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THE EFFECT OF CO-OP BASED JOB PLACEMENTS ON EMPLOYMENT OPPORTUNITIES FOR GRADUATES OF BUTAJERA TVET INSTITUTION

BY: AWEL KEDIR

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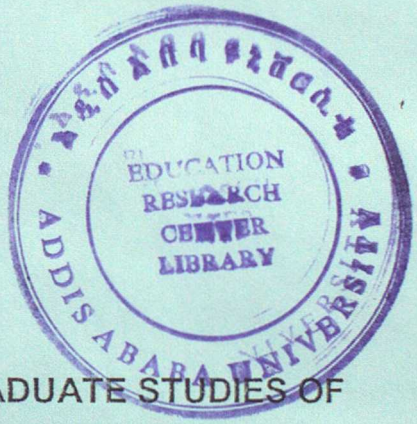

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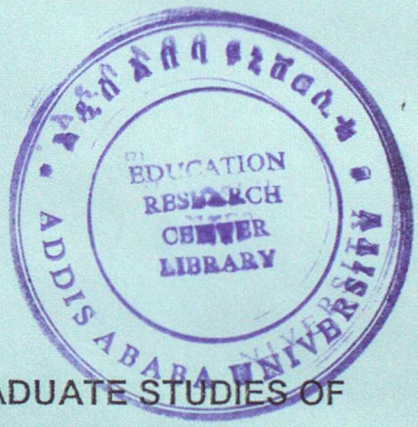

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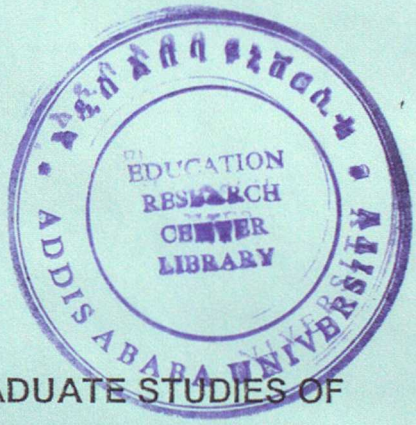

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Awel Kedir.

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Abstract

This study argues in favor of the importance of co-op based micro and small enterprises in creating a strong bond between Technical and Vocational Training programs and self employment on co-op based job placements. It investigates the state of co-op based micro and small enterprise program and its effectiveness in actual implementations. The study focuses on Butajera TVET training system and explores how making its contribution in providing trainees with the necessary skills demanded by the labor market. Observation made in the preliminary studies conducted by the researcher revealed that there is big gap between what was intended as a purpose for training program to accomplish and what actually is being done practically for informal micro and small enterprise that are providing major employment opportunity to the trainees. In addition to financial problems, lack of market linkage and Lack of Leadership skill are some of the major problems of co-op based job placement that the researcher observed in the study. These and other related problems observed in the implementation of co-op based micro and small enterprise program in Butajera town has therefore, attracted the attention of the researcher, initiating this case study with a particular focus on the graduates of Butajera TVET institution who organized in different co-op based job placements. The researcher has conducted this study with a major objective of identifying the major problems prevailing in the activities of co-op based job placement at present, taking the case of Butajera TVET graduates Organized in different co-op based job placements. Hence a descriptive survey method of study was employed in identifying the major problems encountered in different activities of co-op based job placement to which graduates of Butajera TVET were organized. The result of the study depicted that the preparedness of trainees in the technical and managerial skill for self employment that allow them to manage their own co-op based enterprises are found to be low. Hence, the researcher has concluded that graduates of Butajera TVET are entering the labour market ill prepared and have no vision of "one day I will be my own boss and I will manage my own business". It is therefore recommended that depending on TVET objectives and strategies, Butajera TVET Institution should focus on self-employment in co-op based MSEs, which required preparing of trainees for starting their own business. Thus the findings of this study may trickle the thinking of the decision makers at each level and can thus improve the life of operators of co-op based job placements.

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ACRONYMS AND ABBREVIATIONS

Co-op-	Cooperative Enterprise
FeMSEDA-	Federal Micro and small Enterprise Development Agency
GTZ -	German Technical Organization
IGA -	Income Generating Activity
ILO-	International Labor Organization
MOE -	Ethiopian Ministry of Education
MSE -	Micro and Small Enterprise
NGO-	Non Government Organization
ReMSEDA-	Regional Micro and Small Enterprise Development Agency
SDC-	Skill Development Center
TGE-	Transitional Government of Ethiopia
TVET-	Technical Vocational Education and Training
UNESCO-	United Nation Education Science and Cultural Organization

Chapter One

Introduction

1.1. Background of the Problem

It is clear fact that the greatest resource of any country is the potential of its people. Therefore due emphasis should be given to the effective utilization of human resource. Like any country aspiring for poverty reduction. Ethiopia needs skilled manpower for it's development and growth. The need for vocational skill training at a middle level in Ethiopia is enormous. On the other hand a large number of youth, upon completing secondary school do neither join preparatory education nor possess adequate skill to enter into salary earning employment.

