureau officials and NGOs to integrate and to foster the development of TVET program for poverty reduction.

- 1.2. In order to increase the income of those TVET graduates, the MFI should provide start-up financial support with sound interest and collateral agreement.
- 1.3. MSEs should provide start-up working places, advising and counseling support for their quality production, market assessment and financial management.
2. As far as further training of the TVET graduates is concerned, even though the majority of TVET graduates' present job was completely the same and similar to the training areas. However, according to the findings, the majority of TVET graduates were in need of further training. Therefore, the Education Bureau in collaboration with the MOE should implement the following recommended ideas:
 - 2.1. In order to continue their further training, TVET graduates have to be allowed to the higher education and, there should be open opportunity for TVET graduates in order to participate in higher education institutions.
 - 2.2. The Education Bureau and Ministry of Education should prepare curriculum for students in order to create awareness about TVET and its benefits for poverty alleviation while they were in primary school.
3. Employers' satisfaction regarding the performance of TVET graduates was found being satisfactory. However, the rating of the qualification and skill of TVET graduates by employers was moderate. Therefore, in order to satisfy the employers interest:
 - 3.1. The training institutions should produce competent and efficient graduates by strengthening their internal efficiency and improving the quality of training at all levels as well as make it responsive to the needs of the labor market.
 - 3.2. The trainees should update themselves to the current technological advancement in order to satisfy the employers' satisfaction.
4. Since, improving efficiency of education system in general and TVET institutes in particular is extremely crucial for successful system of the training outcome. To upgrade their educational qualification and its internal structure of TVET institutions the following recommendations are forwarded:
 - 4.1. In order to upgrade the TVET trainers and management staff, the Education Bureau in collaboration with the Ministry of Education and higher institutions should

prepare a curriculum for in-service program during summer vocations, especially in vocational education management program.

- 4.2. In order to implement the role of TVET for better life and poverty reduction, TVET institutions should produce their own trainees' products for the market, thereby to generate internal income. This makes the TVET institutions to cover their teaching materials advancement and for other utilities.
 - 4.3. In order to fulfill their desired physical facilities, TVET institutions should cooperate with the society, donor organizations, governmental organizations, investors, parents and employer organizations.
5. Identification of causes of poverty and unemployment, mainly the in and out of TVET institutional factors, should be paid attention before the establishment of departments in TVET institutions. In this regard the TVET institutions need to implement the following highly recommended concerns:
- 5.1. As the major finding indicates that, the level of TVET trainees' interest to the program was found an average. Therefore, in order to enhance students' interest to the TVET program in general and to market demanded specific trainings in particular, the role of various motivators such as vocational counselors, primary and high school guidance counselors, mass-media and concerned bodies should play their part in awareness creation activities.
 - 5.2. Education and vocational training are many things to trainers. They empower, encourage, refine, civilize, enlighten, enrich and give confidence to graduates. In this respect, according to the finding, TVET institutions did not collect information about the training areas that is needed in the market. Moreover, TVET institutions didn't conduct training need assessment properly, did not make follow up activities in the training process. Absence of information delivering body about job placement and lack of conduct tracer study are observed problems. Therefore, TVET institutions should establish a close partnership with stakeholders (trainees, parents and employers) in order to obtain persistent information about the current labor market thereby to provide well-practiced training areas, which have been demanded

in the labor market. Moreover, well-qualified and experienced vocational counselors are extremely vital to attain the above tasks that TVETs should consider. Hence, TVETs should establish labor market information department in their internal structure.

- 5.3. The study revealed that there was no attempt made to conduct tracer studies by TVETs. These vital issues need to be started and upheld by market analysis and needs assessment. Even though conducting the studies in appropriate time alone cannot bring about a solution for reducing poverty, establishing a smooth path between former graduates and TVETs in order to share their experiences after graduation. Therefore, studies should be conducted in the appropriate time and they should be instrumental to provide efficient TVET programs.
6. Since this study is can be one of those pioneers for further study in the area of the contributions of TVETs to poverty reduction, specifically for TVET graduates' income generation activities, further study should be carried out focusing on the issue.

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Appendix A

College of Education
Department of Business Education
Addis Ababa University

Questionnaire for TVET graduates.

