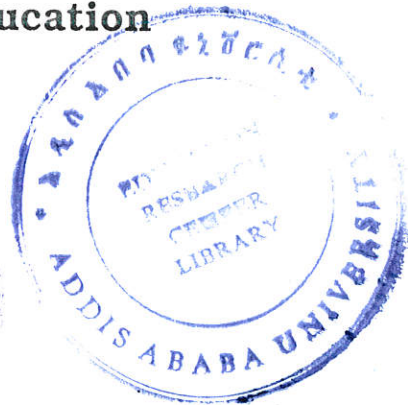
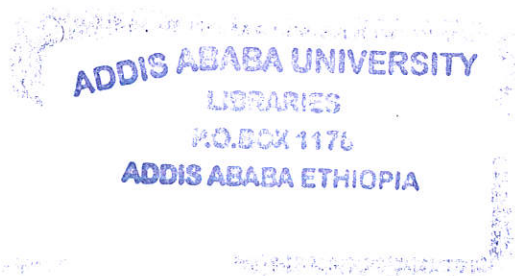


**Achievements and Challenges of People with Physical
Disabilities in Employment Opportunities; the Case of
Trainees of Mekelle TVET Center.**

By: Haile Mezgebe

**Thesis Presented to the School of Graduate Studies
Addis Ababa University**

**In Partial Fulfillment of the Degree of Masters of Arts in
Special Needs Education**



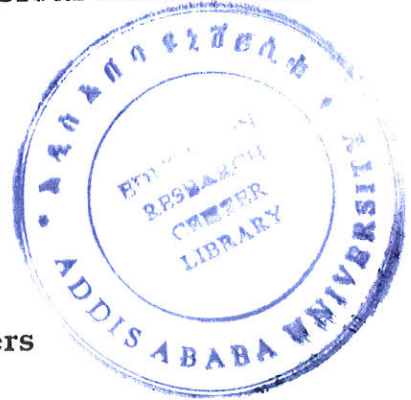
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College of Education

**Achievements and Challenges of People with Physical
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of Mekelle TVET Center for People with Physical Disabilities**

By
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Acronyms and Abbreviations

| | |
|---------|---|
| PWDS - | People with Disabilities |
| MOE - | Ministry of Education |
| ILO - | International labor Organization |
| TVET- | Technical and Vocational Education Training |
| UNESCO- | United Nation of Education Scientific and Cultural Organization |
| FENAPP- | Federation of Ethiopia national Associations of Persons with Disabilities |
| CRPD- | United Nations Convention on the right of Persons with Disability |
| NELMP- | National Employment and Labor Market Policy |
| ADA- | American Disability Act |
| NGO- | Non Governmental Organization |

ABSTRACT

The purpose of this study is to assess challenge and achievement of people with physical disabilities in employment opportunities after technical and vocational training in Mekelle town TVET center. Descriptive research method was employed. Such tools as questionnaire, interview guide and document were used. Primary sources like people with physical disabilities, principals and teachers, strategic plan, minutes of meetings, reports, portfolios, stakeholder involvement records and TVET center standards were utilized. Furthermore, secondary sources like microfinance officers and employers were also included. Participants were identified through the use of random sampling and samples were drawn among the trained people with physical disabilities, trainers (teachers and principals) and micro finance officers and employers. And, descriptive statistical tools were employed to compute and generate frequencies and percentages for data collected through questionnaire. Narration was also made to summarize about data collected through semi structured interview and document review. The following were major findings: 32 (40%) were not engaged in a job directly relevant to their training. 68 (85%) of respondents were self employed. 50 (62.5%) and 22(10%) of respondents earned low monthly income. 68 (85%) of respondents did not use the credit services. Fear of failure the reason for not taking credit service which was additional hindering factor. 12(15%) of people with physical disability were served from a single credit source. The training center was established to serve for 60 trainees but currently serving for over 200 which is out of the standard. Relatively there was fair training duration. The majority of people with physical disabilities have lower educational status. Most of people with physical disabilities were denied their right to job opportunity when compared with the able ones. Majorities of people with physical disability have no fair access to employment opportunity in government institutions and were suffering from prejudice. They did not benefit from immediate job opportunity and were not engaged in a job directly relevant to their training. Individual credit service was less attention area. Absence of legal support, negligence on the part of officials, and absence of interest on the part of beneficiaries and fear of high amount of interest were major reasons not to take credit services. Relevant stakeholders are required to give employment opportunity. They should also work to raise the awareness towards people with physical disabilities and create support system that facilitates employment of persons with disabilities.

Chapter One

1. Introduction

1.1. *Background of the Study*

Vocational training should be made available to all disabled persons, whatever the origin and nature of their disability and whatever their age, provided they can be prepared for, and have reasonable prospects of securing and retaining suitable employment. All necessary and practicable measure should be taken to establish or develop specialized vocational training for persons with disability in choosing or changing their occupation (ILO 1998).

Ideally, vocational training would be the answer to assisting many people with physical disability who do have the ability to use their hands to learn skills and became productively employed and live independent lives. However, the requirement of passing formal tests and exams as the bases for admission to training institutions must be put aside to allow persons with physical disabilities to take up training.

The societal reactions are by and large lucidly manifested in marginalized inter personal relationship and participation family, neighborhood and community levels. They might also include limited provision of public services and special programs for person with disabilities (health, education, transportation, information, recreational activities and legal protections) restricted involvement in social-cultural sports activities as well as the discriminatory practices in employment opportunities (Tirussew, 2005).

Unfortunately, for many reasons largely due to poor economic condition coupled with rapid population growth, in-adequate government and family support and lack of access to resources the Ethiopian youth is confronted with

massive unemployment problem which is a big challenge to the country. In fact, this chronic problem is aggravated by the mismatch between education training on one hand and the labor market on the other (Kasaye Tikuye 2004:5) Ethiopian (FENHPD 2008) stated states parties recognize the right of persons with disabilities to work on an equal basis with others this includes the right to opportunity to gain a living by work freely chosen or accepted in a labor market and work environment that is open, inclusive and accessible to persons with disabilities. States parties shall safe guard and promote the realization of the right to work, including for those who acquire a disability during the course of employment by taking appropriate steps including through legislation, to, inter alia.

Currently in Ethiopia people with disabilities have got the attention to involve in all forms of education including Technical Vocational Education Trainings.

The constitution of the Federal Democratic Republic of Ethiopia stipulated that “special educational and training will be provided for people with special needs”. The other important point is community awareness especially on people with disabilities towards job opportunities is very low.

In order to overcome such problems, a policy has been issued and the TVET program has been introduced to offer for people with disabilities and people with out disabilities sufficient trainings towards ensuring the anticipation of the labor market and employing of people with disabilities as-far people with out disabilities and minimizing the serious shortage of middle level man power that place a significant role in the development of the country.

According to TVET strategic plan of Ethiopia (MOE 2003) graduates are expected to be competent in such a way that they are equipped with capabilities that would enable them not only to be job seekers but also become Self employed.

Training can simply be defined as the systematic development of the attitude, knowledge and skills required by an individual in order to perform adequately a given task or job (Anderson, 2000). Training is a term which covers a wide range of activities. The length of training activity can vary from short term training activities to long term professional development courses that may last several months.

Training should always be results-oriented. In order to achieve the desired results in training program usually consists of three phases: Planning phase, implementation phase and evaluation phase.

- A. The Planning phase (needs assessment) – this phase is essentially the curriculum development process.
- B. The implementation phase (design)- is the process of putting training program in to action.
- C. The evaluation phase –checking to see that you have succeeded in checking your objectives and where necessary, making changes to improve training activity result in the future. Harres and De Simone (1994)

Currently, there is a significant increment of student enrollment in the TVET program in Ethiopia. According to MOE (2004/2005) figure the total enrollment in TVET was 106,336. The challenges of expanding TVET programs having different levels of training (10+1, 10+2, and 10+3) and specialization need to be addressed properly. TVET programs are expensive by their nature and should be implemented in a carefully planned manner. Any mode of training can be cost effective when the training institution well linked to employers, adequately financed, efficiently organized and sufficiently autonomous to adjust the size and content of courses to meet the quantitative and qualitative dimensions of employment demand (Middleton, Ziderman Adams, 1993).

TVET programs prepare individuals for gainfully employment/self employment. Some of the major objectives of TVET are to provide employers, employees, and job-seekers with a common understanding of what is required for a particular employment in the labor market in Ethiopia. And to enhance employment by increasing transparency between what is needed in the world of work and what employees, trainees and job seekers will have to offer in terms of competences (application of knowledge, skills and abilities) (Ethiopian TVET System, 2007).

From the existing TVET training centers found in Tigray Region, Mekelle TVET Training Center is one. Mekelle TVET Training center for people with physical disabilities is established in 1991 E.C and it has provided the basic requirements for people with physical disabilities to seek alternatives that solve their basic problems on job opportunities. It was established by Tigray Regional Government and allowed graduation of trainees twice a year for 17 times at certificate level until 2002 E.C. And so far the training center has trained a total of 1948 of which 1074 were males and 874 females who are admitted from all parts of Tigray Regional State.

Generally, this training center is established to provide training to people with physical disabilities in such areas as cobble stone, leather work, hair dressing, embroidery ("Tilf") work, etc.

Hence, this research might help to identify and fill the information gap and also indicate alternative solutions with regard to achievements and challenges of people with physical disabilities trained in Mekelle TVET training center.

1.2. *Statement of the Problem*

Throughout history, Pwds have been perceived as “burdens” or drains on the resources of the community (Berkwitz, 1987). Thinking in terms of three factors:

According (Tirussew.2005) it is not uncommon to find a number of un employed persons with disabilities with necessary job qualifications. But disabilities based biases and misconceptions held by the employers are wide spread. The common problem encountered in finding employment including un willingness on the part of management to hire persons with disabilities.

In many traditional cultures, people with disabilities are considered as if they could not engage in any job activities and could not success in their job descriptions. As to my understanding the same problem has been paramount in Ethiopia. My personal experience shows that people with disabilities are socially isolated and discriminated in job and trainees. To solve this problem Ethiopian has introduced a new education and training policy and a new education sector strategy in 1994 that gave more emphasis on TVET development in the education and training system. The policy and the strategy stipulate the provision of TVET in areas of different sector to students that have completed the general Education (Grade 10) and to those individuals who haven't had access to formal education at all.

The purpose of this study is therefore to assess challenge and achievement of people with disabilities in employment opportunities after technical and vocational training in Mekelle town TVET center.

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The purpose of this study is therefore to assess challenge and achievement of people with disabilities in employment opportunities after technical and vocational training in Mekelle town TVET center.

This study, therefore, has the following research questions.

1. What kind of training do people with physical disabilities get in Mekelle TVET center?
2. Does Mekelle TVET center for person with physical Disability provide services of facilitation of employment to its trained persons?
3. What is the employment situation of those trained and engaged alone and in group?
4. What are the achievements that people with disabilities gained in employment and to be come successful after trained from TVET training center in the study site?
5. What are the challenges face in employment and factors that hinder people with disabilities from obtaining employment and job the study site?

1.3. Significance of the Study

The main purpose of the study is filling the gap in the studies about the practice achievements and challenges of people with disabilities in employment opportunities after technical and vocational training in the study area. Therefore, the result of this study serves as sources of information about the achievement and challenges practices in study area. Besides, it serves as an input for planning better employment opportunities after graduation from the TVET centers.

Furthermore, the findings reveal basic knowledge pertaining to challenges achievement of people with disabilities in employment opportunities after technical and vocational training practice in the study site. The study could also have this significance in sensitizing government and non governmental

bodies are facilitating employment opportunities both in the study site and regional levels.

It could also be used as base/reference for other researchers who plan to study further non related issues. In general, the finding would be help full for individuals, groups, institutions, and government bodies' achievement which work in achievements and challenges of people with disabilities after technical and vocational training programs.