To this end, the new education and training policy (1994:16) addresses this issue by giving special attention to technical vocational education and training program (TVET) as it proposes broad and multi level foundations to trainees.

Therefore, technical vocational education and training (TVET) institutions at the middle level are designed to develop skills and understanding of various steams of vocations so as to enable the unemployed youth to consider self employment as an alternative for job settlement.

Middle Level, Training according to the Ministry of Education (MOE) classification (1999:69) is training at grade levels 10+1 and 10+2 offered to grade 10 completers. Similarly, MOE (2002:14) emphasize that the 10+1 vocational training is offered to those who have completed grade 10 but could not manage to pass the national examination. The duration of the program is one year (ten months). And the 10+2 vocational training program is offered to those who have passed grade 10 national

examinations, but do not want to continue the academic preparatory education and this program lasts 2 years.

Butajera in which the research was conducted is largest town in Gurage zone of southern region and operators are graduated from Butajera TVET Institution. Butajera Technical Vocational Educational and Training Institute (BTVET) institute is one of the former 25 skill development training centers established through out the country in 1997 to serve as centers for the 10+1 and 10+2 middle level vocational training programs in technical education including auto mechanics, building construction, metal work, Woodwork survey/drafting and electricity.

However, this skill development center is currently transformed to a new entity Butajera TVET Institute. The current Butajera TVET is set up with new and more training fields to be offered at the level of 10+1 and 10+2 level.

The aim of vocational education is to offer youth, the opportunity to take up subjects and program of study in a much wider field in line with their interest, and ability. In turn, the system provides the vital manpower need for the economic and service sectors and to a great extent ease the problem of unemployment while it helps students to realize their own potentials and encourage them to engage in self employment.

However, in Ethiopia, although significant progress has been made in increasing the number of vocational schools, the training system of vocational schools experiences low quality. Moreover, one can realize that our training system is not being able to appropriately respond to the needs of the labor market.

As regardes vocational training in Ethiopia MOE (2004:34) noted "Vocational education and training institutes suffer from a mismatch

between the training offered and the skills required in market economy", This reality is clearly visible in the skill training available falling to match the individuals need, interest, ability and the job market.

As a result of this fact, the graduates of TVET, fail to get salaried employment and lack basic skills that help them to become self employed. To this effect, ILO (2004:12) suggested that:

> *Those who receive vocational and technical training must be in a position to take up paid employment or to enter business on their own account, in accordance with the training they have received, otherwise there is a danger that there will be not only a wasteful use of scarce and costly training facilities but also that people who are not properly trained for their work will become frustrated, with disastrous consequences for both the individual and society.*

Similarly, Castro, (1995:9) also warns that:

> *Offering training to keep people out of the street is not a good solutions unless the graduates end up in gainful employment". He further argues that" such an endeavor costs more and devalues training as it does not create employment". He suggested that" it is better for the training program to focus on and respond to market needs."*

As we understand vocational and technical training institutes should consider planning training in light of existing human resource needs in the country, and create conditions is. Their training workshops that are as much as possible similar to those prevailing at the workplace where the works are be carried on.

Unfortunately, high unemployment rate among trained young people and their low skill levels are the main problems that our graduates face. According to the 1994 and 1998 census report of the central statistical authority (1998:201) stated that:-

> *In 1994 and 1998, the proportion of unemployed youth in total unemployed was 52 percent and 43 percent respectively. In fact if one use the Ethiopia definition of the youth population 15-29 unemployed youth accounted for 52 percent 67 percent and 57 percent of total unemployment in 1984, 1994 and 1999 respectively.*

According to the study of ILO (2004:15) a recent survey of unemployment in urban areas of Ethiopia reveals that:

> *an increase in unemployment rate of young people, who have attained vocational school or a higher educational level. This could be due to a mismatch between the type of education provided at schools and the requirements of the labor market.*

In spite of this fact, issues relating to employment of the youth was given only limited attention until recently. Over the past few years the Ethiopian government has focused on creating co-op based job placement in Micro and Small Enterprises, based on their potentials to create employment opportunities for themselves and to poverty reductions.