The purpose of the questionnaire is to get necessary data that enable to identify the problems of TVET for poverty reduction

Note that you need not to write your name

. Put a thick mark (/) in the box or in forte of your choice.

1. Name of TVET institute you trained in _____

2. Type of the institutes

A. Government

B. Non government

C. Private

D. other

3. Sex

A. Male

B/ Female

4. Age a, below 20

b, 21-30

c, 31-40

d,41 or above

5. Training area _____

6. Department _____

7. Training level A. 10+3

B. 10+2

C. 10+1

8. When did you graduate? _____

9. Are you currently employed?

A. Yes

B. No

10. If "Yes" what is your present employment status

A. Wage employed

B. Self employed

C. Work in your family's organization

11. If you are employed, what is your monthly income?
a) Below birr 250 b) 251-500 c) 501-1000 d) 1001-1500
e) 1501 and above

12. Is your job similar or different from the area?

Which you have been trained for?

A. Yes, it is similar

B. No it is different

13. Was your training appropriate skill to carry out your

Present job?

A. Yes

B. No

14. Do you need further training to fulfill your current job?

A. Yes

B. No

15. For How long did you wait to start your first job

After graduation?

A. Just after graduation

B. within one year

C. two years

D. three years

E. Four years

16. IF you are unemployed, for how long? _____

17. How do you rate the level of employment opportunities of

Yearly graduates?

A. 10% and below

B. 11% - 25%

C. c.26% – 50%

D. 51% -75%

E. above 75%

18. What is / are the major reason for not getting a job?
- A. lack of skill and knowledge
 - B. lack of graduates' interests to be self-employed other than in government organizations
 - C. Lack of confidence of employers about skill and knowledge of graduates
 - D. Weak economic performance and absence of employers
 - E. Other
19. Why did you prefer to join the TVET program?
- A. Because you have interest
 - B. Because you can't get other opportunity
 - C.]Because the program has employment opportunity
 - D. if any other reason specify
20. Were you trained in the TVET of your choice?
- A. Yes
 - B. No
21. How did you choose your training area?
- A. By vocational counselor advice
 - B. Parents advice
 - C. Friends advice
 - D. Teacher advice
 - E. Based on media information
 - F. Other specify
22. What was the information you got from these sources?
- A. The training area have current employment opportunity
 - B. The training gives you high prestige
 - C. Will have employment opportunity in the future
 - D. Other specify
23. Did you expect to get a job after graduation?
- A/ yes
 - B/ No

24. If yes how do you expect?
- A/ because the former graduates in this area were employed
 - B/ because you have information that there is a demand
 - C/ because you were promised to employee
 - D/ any other
25. When did you know about TVET training area (specifically your training area?)
- A/ when you come to register for the program
 - B/ when you were in grade 9 or 10
 - C/ when you register
26. Does the institute have a vocational counselor?
- A/ yes
 - B/ No
27. If yes what were the major activities of the vocational Councilor
- A/ given advice for the trainee in selection of training area
 - B/ give orientation for new entrance student
 - C/ give TVET orientation for 9 and 10 grade students
 - D/ Facilitate graduate placement
 - E/ Give training any training area/ subject
 - F/ work on the institute management activities
28. Did your institute provide vocational orientation for trainees on occupational fields and further employment opportunities?
- A/ yes
 - B/ No
29. When did the institution provide vocational orientation?
- A/ at grade 9 and 10
 - B/ during application for admission
 - C/ after you have been accepted
 - D/ after you have assigned to respective fields
 - E/ other