1.4. Operational Definition Of Terms

People with Physical Disabilities: Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Achievement: some thing achieved or achieved or won by exertion. Some plan or action carried out with courage or un usual ability.

Employment: Gaining a living by work freely chosen or accepted in a labor market and work environment that is open, inclusive and accessible to persons with disabilities.

Challenges: A new or difficult tasks that tests some body's ability and skill.

Opportunity: a chance or prospect for advancing in position or attainting a goal: good job opportunities.

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Opportunity: a chance or prospect for advancing in position or attainting a goal: good job opportunities.

Technical and Vocational Education Training: it is an educational track which is clearly defined path of education and training. It is mechanism for individuals

- To improve, change expand and up grade skill competence
- To have adequate and smooth opportunity for life long learning
- To change their field of training side ward (horizontal)
- To widen their skills in various occupations in order to have more choice of employment or to have access to move up ward (vertical)
- To up grade their knowledge, skills and abilities for better competences and employability in fields in which they were trained before or to other fields in higher level other than the field they were trained before (diagonal), (pathways in TVET 2006)

Chapter Two

2. Review of the Related Literature

2.1. *Historical Development and Goals of TVET*

Vocational education in its informal form comes into being when man started work to satisfy his or 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 pass 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 crafts men'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). But in the twentieth century, technical schools were expanded and post school training were arranged to have strong link with industries (Hussesn, 1995).

According Ethio-German co-operation in TVET (2003:1) to understand technical and vocational education and training as acquiring up-dating and developing competencies which enable people to find employment, earn income and improve their opportunities for participation in society.

The TVET includes short and long term programs which may be implemented in a formal, non formal and formal all are helpful for productive employment and self employment are the best weapons for fighting poverty.

To provide relevant and demand driven education and training that corresponds to 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. 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 relationship between education and work
3. It begins with broad base which facilitates articulation with in education system between school and 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 work force 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).

According to Bishop (1989) Non formal education refers to all organized and semi organized education and training activities that operate out side the regular structure and outlines of the formal educational system serving a great variety of learning needs of different subgroups of the population both young and old.

Basically non formal education constitutes a wide variety of educational activities: Literacy programs, trade training, management training, and political education. Alternatives school programs, community development education etc to mention a few.

Non formal education is defined as a form of planned and organized educational provision outside the formal system, whatever its purposes target groups and providers (cassara, 1995).

Non formal education is not designed to qualification but it seeks to provide for a clear client specific and immediate need which formal approaches cannot. Tekeste (1996) indicated non formal education falls outside designed intuitional structure and is not bound by age restriction, time schedules and sequences, curriculum boundaries, exams, degrees and so forth.

According Mamo (1996) the following Salient features characterize non formal education

- A. Non formal education is an organized and structured learning activity.
- B. Non formal education is need centered: and is outside the formal education system

- C. Non formal education deals with selected course for immediate out come
- D. Non formal education is targeted to sub groups (children, youth or adults) whether they literate or illiterate.

Non formal education is found highly effective it can prevent dropout, repetition rates and also providing learning opportunities to different target groups, such as students those who dropout from school, youth and adult who relapse into illiteracy and for people with physical disabilities. That's why the Mekelle TVET. Center of training for physical disability facilitated different types of training activates based on the people with physical disabilities interest and needs.

2.2. *Models of Disability*

The various models of disability are not simply abstract concepts. Rather they represent away of understanding how a group of people fit in to the world. Neisser (1967). To simplify matters, if we think of an individual's chemo, or the map by which she or he perceives the world, as an organization of all her or his assumptions. Beliefs, and ideas about disability developed from an early stage, one can see how a particular schema or understanding of disability will guide their though and actions towards this group of people (Shakespeare, 1999). Cited Kaley Rossen (2008).

A model is a set of guiding assumptions, concepts, and propositions about the nature of phenomena or human experience. Models have often been defined as human mode tools for understanding and human made guidelines for action. As would be expected, treatment and intervention strategies are guided by the type of disability model used. (Jolie smart, 2001).

According to (Oliver, 2004) models provide an insight in to the attitudes, conceptions and prejudices of the former and how they impact on the latter.

These models, or constructions of disability, have set parameters for our response to people with disability. They help diagnose of problems and the finding of solutions, in health, education and safety program. Hence, models are tools from which to gain a perspective other than the one we already know. There are three basic models of concept waltzing disability

1. The medical model 2. Environmental model and 3. Functional model

2.2.1. The Medical Model

According to Kaley Roosen (2008) the medical model of disability emerged historically during the eighteenth century which marked the age of enlightenment and the beginning of the industrial revolution perhaps the most widely know and accepted view of disability. Here disability is viewed in medical terms. A person with a disability has a medical error within their physiology or psychology due to the number of factors, such as environment, genetics or life style, all or any of which prevents them from being fully functional human beings (olkin, 2001). The best way society can help individual with disability in this case is through the use of science and medicine in order to cure the person of this mistake, or ease the physiological or psychological pain if science can not cure the error. It was during the emergence of the medical model that the term cripple was put away and the term disability was introduced.

The medical model (or biomedical) model considers disability a problem of individual that is directly caused by a disease, an in_Jury, or some other health condition and requires medical care in the form of treatment and rehabilitation. The medical model a tributes the problem of the individual, who has a condition that is unwanted and that places him or her in the “sick role” (parsons, 1975). As explained by Pfeiffer (2001) “if a person has a permanent impairment which results in using a wheel chair to move around, that person

will never get “well.” This model is strongly normative: people are considered disabled on the basis of being unable to function as a “Normal” person does. Rehabilitation has an important role to play in bringing the person back or close to the norm. The major concern of the medical model at the practical level is providing health- care and rehabilitation services. This model has been criticized on different grounds, including its normative strength (Amundson, 2000).Cited Sophia Mitra (2006).

Fowler and wads worth (1991) stated the medical model is the most familiar and best understood conception of disease and disability because this model has the longest history. This model employs objective, clear cut, standardized measure and as the name suggests, use experts, such as physician, to provide defining characteristics, causes prognoses, and method, of treatment. There are two dimensions normal and pathological, with the diagnosis of normal often. Defined as simply the absence of any pathology. As would be expected the medical model focus on the anatomy and physiology of the individual and employs standardized procedures to make diagnoses. These standardized procedures allow different medical experts to arrive at the same diagnoses. Due to high levels of skill and knowledge necessary to render both diagnoses and treatment, the medical model of disability relies on the use of experts, usually physicians. While the contributions of the profession of medicine cannot be overstated, there are deficiencies in the medical model.

2.2.2. The Environmental Model

The environmental model was presented in strong objection to the medical model. Emerging from the disability right movement during the 1960s, this model understanding disability existed in stark contrast with the idea of disability was a personal problem. Here, disability in seen as social problem in that the person with disability is not deficient, but rather the social

environment that creates barriers to exclude individuals who get around the world differently, is the problem individuals with disabilities are viewed as members of a selective minority group subject to discrimination found in an ablest society that promotes the view that non disabled people are superior.

The environmental model has gained significant political advancements for those with disabilities and has brought disability issues to the forefront when discussing social changes. Although this new way of understanding disability was viewed as a positive change, there still exists a threat to misunderstanding.

Persons with disability in psychotherapy as Dewsoury (2004) in the critical examination of environmental model. This model; radically reduces the total experiences of an individual with a disability as that of an oppressed minority and further creates isolation by its separation two groups, in which one can never truly understand the needs of others. This means that if psychotherapist without disability was seeing a client with disability, they can never fully understand their oppressive experience as the therapist is a member of the outside groups that is partially to blame. Okley Roosen (2008).

Sophia Mitra (2006) stated the medical model is often referred to as the old paradigm and stands in contrast to the environmental model of disability. The environmental model sees disability as social construct. Disability is not the attribute of the individual instead it is created by social environment and requires social changes. The second version of the social model reviewed here, that of the oppressed minority, says that persons with disabilities face discrimination and segregation through sensory, attitudinal, cognitive physical, and economic barriers and their experience are therefore perceived as similar to those of an oppressed minority group.

Environmental model presents disability as the interaction of three kinds of factors: personal factors (age, sex and cultural identity), environmental factors (the social context in which the person lives) and life habits (the person's daily activities) (Oliver, 204).

Hursh, (1995:322) stated the environmental model posts that the individual environment both social and physical can cause, define or exaggerate disability. It is easy to see the relationship between disability and the physical environment disability is viewed as ... a product of a disabling, unresponsive, or in sensitive environment. Essentially, environment can limit physical access and opportunities for work, Education and social participation, prejudice discrimination and stigma are not in the rent of a disability, but rather are part of the environment.

2.2.3. The Functional Model

The functional model defines disability is inability to participate work. It also assesses the degree to which impairment affects an individuals' productivity and the economic consequences for the individual, employer and the state. Such consequences include loss of earnings for and payments for assistance by the individual: lower profit margins for the employer and state welfare payments. The economic model is used primarily by policy makers to assess distribution of benefits to those who are unable to participate fully in work. Arguably, extending access to work through equal opportunities for people with disability reduces an employer's labour costs, but other factors come in to play. This model believes that disabled employees make a lower attribution than their work colleague's do. Resulting in the losses in production and lower profits for the employer. Employers may not generally altruistic and hold the economic viability and operational effectiveness of their organization as higher

priorities than demonstrating social awareness. Their economic option to pay disabled employee less to have the losses met through subsidy, rather than empowering them in education and training and improve their productivity. Economic model may not commit charity. Instead calculate the loss on the part of the employer.(Barton, 1999).

According to smart (2001) the functional model of disability theorizes that the function of individual influence of the definition of disability. Individual who enjoy physical activities would probably be more affected by mobility impairment than those who do not care for such activities. Also individual whose work does not require physical strength, movements or stamina would be less affected by mobility disability. The example most often used to illustrate the functional model of disability is that of the professional painter who has one finger amputated. The loss of one finger would probably not be considered a disability for most people, and yet, because of the impairment in occupational functioning for the concert painter, the amputation would be a life- changing disability. Most functional models, at present includes only work activities and activities daily living which assist people with disabilities in getting to jobs due to this exclusive focus on work and many individuals in the disability right movement regarded the functional model of disability as an economic model. According to these advocates, the functional model is primarily concerned with the earning capacity the people with disabilities. The functional model of disability, of course, is closely related to the availability of adaptive technology and the capability of such technology to assist the role of functioning.

Thirty years ago Farber and his colleagues (Farber, 1968; Farber and Lewis, 1976; Heiney, 1976) cited (smart 2001) in corroborated the functional model of disability into their level for people with disabilities: "Surplus populations" people with disabilities according to these disability scholars, are through of a

surplus populations by the general public because they are not considered to be necessary for institutional efficiency and progress.

Change in social role functioning also alter definition of disability, for example, elderly people today live far more active lives than their counterparts did 100 years ago, many today working until age 75, and many more engaging in active community work and physical activity in their retirement years. Today an older person who experiences a disability, such as blindness or mobility impairment, probably considers the disability to be limiting rather than simply an expected outcome of aging. As can be seen from these examples, large- scale changes in functioning later the definition of disability. Assistive technologies also change the functional definition of disability because these devices allow people with disabilities to perform many functions and activities.

Pathology is the starting point of Nagis (1965) model cited in mitra (2006) also called the functional limitation parachlign. Pathology refers to an interruption of normal body processes. An active pathology or residuals of pathology may lead to impairments, which are anatomical or physiological abnormalities or losses. Nagi identifies functional limitation as the restrictions that impairment impose on the individual's ability to perform the task of his or her roles and normal daily activities.

These roles include family roles (e.g. looking king after a child) work roles (having job) community roles, and other interactional roles as well as self care activities.

Nagi (1991) has defined functional limitation as an inability or limitation in performing socially defined roles and tasks expected of an individual with in social cultural and physical environment. Here impairment is at the source of a causal chain leading to disability, which eventually became a social construct. For instance, say a 12 year old girl with mental retardation does not attend

school but stays home with her parents helping with house hold chores. If she lives in a society where young girls are not expected to go to school, but to stay at home, then she does not have disability under the Nagi model. In contrast if she lives in a society where girl her age attend school, then she does not perform this socially expected role and is therefore considered disabled. The Nagi model therefore promotes a social and cultural relativistic view of disability.

2.3. Experiences of Some East African Countries on Work and Employment of Pwds

ILO (2010) states that a new era of opportunities for persons with disabilities in heralded with the entry in to force of the United Nations convention on the right of persons with disabilities (CRPD) in any 2008. This convention requires states to move away from an approach that caters to people with disabilities in separate facilities towards an inclusive approach that opens doors to training opportunities in general training centers and employment opportunities in the open labor market alongside non disabled people.

Many countries of aria have already declared their commitment to the goal of inclusion person with disabilities through ratification of the CRPD while others have signed it with a view to ratification. Many have also ratified ILO conventions committing themselves to the goal of equal opportunity and non discrimination. In light of these commits, the time was ripe to convene sub regional conference people with intellectual disabilities opening path ways to training and employment in Africa region to address the questions how training and employment opportunities can be effectively practiced in Africa. Let us see some of the East African countries experiences.

2.3.1. The Experiences of Zambia

Kaingu in ILO Organization & Disability (2010) has also asserted that disability issues have been on the political in Zambia for many years. The constitution states that: every person in Zambia has been and shall continue to be entitled to the fundamental right and freedoms of the individual. "The constitution is now under review and consultations are taking place with disabled person's organization to make it more receptive to the right of persons with disabilities. The national employment and labor market policy (NELMP) adopted in 2005, provides major focus for pro- employment service strategies and focus on special interest group including people with disabilities.

A disability policy concerning the vocational training of persons with disability was adopted in 2007 and national action plan on inclusive vocational training is currently being developed by ministry of science technology and vocational training with support of ILO. Zambia ratified CRPD in January 2010, signaling the government is intention to further strengthen the inclusive approach to disability issues between all aspects of society. This comes in addition to the government's ratification of ILO convention no 111 convenirfg discrimination in employment and occupation.

2.3.2. The Experiences of Uganda

llahi Mansoor in ILO. Orga .disability (2010), has also asserted that ministry of education and sports Uganda has approximately four million people living with disabilities. The government actively supports civil society groups with a disability focus. A successful employment program whether government or civil society managed must focus up on tailoring vocational training to the employment market.

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The people with disabilities act, 2006 provides comprehensive legal protection for people with disabilities, in accordance with articles 32 and 35 of the constitution and make provisions for the elimination of all forms of discrimination against people with disabilities towards equalization of opportunities and for related matters other relevant laws are:

- Workers compensation act 2000
- Occupational safety and Halt act
- The labour unions act

2.3.3. The Experiences of Tanzania

Maalim, M.A. Head of inclusive education ministry of education Zanzibar in ILO. Orga .disability (2010) has also stated that the government of Zanzibar has signed the CRPD and has taken the following steps to bring it in to domestic law and practice:

- Creation of the policy of people with disabilities was developed in 2004 and the law 2006.
- Established national council of people with disabilities, where the chairman and the secretary are people with disabilities.
- People with disabilities are appointed to parliament of Zanzibar
- Employment of teachers with disabilities within the ministry of education and vocational training.

The government of Zanzibar has enacted the disability Act No. 9 of 2006 in accordance with the CRPD. However, there has been little activity to publicize or start planning initiatives to promote the legislation and broader policies of employment the people with disabilities in Zanzibar as the result of in adequate resources lack of consultation with disable persons and accurate basic information and materials for people with disabilities and their families such as

in Braille notation large print and sign language interpretation for deaf people. People with disabilities continue to experience discrimination in Zanzibar as they are presently not visible within the community and are not seen to have skills or opinions to benefit the society.

2.3.4. The Experience of Ethiopia

According Abebe minister of labour and social affairs the federal democratic republic of Ethiopia has a population of 73.9 million and it is estimated that there is approximately 805,000 people with disabilities and 58,000 with intellectual disabilities.

While Ethiopia has signed the CRPD, it has not yet ratified it. Nevertheless, it continues to make progress on issues relating to disability through a number of government initiatives, including the development of national plan for people with disabilities. Ethiopia has a proclamation called the right to employment of persons with disability proclamation No 568/2008. It defines an individual whose equal employment opportunity is reduced as a result of their physical, mental or sensory impairments and protects their rights from social, economic and cultural discrimination.

The working rights of Ethiopia people with disabilities are also protected in a number of declarations. For example 101/1994 is focused upon positive discrimination. It states that there must be vacancies reserved for people with disabilities and that only people with disabilities may apply. The federal civil servants proclamation 515/2007 precludes discrimination on any grounds in the public service and further states 3 percent of all government employed must be persons with disability and labour proclamation 37/2003 ensures payment benefits, special obligations for injured workers including people with disabilities.

As the survey study which is conducted by Tirussew (2005) stated both male and female Pwds participants declared that they faced serious challenges in the process of getting employment opportunities even when they have the required training and qualifications. One of the major challenges identified by both genders in the process of getting employment is the overching reluctance of the employers to hire a candidate with disability. Accordingly, it is not uncommon to be disqualified when an employing agency or organization discovers that the applicant has certain disabilities regardless of eligibility for the Job. Such incidents were reported by 63.1% and 69.7% of the male and female informants, respectively.

Getachew (1984) stated there is UN willingness of the management to hire persons with disability due to biased and rigid criteria of employment. I ignorance about the potential of disability and mismatch between interest and job assignment. The right violation of persons with disability even in the existence of law prohibits discrimination in the basis of disability. Getache .D. (1984), Employment opportunity of people with visual impairment in Ethiopian. Addis Ababa.

According to central statically agency, the 2005 national labor force survey, 50.3 and 40.9 percent of employed population aged 10 years and above of the country were unpaid family workers and self employed, respectively.

The paid employee all together constituted only about 8.0 percent of the total working population. In rural areas, the percentage of the unpaid family workers makes up 54.6 percent. Higher proportion of paid employees 42.8 percent was found in urban areas and small proportion 3.6 percent in rural areas.

The overall unemployment rate for a country is a widely used measure of its unutilized labour supply. Though, the unemployment rate may be considered

the single, most informative labor market indicator reflecting the general performance of the economy as a whole, it should not be interested as a measure of economic hardship or of well-being.

The unemployment rate simply tells us the proportion of the labor force that does not have a job but is available to work. The survey result reveals that in March 2005, unemployment a rate for rural area is only 2.6 percent. In 1994 population and housing census, the urban UN employment rate was 22 percent and then increased to 26.4 in 1999 national labour force survey (2009).

The unemployment rates as registered in the urban biannual employment and unemployment surveys of October 2003 and April 2004 were 26.2 percent and 22.9 percent respectively. In this survey i.e. in march 2005 national labour force survey the rate declined to 20.6 percent. Decline in unemployment could occur either due to creation of job or shift from unemployment to in active status. The higher unemployment rate in urban area was registered for Dire Dawa administration council 32.5 in Addis Ababa city 31.4 and the lowest for Benishangual Gumz 10.3 percent.

2.4. Self – Employment

Hence, the job opportunity for wage is not promising in relation to the ever increasing TVET trainees; it is advisable to encourage the youth and adult trainers to start their own business. To this end the availability of inputs, such as capital, business training, and working area are very important to start a new business. Hence, these inputs are scarce, and a new trainer is lack of them, the provision of financial and technical support is help full regarding self – employment.

The Ethiopian government has focused on creating micro finances, based on their potential to create employment opportunities, as spelled out in the

industrial development strategy of the country. The strategy identified the important role that these micro finances could play in absorbing the young people trained from TVET. The federal micro finance development strategy agency oversees the promotion of micro finances development, while the direct support and promotional activities are carried out by institutions established at a regional state. The federal micro finances development strategy agency has promoted by providing training and counseling, finance and credit facilities, and raw material supplies (Berhanu, et al., 2005:54). Though, the role of finance is crucial in every aspect of the economy, its scarcity will make those segments of the society who have no financial stock to participate in the economic activities that ask for finance.

According to Encarta Encyclopedia (2003) credit transactions have been indispensable to the economic development of the modern world. Credit puts to use property that would otherwise lie idle, thus enabling a country to more fully employ its resources. The lack of adequate credit facilities makes it natural and necessary for inhabitants of developing countries to hoard their savings instead of putting them to productive and profitable use.

Assefa et al., (2005) pointed out that micro finance programs aiming at providing financial service to individuals traditionally excluded from the banking system have been launched in many developing countries. In the case of Ethiopia, both in response to the high need for financial services and in recognition of the critical role that credit can play in alleviating poverty in a sustainable way, innovative credit delivery systems have been put in place with more efficient way of improving households' access to formal credit. Several micro finance institutions have been established both in rural and urban areas. However, not much is known about the performance of institutions particularly in terms of their capacity to meet the growing demand for credit.

2.5. *Barrier to Inclusion of People with Disabilities*

In reality, there is no clear demarcation between society's perception of disability and the individual's adjustment to his or his disability because the individual internalizes a great deal of society's judgments and reactions to the disability. Perceptions of disability labels, expectations of people with disabilities, and ascribed meanings of the experience of disability are all shaped by the broader culture (Albrecht, 1992).

Discrimination includes any distinction exclusion or preference made on the base of race, color, sex, religion, and political opinion, national extraction the disability which has the effective nullifying or impairing the treatment of a person on in employment or occupation.

All port (1986) defined discrimination as ... detrimental distinctions of an active source... exclude (ing) all members of the group in question from certain types of employment, from residential housing, political right, educational or recreational opportunities, churches, hospitals or form some other social privileges. Segregation is an institutionalized form of discrimination, enforced legally or by common custom. So prejudices attitudes and beliefs and discrimination are behavior. Therefore, it is easier to disguise prejudice, but discrimination is over (visible) and can be witnessed by others prejudice is hard to challenge and confront; but it is possible to counter blatant discrimination. Smart (2001) when indicating sources of prejudice against people with disabilities include:

1. Economic threat
2. The safety threat
3. The ambiguity that people without disability ascribe to people with disability.

4. The salience of the disability or the perceived defining nature of the disability
5. The concept of spread to overgeneralization
6. The idea of moral accountability for the cause of disability
7. The idea of moral accountability for the management of disability
8. The inferred emotional consequences of disability
9. The inferred on beauty, fitness and youth
10. The fear of acquiring a disability among people without disability

According Antonak (1980) there is a hierarchy of stigma associated with the four main categories of disabilities. In ascending order, this is the hierarchy of stigma. Individual with physical disabilities has the least amount of stigma directed toward them, individual with cognitive disabilities have more stigma, and individual with intellectual disabilities experience even more stigma, and finally, those with psychiatric disabilities experience the greatest amount of stigma.

Chariton (1998:92) stated charity and fund-raising exaggerate and sensationalize disability in order to solicit money. Exaggeration and sensationalism of the disability can lead to segregation and solution for people with disabilities feel that any money raised is not worth the costs to their self-concept.

Charities play a negative social role: They seek to controls charities are not interested in employment and integration. They support segregation. In fact, once we have integration and equalization of opportunity these charities will begin to die. Their instructional interests lay with segregation ours with integration.

The main hurdle for people with disabilities is the in accurate stereotypes, mistaken assumptions and protective, at times negative attitudes. As a

consequence, people with disabilities miss out on opportunities of education, training and full participation.