30. TVET has helped to reduce poverty in Addis Ababa.

1. Strongly Agree
2. Agree
3. Some what agree
4. Some what disagree
5. Disagree

31. TVET has helped TVET graduates to lead better life

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

32. The performance of TVET graduates is better than non-TVET graduates

1. Mach better
2. Better
3. Similar
4. Worse
5. Much worse

33. Does the TVET program meet the lobar market demand?

1. Yes
2. No

34. The TVET institutions you trained in is up to standard in terms of:-

A/ Academic staff

1. Strong and agree
2. Agree
3. Somewhat agree
4. Somewhat disagree
5. Disagree

B/ management staff

1. Strong and agree
2. Agree
3. Somewhat agree
4. Somewhat disagree
5. Disagree

C/ physical facilities

1. Strong and agree
2. Agree
3. Somewhat agree
4. Somewhat disagree
5. Disagree

D/ Teaching materials

1. Strong and agree
2. Agree
3. Somewhat agree
4. Somewhat disagree
5. Disagree

35. What do you suggest to improve in the vocational training program for poverty reduction? _____

36. Rate the TVET institutions.

Activates	Inadequate	Adequate	Excellent
A/ information given about job placement			
B/ Advice students to choose their field of study			
C/ follow up activity in training process			
D/ conduct tracer study			
E/ Flexibility to change training area according to the economic demand			
F/ conduct training need assessment			
G/ gather labor market information			
H/ give quality training demanded by the market			

6. How interested are your students to attend the training program?

A/ high C/ average C/ low

7. Does the number of enrollment increase from year to year?

A. Yes B. No

8. If yes by how many percent?

A/ less than 10%

B/ 11% - 20%

C/ 21 - 30%

D/ 31 - 40%

E/ more than 40%

9. Does the institution collect information about the training area needed in

The market?

A/ yes C/ No

10. What is the source of information? _____

11. Are the programs that trainees are studying relevant to the whorled of

Work?

A/ relevant B/ irrelevant

12. Is there a plan to expand the training program in the coming years?

A/ yes B/ No

13. If yes what is your base to expand the training program?

A/ because the course have demand

B/ because you get number of trainee on the area

C/ because you have sufficient teaching and training material

E/ because you have technological machinery

F/ other

14. Does your institution have any information about the employment of the graduates?

A/ yes

B/ No

15. What is the source of information about your graduates employment?

A/ former trainees feed back

B/ employer organization

C/ education sector

D/ conducting different study

E/ from follow – up of graduate

F/ other

16. What kind of information is collected by your institute?

A/ the success of the graduate in the world of work

B/ the skill gap of the graduate in the labors market

C/ About training area needed in the market

D/ the institute feed, back about graduate competency

E/other

17. Do you think that the TVET graduates meet the labour market demand of the country?

A/ Yes

B/ No

18. Is there a match between the labor demand & supply of trained man power?

A/ yes

B/ No

19. If your answer for No 18 is No what is/are the major reason(s) for the mismatch?

A/ graduates lack of work experience

B/ graduates lack the skill required on the market

C/ graduates lack of capital for self-employment

D/ the discouraging local market conditions

E/ insufficient skills and knowledge of graduates

G/ other

20. What strategies do you suggest to reduce the mismatch between the labor demand and the labor supply?

21. Does the institution have a vocational counselor?

A/ yes

B/ No

22. If yes what are the major activities of the vocational counselor

A/ give advice for the trainees in selection of training area

B/ give orientation for the new entrants (trainees)

C/ Give TVET orientation for 9 and 10 grade students

D/ Facilitate graduate placement

E/ Give training any training is subject

F/ work on the handle management activities

23. TVET has helped to reduce poverty in Addis Ababa.

A. Strongly Agree

B. Agree

C. Some what agree

D. Some what disagree

E. Disagree

24. TVET has helped TVET graduates to lead better life

A. Strongly Agree

B. Agree

C. Neutral

D. Disagree

E. Strongly disagree

25. The performance of TVET graduates is better than non-TVET Graduates

A. Much better

B. Better

C. Similar

D. Worse

E. Much worse

26. Does the TVET program meet the labor market demand?

A. Yes

B. No

27. The TVET institutions you trained in is up to standard
In terms of.

A/ Academic staff

1. Strong & agree
2. Agree
3. Somewhat agree
4. Somewhat disagree
5. Disagree

B/ management staff

1. Strong & agree
2. Agree
3. somewhat agree
4. somewhat disagree
5. Disagree

C/ physical facilities

1. Strong & agree
2. Agree
3. Somewhat agree
4. Somewhat disagree
5. Disagree

D/ Teaching materials

1. Strong & agree
2. Agree
3. Somewhat agree
4. Somewhat disagree
5. Disagree

28. What do you suggest to improve in the vocational training program for poverty
reduction? _____

29. Rate the activities of TVET institution

Activates	Inadequate	Adequate	Excellent
A/ information given about job placement			
B/ Advice students to choose their field of study			
C/ follow up activity in training process			
D/ conduct tracer study			
E/ flexibility to change training area according to the economic demand			
F/ conduct training need assessment			
G/ gather labor market information			
H/ give quality training demanded by the market			

Appendix C

Addis Ababa University
Collage of education
Department of business education

A Questionnaire for Employer Organizations

The purpose of the questionnaire is to get necessary informations that enable to identify the problems of TVET program to contribute to poverty reduction.

Note that you need not write your name

Part I .put a tick mark (/) in the box or in forte of your choice.

1. Name of company _____
2. Size of your business _____

3. The ownership of the company / organization/

- | | | |
|----|-------------|--------------------------|
| A. | Private | <input type="checkbox"/> |
| B. | Government | <input type="checkbox"/> |
| C. | Cooperative | <input type="checkbox"/> |
| D. | NGO | <input type="checkbox"/> |

4. Type of business and its main activity

- | | |
|------------------|--------------------------|
| A. service | <input type="checkbox"/> |
| B. Manufacturing | <input type="checkbox"/> |
| C. Merchandising | <input type="checkbox"/> |
| D. other | <input type="checkbox"/> |

5. How long has your business been in operation?

- | | |
|-----------------------|--------------------------|
| A. Less than one year | <input type="checkbox"/> |
| B. 1-3 years] | <input type="checkbox"/> |
| C. 4-6 years | <input type="checkbox"/> |
| D. 7-10 years | <input type="checkbox"/> |
| E. More than 10 years | <input type="checkbox"/> |

6. Do you plan to expand your current business or investment in initiatives
In the next 5 years ?

- | | | | |
|--------|--------------------------|-------|--------------------------|
| A. Yes | <input type="checkbox"/> | B. No | <input type="checkbox"/> |
|--------|--------------------------|-------|--------------------------|

7. If your response of number 6 is yes, what is the reason for Expansion?
- A. Because of the demand in the market
 - B. Because the company investment plan
 - C. Because the company bought new technological machinery
 - D. Because excesses human power in the area

8. Is there a shortage of manpower with the necessary Skills and qualification in your company ?
- A/ Yes B/ No

9. If your answer to question no 8 is yes, in which qualification?

- A. Upper level technical /management/
- B. Middle level technician / Management /
- C. Lower level technician/ worker
- D. Other specify

10. Are there particular positions which are hard to fill?
- A/ Yes B/ No

11. If yes at what level of qualification?

- A. Top
- B. Middle
- C. Lower level

12. What is/ are the problems in filling the vacancy?

- A. Lack or shortage of applicant
- B. inadequate required skill
- C. The disagreement of salary
- D. lack experience of vocational graduates
- E. If other specified

13. Have you employed TVET graduates?

- A. Yes B. No

14. If yes, what is the proportion of TVET graduates with none TVET in your organization?

A/ 5—10%

B/ 11—20%

C/ 21---30%

D/more than 30%

15. If yes, are you satisfied with their performance?

A/Yes b/ No

16. If no what do you think the problem is? And what do you think the solution is? _____

17. Rate the quality of TVET graduates' skills in relation to what they are expected. to perform

A. High

B. Moderate

C. Low

D. Very low

18. What do you suggest to improve in the vocational training program for poverty reduction? _____

Appendix D

Addis Ababa University

Collage of education

Department of Business Education

Interview guide for organizations working with TVET graduates

The purpose of this interview is to get the necessary information that enables to identify the problems TVET for poverty reduction.

1. Do you have the mechanism to check the success of the TVET program in contributing to poverty reduction?
2. Do you think TVET program graduates meet the labour market of the country?
3. Do you think TVET graduates are fruitful and competent in the world of work?
4. What actions are taken to improve TVET graduates' skill and knowledge needed in the labor market?
5. How can the TVET system respond most effectively for the country labor market demand?

Declaration

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

Name Selmut Misy
Signature Selmut Misy
Date of submission 27/08/2007

This Thesis has been submitted for examination with my approval as a university Advisor.

Name Orina Zewdie
Signature [Signature]
Date of Approval 27/08/2007