As to Tirussew (2005), many factors affect and regulate the development of inclusion. One of the determinate factors refers to attitudes of the community towards persons with disabilities and inclusion. A limited understanding of the concept of disability, negative attitude to-wards persons with disabilities and a hardened resistance to change the major barriers impeding inclusive education. The following are a few examples of prejudice and discrimination:

2.6. Responsibility of Government, Civil Society in the Employment Of People with Disability

People with disabilities have greater success in work out comes when they participate in supported employment. This support may be provided by a job coach who would assess the needs, strengths and interests of the individual, assist in the identification of suitable work, help with application process and provided on going the job support. Job selection would ideally be on the basis of finding a job that fits the individual, rather than trying to fit individual to the job. This change in emphasis is called job matching. Alternatively, where a job exists and the duties are shingly a mended to fit the skill of the individual or accommodating the client, this is called job carving. Both strategies have success full application in placing and supporting people with disabilities in open employment. Government has also a responsibility to sign the international law and to bring in to domestic law and practice.

According unconventional of the right of persons with disabilities article 27 persons with disabilities have equal right to work and gain a living. Countries are to prohibit discrimination in job related matters promote self- employment, entrepreneurship and starting one's own business, employ persons with

disabilities in the public sector, and ensure that they are provided with reasonable accommodation at work. Based on this Ethiopia has proclamation called the right to employment of persons with disability proclamation no 568/2008. It defines an individual whose equal employment opportunity is reduced as a result of their physical, mental or sensory impairments and protects their right from social, economics and cultural discrimination.

Following this the government and disability community must collaborate and consult on issue they relate to people with disabilities and their families what is more, requisite laws and policy pertaining to people with disabilities should be implemented. It is necessary to translate all essential government information in to appropriate language. Braille and large print which would in turn improve activity and relevance of the council of people with disability. More concretely, this would enable development partners and civil society organization for resources and advocacy.

Such as, there are government programs in UK that promote and encourage employers to employ people with disabilities. They seek to overcome the factors precluding employment such as productivity. If they work at 60 percent of work load, employer will pay for the 60 percent and the government will pay for the 40 percent mutual benefit and success for employers and employees can be achieved when the employer has positive attitude and provides mentoring and support. ILO.org. disability (2010).

The role of employers in the inclusion of people with disabilities in employment has need to break down barriers and promote better understanding in the broader community and the work place, about the advantages of working with this group and fear and ignorance had precluded employers from the employing people with disabilities. One such support strategy would be the introductions of supported employment programs, which would enable both

the employee and employer to link appropriately and ensure and needs were met. However it would be essential to disseminate necessary information and promote practical examples success in the work places, therefore improving the image of people with disability on work and assisting in breaking down the barriers. A further steep for employers would be to take part in review and design of necessary policy about employment and social responsibility as it relates to persons with disability.

In general the vocational training would be the answer to assisting many of people with disability who do have the ability to use their hands, to learn skills and became productively employed and live independent lives.ILO.org /disability (2010).

Smart (2001) stated all employment aspects including hiring, pay, benefits, job training, promotion, tonsure and termination, are covered in employment. It is important to understand that current users of illegal drugs are not protected by the American disability act (ADA). No employer with 15 or more employees can discriminate against an individual with a disability who is qualified and Capable of performing the essential functions of the job. Further employers must provide reasonable accommodations such as adaptation in employment testing procedures, assistive technology, job restructuring, provision of written materials in alternative formats such as Braille, provision of sign language interpreters, time off for visits to therapists and architectural access for their employees with disabilities.

2.7. Training Center to Work Collaboration with Stakeholders

A training to work transition system is by definition dependent on effective collaboration among all of the stakeholders involved in the process. Effective

collaboration requires the involvement of all stakeholders to reform all aspects of the system. Developing and maintaining such partnerships take and continues nurturing so that each partner recognizes the rewards, risks, and long term outcomes they can expect for themselves and more importantly for the trainers.

The first step in developing a representative system in taking stock of the range of partners in a community is important to engage partners early in the process in order to foster a sense of empowerment, ownership, and ability to influence the shape of the system. These collaborative efforts draw from a range of partners much wider than traditional school partnerships and include representatives from secondary school and districts, microfinance's and industry, unions, post secondary education, community partners, parents, social service agencies, private sector people with needed skills (for example, Job services). These systems of collaboration also reach across layers within organization from an individual training center partnership to a state wide initiative.

Effective long- term collaboration requires not only board and inclusive recruit, but also continuous nurturing of individual members as well as the partnerships.

The system must encourage partner's active involvement fostering clear communication about areas of concern of interest, developing a level of comfort with risk and change, and building system where mutual trust and reciprocity are recognized and applied.

This may require structured education/ training sessions for various partners. Different partners require different types of support that the system will work for them for example, employers must feel that in the long term it is worth their

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This may require structured education/ training sessions for various partners. Different partners require different types of support that the system will work for them for example, employers must feel that in the long term it is worth their

staff time and resources to take trainers in to their work place and mentor or train them. Training center has to prepare and market the trainers to businesses by equipping trainers with work place readiness skills.

The goal of such extensive and carefully nurtured partnerships is an atmosphere of shared vision, beliefs and ultimately, resources. The collaborative process and atmosphere of trust leads to profound change in attitude and actions in area such as willingness to give up turf and reallocate resources, and in a recognition that effective partnerships take a great deal of time and commitment to sustained effort for the duration. It is only when individual relationships turn in to institutionalized changes and systemic reform of services to trainers that training center to works system becomes sustainable school to work transaction.

2.8. Historical Background of Mekelle TVET Training Center for People with Disabilities

Mekelle TVET training of people with physical disability has its own history regarding its first foundation. This training center was found in 1959 E.C with the order of the then Tigray governor prince Mengesha Seyum as temporary tent for aged and people with physical disability who were leading their daily lives as beggars in Mekelle town. As per the response of the interview such action was taken to avoid possible criticism by the Emperor for seeing many beggars along the roads in the town of Mekelle. However, such treatment was ceased immediately after the return of the Emperor to his capital Addis Ababa and the subjects were dispersed to their home. By the time the number of the subjects was 80 in number.

Taking treating such citizens as bad action and experience another better projection was designed by the then social affairs bureau of Tigray province.

This was collecting the people with physical disability and giving them training in waving, making sack and leather work activity so as to lead their life better. This experience was more strengthened in 1990. People with physical disability were organized and started to be given different training in six skills in Mekelle TVET training center for people with physical disability such as sawing, leather work, cobble stone, hair dressing, embroidery work and rope products.

Mekelle TVET training center for people with physical disability has the capacity of training 200 trainees at ones with the capital budget allocated by the regional government. The trainees are selected from all waredas of Tigray including Mekelle town. In addition to the long term training (6 months) the training center has also gives such short term trainings as hair dressing and cobble stone in co-operation with Mekelle town municipality.

CHAPTER THREE

3. Research Design and Methodology

To realize the objectives of the study, the following research designs and approaches were used.

3.1. *Research Design and Approach*

In this study descriptive research method was employed. That is, mainly quantitative research method as a major source of data and qualitative research method (semi structured interview and document review) adjusted to meet the criteria of quantitative research. The rationale behind the application of these data collection tools was in order to avoid or minimize the limitation that may result from the application of a single data collection tool.

3.2. *Sampling*

This study was conducted in the TVET center found in Mekelle town. Such primary data sources as people with physical disabilities graduated from the TVET center, principals, teachers, micro finance officers and employers, and documents like strategic plan, minutes of meetings, reports, portfolios, stakeholder involvement records, and TVET center standards were involved in the data collection process mainly to get first hand information. Furthermore, secondary sources like documents obtained from microfinance and employment agencies were also included to get secondary information.

Hence, targets were identified through the use of random sampling (stratified random sampling) and samples were drawn among the trained people with

physical disabilities, trainers (teachers and principals) and microfinance officers and employers.

Generally, from Mekelle town TVET training center people with physical disabilities were randomly selected. On the other hand, principals, teachers, microfinance officers and employers were selected based on purposive sampling method. There fore, 80 (5%) of people with physical disabilities were the target sample size.

Besides, principal of the TVET center, teachers of the TVET center microfinance officers, and employers were the target sample size.

Table 3.1 Population and Sample Size of Respondents for questionnaire

| Types of Respondents | Sex | Population | | Sample | |
|---------------------------------|-----|------------|-----|--------|-------|
| | | No. | % | No. | % |
| People with physical disability | M | 1074 | 55 | 50 | 62.50 |
| | F | 874 | 45 | 30 | 37.5 |
| | T | 1948 | 100 | 80 | 100 |

Table 3.2 Population and Sample Size of Respondents for Interview

| Types of Respondents | Sex | Population | Sample | |
|----------------------|-----|------------|--------|-------|
| | | No. | No. | % |
| Principals | M | 1 | 1 | 100 |
| | F | - | - | - |
| Teachers | M | 6 | 2 | 33.30 |
| | F | - | - | - |
| Employer | M | 2 | 2 | 100 |
| | F | - | - | - |
| Micro finance | M | 2 | 2 | 100 |
| | F | - | - | - |

3.3. Data Collection Tools

In order to achieve the objective of study data collection instruments such as questionnaire as the main data collection instrument and semi structured interviews guide and document review guide were used.

3.3.1. Questionnaire

Questionnaire is data generation method that is used when there is large number of participants in the study. This method was employed to generate from trained people with disability.

The questionnaires have also alternatives and were prepared in English and translated to Tigrigna in order to allow respondents to provide the data as comfortably as possible.

To obtain relatively adequate primary data from large participants and within the existed time limit, questionnaire was employed. The questionnaire has also alternatives and for some items with a space to be written on it and it was also prepared in English.

3.3.2. Interview Guide

In this study semi structured interview was used as additional data of gathering tool. This method was used to gather data from micro finance office.aspesfic and relevant organization about the achievements and challenges of employment opportunity the case trains of Mekelle TVET center. more, over it researchers to explore the participants views of reality and allowed to generate theory. An effective was made to make the questions easy and understandable and to make the communication effective between the interviewers' interviews

Semi structured interviews were used as additional data gathering tools and were prepared in English. These semi structured interviews were three different types which were prepared one for principals and teachers of the institution, one for micro finance officers, and one for employers.

3.3.3. Document Review Guide

Document review guides were employed to get additional first hand data from strategic plan, minutes of meetings, reports, portfolios, stakeholder involvement records, and TVET center standards.

3.3.4. Procedures of Data Collection

For all respondents, the questionnaire was prepared in English. But, to make some key terms easily understandable, the questionnaire was translated in to Tigrigna. The researcher has also got letter of cooperation from Addis Ababa University the Department of Special Needs of Education. There by, using this letter of recommendation the researcher has tried to win the permission of the institutions and individual respondents. To maximize the quality of responses and the rate of return, the objective of the study was made clear and convenient time was arranged to all of the respondents and the data collection

process followed. There by the data were collected through questionnaire, from the conducted interview and document review.

3.4. Pilot Test

Pilot test for the draft questionnaire was administered by consulting two experts who have better knowledge about special needs education and three colleagues in the work area. Accordingly, they have contributed their advice and enable the addition of some new items and the modification of many others. Besides, five people with physical disabilities who did not include in the sample population were given to fill the questionnaire. And as per their comments some question items that lacked clarity were made improved and few were also omitted.

3.5. Methods of Data Analysis

Statistical tools were employed to compute and generate frequencies and percentages for data collected through questionnaire. And narration was also made to summarize about data collected through semi structured interview and document review. Generally, to describe and analyze the characteristics of respondents in terms of sex, qualification and educational back ground, percentages and frequency counts were also used.

Chapter Four

4. Findings

This chapter presents and analyses data that are grouped in to two parts. Part one discusses the educational status, sex and age of respondents and trainings given to people with physical disabilities. Part two analyses and interprets data collected from respondents in reference to achievements and challenges of people with physical disabilities in employment opportunities the case of trainees of Mekelle TVET center for people with physical disabilities.

4.1 Characteristics and Background of Respondents

Table 4.1.1. Respondents by Sex and Age

| No | Age | Respondent People with physical disability | | |
|----|--------------|---|--------------|-------------|
| | | Male | Female | Total |
| 1 | 15-24 years | 18 (36 %) | 19 (63.33 %) | 37 (46.25%) |
| 2 | 25-49 years | 32 (64%) | 11 (36.77%) | 43 (53.75%) |
| | Total | 50 (67.5%) | 30 (32.5%) | 80 (100%) |

As it is indicated in Table 4.1.1 the majority of respondents (53.75%) have an age ranging from 25-49 years. The remaining (46.25%) have an age ranging from 15-25 years. Besides, most of respondents (64%) are from both age groups are males. From this it is possible to say that the majority of respondents were in search of job after the normal age group.

Table 4.1.2. Educational Status of Respondents

| No | Educational Status(grade) | Respondent People with physical disability | | |
|----|---------------------------|---|-------------------|------------------|
| | | Male | Female | Total |
| 1 | 1- 4 | 16 (32 %) | 0 | 16 (20%) |
| 2 | 5 -8 | 20 (40%) | 4 (13.3 %) | 24 (30%) |
| 3 | 9 -12 | 14 (28 %) | 26 (86.7%) | 40 (50%) |
| | Total | 50 (62.5%) | 30 (37.5%) | 80 (100%) |

As it is shown in Table 4.1.2 the majority of respondents (50%) have educational status ranging from grades 9-12. And also 30% have grades ranging from grades 5-8. The remaining small number 16 (20%), however, have grades ranging from 1-4. This suggests that people with physical disabilities involved in the training program are not benefited from the available educational opportunity and are living with lower educational status.

Table 4.1.3. Monthly Incomes

| No | Amount of Income | Respondent People with physical disability | | |
|----|------------------|---|------------|------------|
| | | Male | Female | Total |
| 1 | Below 362 Birr | 26 (52%) | 24 (80%) | 50 (62.5%) |
| 2 | 327 – 600 Birr | 16 (32%) | 6 (20%) | 22 (27.5%) |
| 3 | 601 – 1000 Birr | 8 (16%) | 0 | 8 (10%) |
| | Total | 50 (62.5%) | 30 (37.5%) | 80 (100%) |

As it is seen in table 4.1.3 above half of the respondents 50 (62.5%) were with low monthly income to lead their lives that is below 326 birr. On the other hand, 22(27.5%) of respondents have monthly salary between 327 – 600 birr. Only the remaining 8 (10%) were with monthly salary between 601 – 1000 birr. In general, no respondent were with monthly salary above 1000 birr and this imply that almost all of the respondents led lower living standard.

Table 4.1.4. Types of Disability

| No | Type of disability support appliance | male | Female | Total |
|----|---|-------------------|-------------------|------------------|
| 1 | Physically disability with no appliance | 41 (82%) | 25 (83.33%) | 66 (82.5%) |
| 2 | Physical disability with wheel chair | 8 (16%) | 4 (13.33%) | 12 (15%) |
| 3 | Deaf without hearing aid | 1 (2%) | 1 (3.3%) | 2 (2.5%) |
| | Total | 50 (62.5%) | 30 (37.5%) | 80 (100%) |

As it is revealed in table 4.1.4 significant number 68 (83%) of respondents do not use appliance physically disabled. Only small numbers 12 (15%) were with wheelchair.

Table 4.1.5 Cause of Disability

| No | Disability Cause | male | Female | Total |
|----|------------------|-------------------|-------------------|------------------|
| 1 | War | 0 | 0 | 0 |
| 2 | Accident | 21 (42%) | 12 (40%) | 33 (41%) |
| 3 | Sickness | 29 (58%) | 18 (60%) | 47 (59%) |
| | Total | 50 (62.5%) | 30 (37.5%) | 80 (100%) |

As indicated in Table 4.1.5 almost half 47 (59%) of majority of respondents have a disability caused by sickness. And one-third 33(41.5%) of respondents said their physical disability was caused by accident. None of the respondents said war was the cause of their disability.

Table 4.1.6. Interview Respondent by Qualification and Educational Back ground

| No | Respondents | Noof respondent | Qualification | Education background |
|----|--------------|-----------------|-----------------------------|---|
| 1 | Principal | 1 | Diploma (12 ⁺²) | Mathematics teacher |
| 2 | Teachers | 2 | Diploma (12 ⁺²) | - Cobble stone teacher - Leather teacher |
| 3 | Employer | 2 | Degree (12 ⁺⁴) | Engineer |
| 4 | Microfinance | 2 | Degree (12 ⁺⁴) | Management administrator |

Table 4.1.6 above indicates that all of the principal and teachers respondents have a diploma level qualification and also while the principal was with irrelevant educational background (mathematics), the teacher respondents were with appropriate educational back ground to effectively perform their training responsibility. According to the response of the interviews the employers and the microfinance managers are also 1st degree holders in engineering and management respectively.

4.2. Achievements

The achievements explored in this study focuses on training and employment opportunities of persons with physical disabilities in an around Makelle.

4.2.1. Technical and Vocational Training

Table 4.2.1.1. Types of Trainings Received

| No | Trainings Received | Respondent People with physical disability | | |
|----|--------------------|--|------------|------------|
| | | Male | Female | Total |
| 1 | Tailoring | 4 (8%) | 4 (13.33%) | 8 (10%) |
| 2 | Leather work | 16 (32%) | 4 (13.33%) | 20 (25%) |
| 3 | Coble stone | 16 (32%) | 8 (26.67%) | 24 (30%) |
| 4 | Hair dressing | 4 (8%) | 6 (20%) | 10 (12.5%) |
| 5 | Embroidery | 6 (12%) | 4 (13.33%) | 8 (10%) |
| 6 | Rope product | 4 (5%) | 4 (13.33%) | 8 (10%) |
| | Total | 50 (62.5%) | 30 (37.5%) | 80 (100%) |

As it is revealed in table 4.2.1.1 persons with physical disability have been trained in tailoring (10%), leather works (25%), coble stone (30%), hair dressing (12.5%), embroidery (10%), and rope product (10%). The majority of the respondents 44(55%) were trained in both leather work and in coble stone work and out of these females constituted 12 (40%) trained in leather work 4 (13.33%) and 8(26.67%) in coble stone work.

According to the interview conducted with the principal and teachers it was mentioned that the following were trainings given, tailing, leather work, coble stone hair dressing, and embroidery and rope product. In addition such facilities as shelter, bedroom, training materials and 200 birr monthly for food were provided.

The reviewed documents with regard to detailed records of trainees has also asserted the following woredas trainees come from - Maichew, Hintalo Wejerat, Wukro, Adigrat, Adwa, Axum and Mekelle. The type of training they were assigned include tailoring, leather work, embroidery, rope work ("Sigaja"), cobble stone, hair dressing. Orientation was also given in such areas like the rules and regulations of the training center, the limits and rights of trainees, about the training compound, etc.

The entire respondents 80 (100%) asserted that they were given chance to choose area of training they are going to engage and enable them to participate with full sense of owner ship. And according to the interview conducted with the principal and teachers it was mentioned that the trains were selected based on their disability back ground and training interest from all over the woredas in the Tigray region. This was also strengthened by the conducted document review.

Table 4.2.1.2. Duration of Training Allotted to Trainees

| No | Duration of Training | Respondent People with physical disability | | |
|----|----------------------|---|-------------------|------------------|
| | | Male | Female | Total |
| 1 | Six month | 36 (72%) | 14 (46.67%) | 50 (62.5%) |
| 2 | Four month | 6 (12%) | 10 (33.33%) | 16 (20%) |
| 3 | Two month | 8 (16%) | 6 (20%) | 14 (16.5%) |
| | Total | 50 (62.5%) | 30 (37.5%) | 80 (100%) |

Table 4.2.1.2 indicated that the majority of respondents 50 (62.5%) were placed to get a 6 month training. And the remaining 16 (20%) and 14 (17.5%) were placed to get a four month and two month training respectively.

As per the conducted document review the following strategies were also designed to achieve the above outcomes –six month duration of training and a certificate was granted as a measure of achievement.

Table 4.2.1.3. Relationship between training taken and occupation

| No | Engaged in occupation in area of training? | Respondent People with physical disability | | |
|----|--|--|-------------------|------------------|
| | | Male | Female | Total |
| 1 | Yes | 40 (80%) | 8 (26.67%) | 48 (60%) |
| 2 | No | 10 (20%) | 22 (73.33%) | 32 (40%) |
| | Total | 50 (62.5%) | 30 (37.5%) | 80 (100%) |

As table 4.2.1.3 reveals the majority of respondents 48 (60%) were engaged in occupation proper to their training and the skill they have gained. However, 32 (40%) were not engaged in a job relevance to their training as the result of which to reduce their success in the area. More trained females (73.33%) than trained males (20%) were not engaged in occupations relevant to their areas of training.

As per the conducted interview with employers it was said that what ever the background of the applicant the hiring process is implemented according to the available civil service code. And it was also stated that positive discrimination was possible since a person with physical disability is not fit. Besides, their performance at work was perceived as effective as those employees classified as abled body. In addition the interview conducted with the principal and teachers indicated that trainees were made to be organized and to have access with different job opportunities.

4.2.2. Credit Access

Trained persons with disability have open access to credit although the majority does not use it.

Table 4.2.2.1. Credit Opportunity

| No | Accessed credit opportunity | Respondent | | |
|----|-----------------------------|---------------------------------|-------------------|------------------|
| | | People with physical disability | | |
| | | Male | female | Total |
| 1 | Yes | 4 (8%) | 8 (26.67%) | 12 (15%) |
| 2 | No | 46 (92%) | 22 (73.33%) | 68 (85%) |
| | Total | 50 (62.5%) | 30 (37.5%) | 80 (100%) |

As is observed from table 4.2.2.1, 68 (85%) of respondents did not get access to credit and only 12 (15%) of the respondents had the credit accesses.

However, the conducted interview with the micro finance officers revealed that trained persons with physical disability were encouraged to have sufficient finances and follow up was rendered to enable them manage the money. They also asserted that credit service was more accessible to those who organized themselves in the form of association and the money they received did not allow them to do with a group business. They also said that people with physical disability were reluctant to take credit because of fearing failure or bankruptcy. They said, on the other hand, that there was no any challenge on the part of the majority of beneficiaries taking credit in managing the money they borrowed. Only small proportion of them, however, were emerged unable to manage the money and reluctant to repay. And this was solved by prolonging the time of repaying the money. And, earlier credit was made doubled to those who were successful in the management of their money. This

generally shows that people with physical disability did not benefit from the provided credit service to their full potential.

Only a small number 12(15%) of people with physical disability were served from a single credit source that is Dedebit micro finance. But, the majority of respondents did not take credit. This was also supported by interview conducted with microfinance officers and revealed that the amount of credit given was decided based on the type of work and estimated from 5000 – 10000 birr. This amount of money, however, couldn't enable beneficiaries to engage in many alternative job activities.

The total number of respondents 12(15%) who took credit were almost punctual in repaying their credit. This was also supported by the conducted interview with micro finances officers and asserted that customers were in good position in repaying their liability.

4.2.3. Employment Opportunities

Table 4.2.3.1. Those who are currently with self-employment and other Job Opportunity

| No | Job Opportunity | Respondent | | |
|----|-----------------|---------------------------------|-------------------|------------------|
| | | People with physical disability | | |
| | | Male | Female | Total |
| 1 | Yes | 44 (88%) | 8 (26.67%) | 52 (65%) |
| 2 | No | 6 (12%) | 22 (73.33%) | 28 (35%) |
| | Total | 50 (62.5%) | 30 (37.5%) | 80 (100%) |

At it is seen in table 4.2.3.1 above the majority 52 (65%) of respondents were engaged in self-employment or other employment opportunity related to their training while above one third of the respondents 28 (35%) were not employed in areas of their training. There were more females (73.33%) than males (12%)

who are not employed in their areas of training. Support for women seems required in this regard.

4.2.4. Support for job opportunity

Identify those who gave them support to get job opportunity; the first they mentioned was the training center. It facilitated to enable them to get work by marking negotiations with the organization like Mekelle University and the municipality of Mekelle especially in the construction of cobble stone roads. The rest they were competed for job opportunity privately or in group. Generally, they were left more of self struggling.

According to the reviewed document woredas were found to be stakeholders of the training center that is they were involved in identifying and recruiting people with physical disabilities and allocating budget. Besides, the municipalities and Mekelle University were also participated in creating employment opportunity like allowing them to engage in cobble stone work. Besides, the TVET center has a record of stakeholders involved in the training center and most woredas of Tigray, Mekelle municipality, and Mekelle University were mentioned.

Table 4.2.4.1. Type of Occupation

| No | Occupation | Respondent | | |
|----|----------------------------|---------------------------------|------------|-----------|
| | | People with physical disability | | |
| | | Male | female | Total |
| 1 | Self-employed | 44 (88%) | 24 (80%) | 68 (85%) |
| 3 | Employed by non government | 6 (12%) | 6 (20%) | 12 (15%) |
| | Total | 50 (62.5%) | 30 (37.5%) | 80 (100%) |

Based on table 4.2.4.1 most of the respondent people with physical disability 68 (85%) were self-employed and the table shows relatively a few number of respondents 12 (15%) were employed by non- governmental organizations. However no respondent was employed by the government organizations.

As per the conducted interview with employers it was said that rules and regulations referred to employ people with physical disabilities was almost in line with the required skill. However persons with physical disabilities were found to be engaged in jobs with contract bases. Such as cobble stone work. This suggests they were discriminated in getting regular job opportunity.

On the other hand it was said that people with physical disability did not face challenges during their work because of their disability rather they have shown good performance.

4.3. Challenges

Negative attitude, unemployment, and inadequate support in accessing credit employment, and inadequate institutional capacity were identified as major challenges.

4.3.1 Negative attitude

Negative attitude and discrimination was one of the challenges in employment of persons with disability. Those respondents exemplified their reasons why they were left without work. Some examples include:

“We are perceived by employers or other group of people as naturally in capable to do a work.”

“We are discriminated at time of employment opportunity for we are being disabling. “

“We are perceived as a person with low performance to do with any job.”

These negative attitudes were also endorsed by other interviewees. When responding what challenges they encountered for they have no job said that they were subjected for legal discrimination that the existing civil service codes are intentionally neglected pwds not to effectively take part in competitions for a given job opportunity. This was mostly resulted from a tendency that is justified by any employment agency as normal and legal.

People with physical disabilities were most of the time considered as unable to do with any job because they were perceived that they lack the knowledge, ability, and skill to perform the job. This was a perception based on traditional societal perception. As a result of these factors they were forced to depend on beginning, wandering, dependency, depression, hunger and hopelessness and eventually lead them to perceive the society as morally irresponsible toward their concern.

In general they strictly mentioned that their disability plus their jobless was being followed by psychological and social impact that led them to Sevier economic and social problem.

4.3.2. Time spent to get job

Table 4.3.2.1. Length of Time Taken for Trainees to Get Job

| No | Time Taken to Get Job (in years) | Respondent People with physical disability | | |
|----|----------------------------------|--|-------------------|------------------|
| | | Male | Female | Total |
| 1 | 1- 2 | 32 (64%) | 20 (66.7%) | 52 (65%) |
| 2 | 3 - 4 | 18 (36%) | 10 (33.3%) | 28 (35%) |
| | Total | 50 (62.5%) | 30 (37.5%) | 80 (100%) |

As it is seen in table 4.3.2.1, 52 (65%) of the respondents had to keep 1-2 years to get job and about 28 (35%) of the respondents have kept for about 3-4 years to get job besides it is observed that out of the total numbers of respondents a number of trainees are obliged to stay without job after training. Ethiopia has a proclamation of the right to employment of persons with disability, proclamation no 568/2008. However, there is understanding gap between the awareness of the society and the training which are taken by the disabled people. This is to mean since we are able to take the courses which may enable as to perform different activities respectively any body should know we are able to do the activity equally as the “able” for the same job.

4.3.3. Lack of adequate support in accessing credit

Table 4.3.3.1. Reasons for not taking credit

| No | Option | Respondent | | |
|--------------|---|---------------------------------|-------------------|------------------|
| | | People with physical disability | | |
| | | Male | female | Total |
| 1 | No legal support | 6 (12%) | 4 (13.33%) | 10 (12.5%) |
| 2 | Negligence because of their physical disability | 27 (54%) | 19 (63.33%) | 46 (57.5%) |
| 3 | No need to take credit | 10 (20%) | 5 (20%) | 15 (18.75%) |
| 4 | Because of high amount of interest | 7 (14%) | 2 (6.67%) | 9 (11.25%) |
| Total | | 50 (62.5%) | 30 (37.5%) | 80 (100%) |

As revealed in Table 4.3.3.1 above the majority of respondents 46(57.5%) responded that there is negligence on the part of authorities because of their physical disability. The other 15(18.75%) of respondents said that they do not want to take credit. On the other hand, 10(12.5%) of the respondents justify that there is no legal support to take credit, while 9(11.25%) of respondents

asserted that they were indifferent to take credit because of fear for high amount of interest.

Challenges Encountered in Running their Business

When responding about challenges they encountered while running their business they stated that they were confronted by shortage of money suffered from moral crises of being physical disability and discrimination in which in turn to affect their future empowerment. Besides a number of the members of the society still have no confidences of the business we run and on the materials and activities which are performed by us.

4.3.4. Inadequate Institutional Capacity

As per the conducted interview with the principal and teachers about the availability of adequate training facilities, they said that the training center was initially established to serve for 60 trainees. However, it is currently serving for more than 200 people with physical disabilities. Therefore, there is no adequate budget to run the program, there is absence of adequate quantity and quality human resource or man power, since it was not initially constructed for the current purpose the environment of the institution is not well facilitated for people with physical disability.

The conducted document review was also revealed that the TVET center's plan was included outcomes like enabling people with physical disabilities to lead their lives in a better way after they have been given training; and changing community awareness towards people with physical disabilities and create an encouraging societal atmosphere. Besides, policy was developed. And the following strategies were also designed to achieve the policy – organizing a board TVET center financed by a combined effort between the Regional Government and all woredas; creating link between the TVET center and

woreda administrations, municipalities, universities and other employment agencies; providing training and creating employment opportunities and credit services, etc. Although not as per the standard, buildings, machinery, human resource, and training manuals were made available.

4.4. Suggested solution

4.1.1. Efforts need to be made to enable People with Disability to Over Come the Problem they face

When responding what should be done enable them to over come the problem they faced said that the government should give them job which is proper and multi-credit opportunity to enable them to engage in varied life activities and also they them selves should bring about behavioral change that they are ready to do with what ever proper job opportunity they obtained. And also there should be job opportunity available like pottery, weaving etc. They additionally mentioned that not only the government, but also many non governmental organizations which have direct hand in assisting such activities should give valuable concentration and additional projects should be implemented in strengthening the activities.

CHAPTER FIVE

5. Discussion of Study

This chapter discusses the result of major finding in relation to research questions and theoretical assumptions of achievement and challenges of people with physical disabilities in employment opportunities the case of Mekelle TVET center for people with physical disabilities are interpreted. Therefore, here under are achievements, challenges, employment situation and suggested solutions or interventions.

5.1. *Achievements*

When the respondents were asked about trainings given trains were selected based on their disability back ground and training interest and about 62.5% of the respondents were placed to get a 6 month training. As per the conducted document review the following strategies were also designed to achieve six month duration of training and a certificate was also granted as a measure of achievement. And also were trained with such six alternative activities as tailoring, leather work, cobble stone, hair dressing, and embroidery and rope product. It is true that, vocational training should be made available to all disabled persons, what ever the origin and nature of their disability and what ever the age provided they can be prepared for, and has reasonable prospects of securing and retaining suitable employment. All necessary and practicable measure should be taken to establish or develop specialized vocational training for persons with disability in choosing or changing their occupation (ILO 1998).

About 15% of the respondents who took credit were almost punctual in repaying their credit. This was also supported by the conducted interview with

micro finances officers and asserts that customers were in good position in repaying their liability. In strengthening this, Berhanu, et al., (2005:54) state that the important role that those micro financiers could play in observing the young people trainer from TVET, the federal micro finance development strategy agency over sees the promotion of micro finances development, while the direct support and promotional activities are carried out by institution established at regional state. The federal micro finances development strategy agency have promoted by providing training and counseling, finance and credit facilities, and raw material supplies.

As per the conducted interview with principal of the institution, it was indicated that trainees were made organized and facilitated to enable them to get work by making negotiations with the organizations like Mekelle university and the municipality of Mekelle especially in the construction of cobble stone roads. A training to work transition system is by definition dependent on effective collaboration among all of the stake holders to reform all aspects of the system. Developing and maintaining such partnerships take and continues nurturing so that each partners recognizes the rewards, risks, and long term out comes they can expect for themselves and more importantly for the trainers, school to work transaction.

When the respondents asked about their job, 85% were self employed. That is persons with physical disabilities were found to be engaged in job with contract basis like coble stone work and about 40% were not engaged in job directly relevant to their training. They are running business such as cobble stone, commodity shops, leather work and bakery. As to Berhanu, et al., (2005:54) the job opportunity for wage is not promising in relation to the ever increasing TVET trainees; it is advisable to encourage the youth and adult trainers to start their own business. To this end the availability of inputs, such as capital, business, training and working area are very important to start a new

business. Hence, these inputs are scarce, and a new trainer is lack of them, the provision of financial and technical support is help full regarding self employment.

5.2. *Employment situation*

According to the UN conventional of the right of persons with disabilities article 27, persons with disabilities have equal right to work and gain a living. Ethiopia has also proclamation called the right to employment of persons with disabilities proclamation No 568/2008. It defines an individual whose equal employment opportunity is reduced as a result of their physical, mental or sensory impairments and protects their right from social economic and cultural discrimination.

When the respondents were asked their job opportunity 65% were engaged in work may be for their personal job. However, 35% of respondents were not with what ever job opportunity. In addition, 65% of respondents found to keep 1-2 years to get job while 35% of them have kept for about 3-4 years. This finding, therefore, is in line with survey study conducted by Tirussew (2005) states that both male and female pwds participants declared that they faced serious challenges in the process of getting employment opportunities even when they have the required training and qualifications, one of the major challenges identified by both genders in the process of getting employment is the overchings reluctance of the employers to hire a candidate with disability. Accordingly, it is not uncommon to be disqualified when an employing agency or organization discovers that applicant has certain disabilities regardless of eligibility for the job such incidents were reported by 63.1% and 69.7% of the male and female informants respectively. In the same manner, Getachew (1984) states there are unwilling of the management to hire persons with disabilities due to biased and rigid criteria of employment.

5.3. *Challenges*

About 85% of respondents did not get credit services. Because credit service was more accessible to those who organized them selves in the form of association and even to these organized groups the money they received did not allow them to do with a group business. Individual credit service was also less attention area. Fear of bankruptcy to take credit service on the part of beneficiaries was additional hindering factor. And they were only served from a single credit source that is Dedebit micro finance. Therefore, this finding is against what is stated by Berhanu, et al., (2005:54) the Ethiopian government has focused on creating micro finances, based on their potential to create employment opportunities, as spelled out in the industrial development strategy of the country. The strategy identified the important role that those micro finances could play in observing the young people trainer from TVET. The federal micro finance development strategy agency over sees the promotion of micro finances development, while the direct support and promotional activities are carried out by institution established at regional state. The federal micro finances development strategy agency have promoted by providing training and counseling, finance and credit facilitator and raw material supplies. Absence of legal support, negligence on the part of officials, and absence of interest on the part of beneficiaries and fear of high amount of interest were major reasons for respondents not take credit services.

When respondents responding about challenges they encountered while running their business, they stated that they were confronted by shortage of money and also suffered from moral crises (of being their physical disability) and discrimination.

Besides, as stated by respondents “reasonable numbers of members of the society still have no confidences of the business we run and on the materials and activities which are provided by us.”

In supporting the above stated challenges, Berkwitz (1987) states throughout history, PWDs have been perceived as “burdens” or drains on the resources of the community. And also as per the researchers personal experience, people with physical disabilities are socially isolated and discriminated in job. Furthermore, community awareness especially towards providing job opportunities to people with physical disability is very low.

Besides, 62.5% and 27.5% of the respondents indicate that they were earned low monthly in come that is below 326 Birr and between 327 – 600 birr respectively.

The training center was established to serve for 60 trainees but currently working out of the standard serving for more than 200 trainees as a result of which no adequate budget to effectively run the program. There is absence of adequate quantity and quality man power. The environment of the institution is not well facilitated to serve people with physical disability. In justifying these confronting problems by people with physical disabilities Sophia, Mitra (2006) argues that the medical model is often referred to as the old paradigm and stand in contrast to the environmental model of disability. The environmental model sees disability as social construct. Disability is not the attribute of the individual instead it is created by social environment and requires social changes. The second version of the social model reviewed here, that of the oppressed minority, says that persons with disability face discrimination and segregation through sensory, attitudinal, cognitive, physical and economic barriers and their experience are there fore perceived as similar to those of an oppressed minority group.

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5.4. *Suggested Solutions*

When responding what should be done enable them to overcome the problems they faced they said that:

- ✓ The government should give them job which is proper to them.
- ✓ Multi credit opportunity to enable them to engage in varied life activities.
- ✓ They themselves should bring about behavioral change that they have to be ready to do with what ever proper job opportunity they obtained.
- ✓ There should be job opportunity available like pottery, weaving etc.
- ✓ They additionally mentioned that not only the government but also many non governmental organizations which have direct relation in assisting such program should give valuable consideration and additional projects should also be designed and implemented in strengthening the activities. These demands are of course, priority strategy areas of the Ethiopian government. In this regard, MOE (2006) states that the overall objective of the national TVET strategy is to create a competent, motivated, adaptable and innovative work force 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.

Chapter Six

6. Summary, Conclusions and Recommendations

This final chapter presents summary of major findings, conclusions and the following recommendations.

6.1. Summary of Major Findings

The purpose of this study is to assess challenge and achievement of people with physical disabilities in employment opportunities after technical and vocational training in Mekelle town TVET center.

In this study descriptive research method was employed. Besides, to triangulate the obtained data, tools such as questionnaire, interview guide and document review guide were used. The rationale behind the application of these data collection tools was in order to avoid or minimize the limitation that may result from the application of a single tool. For all respondents, the questionnaire was also prepared in English. And, to make some key terms easily understandable, the questionnaire was translated into Tigrigna.

Such primary data sources as people with physical disabilities graduated from the TVET center, principals and teachers, strategic plan, minutes of meetings, reports, portfolios, stakeholder involvement records and TVET center standards were utilized in the data collection process mainly to get first hand information. Furthermore, secondary sources like microfinance officers and employers were also included to get secondary information.

Hence, targets were identified through the use of random sampling (stratified random) and samples were drawn among the trained people with physical

disabilities, trainers (teachers and principals) and micro finance officers and employers.

Generally, from Mekelle town TVET training center people with physical disabilities were randomly selected. On the other hand, principals, teachers, microfinance officers and employers were selected based on purposive sampling method. There fore, 80 (5%) of people with physical disabilities, 1 (100%) principal of the TVET center, 2(33.3%) of teachers of the TVET center, 2 (100%) of microfinance officers, and 2(100%) of employers were the target sample size. Statistical tools were employed to compute and generate frequencies and percentages for data collected through questionnaire. And narration was also made to summarize about data collected through semi structured interview and document review. Generally, to describe and analyze the characteristics of respondents in terms of sex, qualification and educational back ground, percentages and frequency counts were also used.

6.1.1. Characteristics and Background of Respondents

The majority of respondents 40 (50%) and 24(30%) have educational status ranging from grades 9-12 and grades 5-8 respectively. Being this fact, most of them were with lower educational opportunity and were also not benefited from the available educational system.

The majority of respondents 43 (53.75%) and 37 (46.25%) have an age ranging from 25-49 years and 15-25 years respectively. This implies that most of people with physical disabilities were subjected for job opportunity above the normal age group.

The TVET training center was not led by a professional that is mathematics teacher with a diploma qualification as a result of which to affect the effectiveness of the institution.

6.1.2. Nature of Trainings Given

The TVET training center has given such trainings as tailing, leather work, coble stone hair dressing, embroidery or "Tilf" and Rope product. Trains were selected based on their disability background and training interest from all over the woreda in the Tigray region. The majority of the respondents 44(55%) were trained in leather work and in coble stone work of which 64% were males and 47% females. All 80 (100%) of respondents asserted that they were given chance to choose area of training they are going to engage. About 50 (63%) of respondents were placed to get a 6 month training.

6.1.3. Employment Situation

About 52 (65%) of respondents were engaged in work may be of their personal job or other employment opportunity. However, 28 (35%) of respondents were not with whatever job opportunity. Reasons for negligence in job opportunity include prejudice such as discriminated for being disabled and suspected for low performance to do with any job.

With regard to the time spent until getting job, 52 (65%) of the respondents had to keep 1-2 years to get job while 28 (35%) of the respondents have waited for about 3-4 years.

6.1.4. Achievements Gained in Employment

About 32 (40%) were not engaged in a job directly relevant to their training. 68 (85%) of respondents were self employed. That is, persons with physical disabilities were found to be engaged in jobs with contract bases like cobble stone work.

50 (62.5%) and 22(27.5%) of respondents were earned low monthly income that is below 326 birr and between 327 – 600 birr respectively.

6.1.5. Challenges Faced

68 (85%) of respondents have no access to credit services. Because credit service was more accessible to those who organized themselves in the form of association and the money they received did not allow them to do with a group business. Individual credit service was also less attention area. Fear of bankruptcy to take credit service on the part of beneficiaries was additional hindering factor.

12(15%) of people with physical disability were served from a single credit source that is Dedebit micro finance. And the amount of credit given was decided based on the type of work and estimated from 5000 -10000 birr.

Only 12(15%) of the respondents who took credit were almost punctual in repaying their credit.

Reasons not to take credit services on the part of people with physical disability include absence of legal support 10(12.5%), negligence on the part of officials 46(57.5%), absence of interest on the part of beneficiaries 15(18.75%), and fear of high amount of interest 9(11.25%).

The training center was established to serve for 60 trainees but currently working out of the standard (serving for more than 200). There fore, there is no

adequate budget to run the program, there is absence of adequate quantity and quality man power, and the environment of the institution is not well facilitated to serve people with physical disability.

When responding what challenges they encountered for they have no job said that they were subjected for legal discrimination that the existing civil service codes are intentionally neglected pwds not to effectively take part in competitions for a given job opportunity.

6.2. Conclusion

6.2.1. Challenges

In this study majority of the people with physical disabilities have lower educational status? Being this fact, most of them were with lower educational opportunity and were also not benefited from the available educational system. This intern left them with none or little job opportunity to lead their lives and to remain at the lowest living standard

Most of people with physical disabilities in this study were denied their right to job opportunity when compared with the able ones.

The TVET training center lack appropriate leadership and management skill which is crucial for its effectiveness. This may also limit the capacity of the institution to achieving its objectives.

Majorities of people with physical disability have no fair access to employment opportunity in government institutions and almost found themselves to be engaged in jobs with contract bases like cobble stone work. This, therefore, leave them to highly depend on daily work and poor daily income.

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People with physical disability were suffering from prejudice as major reasons for negligence in job opportunity.

People with physical disability were not benefited from immediate job opportunity after graduation and were not engaged in a job directly relevant to their training. So that people with physical disability were led impoverished life due to their low earnings.

Individual credit service was less attention area. They were served from a single credit source that is Dedebit micro finance. And the amount of credit given was small (5000 – 10000 birr). Because of this they were forced to rely on routine work activities but without better income which is vital for the improvement of their living standard.

Fear of bankruptcy to take credit service on the part of beneficiaries was additional hindering factor. This generally shows that people with physical disability were not benefited from the provided credit service to their full potential. That is the amount of money provided in the name of credit service couldn't enable beneficiaries to engage in many alternative job activities

Absence of legal support, negligence on the part of officials, and absence of interest on the part of beneficiaries and fear of high amount of interest were major reasons for people with physical disability not to take credit services. And this situation is the major factor that is said to be a reason for their poor effort in engaging in this credit service program yet necessary for their betterment.

The training center was below-standard (that is, although initially established to serve for 60 trainees but currently serving for more than 200). There fore, there is no adequate budget to run the program, there is absence of adequate

quantity and quality man power, and the environment of the institution is not enabling. This intern can affect trainees in getting the required preparation which is necessary in the job market.

People with physical disabilities were most of the time considered as unable to do with any job because they were perceived that they lack the knowledge, ability, and skill to perform the job. This was based on traditional societal perception. As a result of these factors they were forced to depend on beginning, wandering, dependency, depression, hunger and hopelessness and eventually lead them to perceive the society as morally irresponsible toward their concern.

6.2.2. Achievements

Trainings given were faire to people with physical disability in that they were given based on their disability back ground and training interest from all over the woredas in the region. This, therefore, has created a motivating factor for trainees to attend their training interestingly.

Relatively there was fair training duration (six month) that might relatively enable trainees get adequate time during training.

People with physical disability who took credit were almost punctual in repaying their credit. Because of this some of the wrong position that some people have had toward pwds (people wpds could not able to manage the money they borrowed) was disproved and forced them to change their preconceived outlook in favor of them.

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6.3. *Recommendations*

MOE, Regional Education Bureau, Woredas Education Offices in cooperation with schools should give better educational opportunity to people with physical disabilities.

Training center, bureau of social affairs, woredas and employing agencies are more expected to facilitate job opportunity to people with physical disabilities.

TVET commission should appoint appropriate manager for the institution.

Training center, bureau of social affairs, woredas and employing agencies are required to give employment opportunity to people with physical disabilities in government institutions. MOE, Regional Education Bureau, training center,

bureau of social affairs, woredas and employing agencies should work to raise the awareness towards people with physical disabilities to be benefited from immediate job opportunity after graduation and to engage in a job directly relevant to their training. People with physical disabilities are expected to change their attitude that they are capable and have the potential to improve their living standards. Credit agencies should provide multi and higher credit opportunity to people with physical disabilities.

Combined effort is expected between credit service agencies and beneficiaries to develop the confidence in taking credit with out fear of bankruptcy.

Government should work to improve and respect the available legal documents to serve people with physical disability.

The training center is expected to improve its standard and budget so as to accommodate more beneficiaries around the service area.

The already gained achievements are also to be maintained and developed to the maximum advantage of people with physical disabilities.

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APPENDIX – A

Addis Ababa University

School of Graduate studies

Department of Special Needs Education

A Questionnaire to be filled by PWDs

Dear respondent

This questionnaire is prepared for persons with physical disabilities who are TVET trained employed and un – employed in Tigray region Mekelle. The main purposes of this questionnaire is to investigate necessary data that enable to identify the achievement and challenge in job opportunities of people with disability after training in Mekelle TVET training center for people with disabilities. The success of this study depends on your responsible, sincere and timely response.

The purpose of this questionnaire is to identify the achievement and challenge in job opportunities of people with disability after getting training in Mekelle TVET training center for people with disabilities.

gender

b. Female

ou?

s

b. 25-49 years

c. above 49 year

ighest level of education you attained?

b. 1-4

c. 5-8

d. 9-12

technical or vocational area were you trained?

e b. embroidery (Tilf) c. hair dressing

rk e. rope product f. sawing

e your area of training?

b. No

the duration of training?

hs

b. 4 months

c. 2 months

get training?

9. If your answer for question No 8 is 'No' what challenges did you face to get employed?

10. If your answer for question No 8 is 'yes' what kind of support did you get in order to get job?

11. How long did it take you to get employed after training?
a. 1 year – 2 years b. 3 years – 4 years

12. Was the duration time allotted to your training enough?
a. Yes b. No

13. If you get job opportunities was it related with your training?
a. Yes b. No

14. If you are employed, what type of employment?
a. Self employment
b. Employed by government organization
c. Employed by non government organization

15. If you are employed by organization specify the types of duties you are engaged in?

16. If you are self- employed what is the type of business you run?

17. What is estimated monthly income?

a. Below 326 Birr

c. 601 – 1000 Birr

b. 327 – 600 Birr

d. above 1000 Birr

18. If you are employed what achievement are there in your life?

19. Do you have the access to saving and credit institution?

a. Yes

b. No

20. If the answer of question No 19 is 'yes' were did you get

a. Dedbit micro finances

b. Ethiopian commercial bank

c. Development bank

d. I did not take

21. If you borrowed money have you started to repay?

a. Yes

b. No

c. I did not take credit

22. If you have not yet started to re – pay why not?

23. If for question No 19 is 'No' why?

- a. No legal support
- b. Luck of respectation
- b. I don't need to take credit
- e. Because of high amount of interest

24. What challenges did you encounter in running your business?

25. What challenges do persons with disability who have no job encounter?

26. What should be done on your part to enable people with disability to overcome the problem they face?

ዩኒቨርሲቲ ኣዲስ ኣበባ

ቤት ትምህርቲ ድሕረ ምረቃ

ክፍሊ ትምህርቲ፡ ትምህርቲ ፍሉይ ድልዎት

እዚ መሕተት ኣብ ክልል ትግራይ ከተማ መቐለ ዝርከብ ትካል መሰልጠነ ቴክኒክን ሞያን መቐለ ንዝሰልጠነ ኣካል ጉዳይት ዝተዳለወ እዩ። ዕላምኡ ድማ ኣብዚ ትካል ዝሰልጠነ ኣካል ጉዳይት ድሕሪ ስልጠና ዘለዎም ዕድል ስራሕን ዘጋጠሞም ፀገማትን ንምንጻር እዩ።

እዚ መዕናዕቲ ንክዕወት ብቅንዕና እንህቦ መልሲ እዋናዊነት ሓበሬታኻ/ኸን ወሳኒ ግደ ኣለዎ ጊዜኻ/ኸ ሰዊእኻ/ኸ እትገብረለይ/ርለይ ምትሕብባር ኣቐዲመ ከመስግን ይፎቱ።

መሕተት

ዕላማ መሕተት - ዕላማ እዚ መዕናዕቲ ኣካል ጉዳይት ሰልጠንቲ ድሕሪ ስልጠና ትካል መሰልጠነ ሞያን መቐለ ዘለዎም ዕድል ስራሕን ዘጋጥምዎም ብድሆታትን/ፀገማትን/ ንምንጻር እዩ።

1. ኣብ ጻታኻ/ኸ ኣክብበሉ

| | | |
|----------|----------|--|
| ሀ. ተባዕታይ | ለ. ኣንስታይ | |
|----------|----------|--|
2. ዕድመኻ/ኸ ክንደይ እዩ

| | | |
|----------------|----------------|---------------|
| ሀ. 15 — 24 ዓመት | ለ. 25 — 49 ዓመት | ሐ. ልዕሊ 49 ዓመት |
|----------------|----------------|---------------|
3. ክንደይ ክፍሊ በዓሕኻ/ኸ ነይርካ/ኸ

| | | |
|--------------------|-----------|---------------------|
| ሀ. መደብ ምጥፋእ መሃይምነት | ለ. ካብ 1-4 | ሐ. 5-8 መ. 9-12 |
|--------------------|-----------|---------------------|
4. እንድሕር ሰልጢኻ/ኸ ብምንታይ ሞያ ሰልጢኻ/ኸ?

| | | |
|--------------|---------------|-------------|
| ሀ. ስራሕቲ ቆረቆረ | ለ. ስራሕቲ ገመድ | |
| ሐ. ጥልፊ | መ. ምምዕርራይ ፀጉሪ | ሠ. እምነ ፅርብት |

5. ዓይነት ስልጠና/ካ/ኸ. ብዓል/ካ/ኸ. ዲ/ካ/ኸ. መሪዕካዮ/ክዮ?

ሀ. እወ

ለ. አይኮንኩን

6. እንድሕር ስልጠና/ካ/ኸ. ንክንደይ ጊዜ ነይሩ?

ሀ. ንሽዱሽተ ወርሒ.

ለ. ን4ተ ወርሒ.

ሐ. ንክልተ ወርሒ.

7. እንድሕር ስልጠና/ካ/ኸ. ዝሰልጠንካሉ/ክሉ መሰልጠኒ ግለፅ።

8. ሐዘ. ኣብ ስራሕ ተዋፊርካ ዲ/ካ?

ሀ. እወ

ለ. አይተዋፊርኩን

9. እንድሕር ናይ ቁዕሪ ጾይ ሕቶ መልስኻ ኣይኮነን ኮይኑ እንታይ ዓይነት ፀገም ኣጋጠሙካ?

10. እንድሕር ናይ ቁዕሪ ጾይ ሕቶ መልስኻ እወ ኸይኑ ስራሕ ንምርካብ እንታይ ዓይነት ሓገዝ ረኺብካ?

11. እንድሕር ስራሕ ተቆላርካ/ኪ. ስራሕ ንምርካብ ዝወስደልካ/ኪ ግዜ ክንደይ እዩ?

ሀ. ካብ 1 — 2 ዓመት

ለ. ካብ 3ተ ክሳብ 4ተ ዓመት

12. ዝተወሃበካ/ኪ. ናይ ስልጠና እዋን እኹል ድዩ?

ሀ. እወ

ለ. አይኮነን

13. እንድሕር ኣብ ስራሕ ተዋፊርካ/ኪ. ቡቲ ዝሰልጠንካሉ ሞያ ዲ/ካ/ኸ/ ተዋፊርካ/ኪ/

ሀ. እወ

ለ. አይኮነን

14. እንድሕር ኣብ ስራሕ ተዋፊርካ/ኪ/ እንታይ ዓይነት ስራሕ እዩ?

ሀ. ናይ ወልቀ ስራሕ

ለ. ናይ መንግስቲ ስራሕ

ሐ. ናይ መንግስታዊ ዘይኮነ ስራሕ

15. እንድሕር ብድርጅታት ተቆላርካ ናይ ምስራሕ ድርሻኻ/ኸ. እንታይ እዩ?

16. እንድሕር ናይ ወ.ልቀ ትሰርሕ/ሐ. ኮይንካ/ኪ/ እንታይ ዓይነት ስራሕቲ ትሰርሕ/ሐ?

17. ወርሓዊ መሃያኻ ክንደይ እዩ?

- ሀ. ትሕቲ 326
- ሐ. 601 — 1000 ብር
- ለ. 327 — 600 ብር
- መ. ልዕሊ 1000 ብር

18. እንድሕር መነባብርኻ ስራሕ ትሰርሕ/ሐ/ እንታይ ዓይነት ለውጢ ኣብ መነባብርኻ/ኸ/ ኣሎ?

19. ስራሕኻ ንምክያድ ልቓሕ ኣግኒኻ/ኸ/ ዶ?

- ሀ. እወ
- ለ. የለን

20. ናይ ቁፅሪ 19^ተ መልሲ እወ እንተኾይኑ ልቓሕ ኣበይ ትረክብ?

- ሀ. ኣብ ደደቢት ፍትሓዊ ልቓሕ
- ለ. ኣብ ኢትዮጵያ ንግዲ ባንክ
- ሐ. ኣ ምዕባለ ባንኪ
- መ. ልቓሕ ኣይወሰድኩን

21. እንድሕር ልቓሕ ወሲድካ ልቓሕኻ ብእዋኑ ምክፋል ጀሚርካ ዶ?

- ሀ. እወ
- ለ. ኣይኮነን
- ሐ. ልቓሕ ኣይወሰድኩን

22. እንድሕር ልቓሕ ምክፋል ዘይጀመርካ/ኪ/ ስለምንታይ?

23. እንድሕር ናይ ቁፅሪ 19^ተ መልሲ ኣይኮነን ኮይኑ ስለምንታይ?

- ሀ. ብሕገ ስለዘይድገፍ
- ለ. ተቐባልነት ብምስኣንና
- ሐ. ልቓሕ ክወስድ ስለዘይደለ
- መ. ወለዱ ብዙሕ ስለዝኾነ

24. ኣብ ከይዲ ስራሕ ዘጋጠመካ ፀገም እንታይ እዮም ኣብርህ?

25. ኣካል ጉዳኣት ኮይኖኹም ስራሕ ብዘይ ምሓዘኩም ዘጋጠመኩም ፀገም ግለፅ?

26. ኣካል ጉዳኣት ስራሕ ንክረኽቡ እንታይ ክስራሕ ኣለዎ ትብሉ?

APPENDIX – B

1. Interview guide to microfinance agency

The purpose of this interview is to collect data on the degree employment opportunities and challenges of TVET training center from Tigray region government institution in Mekelle that achievement and challenges in job opportunities for people with physical disabilities. The success of this study depends on your responsible, sincere and timely response.

1. Do you facilitate TVET trained person with physical disabilities to have sufficient finance?
2. If your answer for no 1, is yes what measures do you are to give them?
3. How do you rate the amount of the money?
4. Do you gave them the money in a group or individually?
5. Do they paid their credit on the right time?
6. Do you support them after you gave the money?
7. Are there any challenges to them in managing the money?
8. If your answer for No 7 is yes, what measures do you take to enhance their challenges?
9. Do you encourage them to share their good experiences?

APPENDIX – C

2. Interview guide to TVET principals and teachers

2.1. Achievement

1. What is the aim of the institution?
2. When it was established?
3. What types of training do you give?
4. How and when do you select the trainees?
5. What kinds of facilities do you give them during training?
5. How do you organize them to create or get job opportunities after the training?
7. How do you treat those who got a positive change?

2.2. Challenges

1. Does your institution have enough equipment?
2. Do you have a balance trained human resources?
3. Are there challenges during training time?
4. Is there any problem in getting job opportunities after training?
5. If your answer for No 4 is yes, what techniques do you take to solve the problems?

APPENDIX – D

3. Interview guide to employer

1. What criteria's do you take to employee people with disabilities?
2. If no why? _____ -
3. How do you see their performance at work?
4. What rules and regulations do you sit to employ people with disabled persons?
5. Do you see any challenge during their work because of their disabilities?
6. Do you have good models of disabled persons at their work?

APPENDIX – E

Document Review Checklist

The researcher will conduct document review on the following documents such as yearly plan, minutes of meetings, reports, portfolios, stakeholder involvement records, and TVET center standard.

| No. | Documents reviewed |
|-----|--|
| 1 | The TVET center's plan includes intended outcomes, strategies and resources, measures of achievement, timeliness and personnel responsible. |
| 2 | There is a plan for welcoming stakeholders and make them part of the training center. |
| 3 | Stakeholders' involvement records and minutes of meetings indicate the number of stakeholders involved in the training center. |
| 4 | The training center has a detailed record of trainees (the place they come from, the type of training they are assigned for, and any orientation given). |

DECLARATION

I confirm that this thesis is my original work.

Name _____

Signature _____

Date of Submission _____

This thesis has been submitted for examination by my approval as university advisor.

Name _____

Signature _____

Date of Submission _____