With the present competitive labor market situation and fast changing environment condition, the need to minimize unemployment problem of graduates from TVET institutes demands establishing and improving co-op based micro and small enterprise forms of business ownership for graduates I believe this venture is essential and is timely response for reducing unemployment problems.

To this end the Federal Micro and Small enterprise Development Agency FeMSEDA (2004:5) identifies a strategy that recognizes "Micro and small enterprise play an important role in absorbing the young people graduating from vocational training schools and colleges."

Regarding micro and small enterprise Raymond (1981:11) demonstrated that:

> *The major motivating factors for operators of co-op based micro and small enterprise to start their own business are: to support their families, to be self-employed and to generate their own income. Therefore, the small amount of investment outlay required to start their own business made it an accessible options for self-employment opportunities and poverty reduction.*

Raymond (1981:4-5) also pointes out that:

> *Co-op based micro and small enterprise operates in a shorter time scale and therefore gets quicker results. The cost of entry for most co-op based micro and small enterprise tend to be low and the risk of capital loss is usually small.*

Co-op based job placement is one part of micro and small enterprise, in which work performed by co-op based micro and small enterprise is usually simple, on a small scale and by its nature does not call for the use of complex machinery equipment. Moreover, co-op based job placement in micro and small enterprise concentrates in production, service, trade and commerce related activities, which create more opportunity for employment creation on self employment basis.

Regarding micro and small enterprise a recent study of ILO in sub-Sahara (2002:172) described that:-

> *While the climate for the micro and small enterprise operators has certainly improved in the past few years, it still needs to do more at best. The urgency of the situation is in no way reflected in any drive of governments in Sub-Sahara Africa to arrive at a consistent, integrated, operational and effective set of policies supporting MSEs to withstand the effects of economic liberalization and globalization by raising, at a wide scale, their productivity and product quality, and integrating them more genuinely in the economy.*

Congruent to the same view, this study reveals that the economic contributions of Co-op based job placement in micro and small enterprise program in Butajira are often below expectations. Some of the co-op members are not even able to meet their own survival needs.

The main purpose of this study is to identify the effect of co-op based job placement by investigating their advantages in micro and small enterprise program and to suggest possible solutions to improve their contribution to the creation of meaningful and sustainable self employment opportunities and to poverty reduction.

1.2. Objective of the Study

1.2.1. General Objective

The general objective of the study is to investigate the effect of co-op based job placement in micro and small enterprise program in the creation of meaningful and sustainable self employment opportunity and poverty reduction. Therefore the major objective of this paper is to carry out fair evaluation of what Butajera TVET Institution contributed towards the operation of co-op based job placement in micro and small enterprise ventures in the town of Butajera.

1.2.2. Specific Objective

The specific objectives of the research work are to identify the following:

1. To assess the effectiveness of TVET program including self employability after training.
2. To identify relevance of the training program to the demand of the labor market.
3. To identify difficulties and prospects of co-op based job placements in Butajera town while they pursue their activities relating production, trade and service activities.

4. To assess the market supply and demand trends of goods and services produced by co-op based job placements in the Butajera community.
5. To assess the type of technical assistance (support service) available by government and non government organizations

1.3. Statement of the Problem

I strongly believe that crisis of Ethiopian vocational education and training overcomed if we take a link between training program and labor market needs. Therefore the basic principle of demand driven training system is to match training programs to the labor market needs.

In addressing the same issue, MOE (2003:3) conforms that TVET strategy in Ethiopia emphasized that "demand driven approach and self employment is decisive for ultimate economic development".

In light of the TVET strategy, MOE (2003:3) has stated most likely certain possible adjustments that are necessary for the future of Ethiopians is self employment in MSE program which has now become a key variable in determining the absorption of technical vocational training institute graduates.

However one of the major problems of our TVET institutes have been the inability to adjust to changing labor market needs.

That is why most of our TVET institutes in many cases fail to meet the demand of the informal micro small enterprise labor market needs. One of the main problems of many public training institutes is concerned with their reliance on centrally administered training system which tend to be inflexible and incapable of adjustment to regional-labor market needs. They are largely supply-driven and focus mostly on traditional technical

trades such as carpentry, tailoring, welding, auto mechanics etc. and neglect service activities, which is growing and can hardly be replaced by automatic machine.

Moreover, in our TVET institutions self-employment concepts receive inadequate attention to enable the graduates to set up and run their own businesses on coop based job placements. Basic information about the skills that are required to work in the co-op based job placement known as entrepreneurship is lacking. Butajera TVET institute has generally been incapable of responding to the changing needs of the labour market. Training offerings are still based on the needs for wage employment, while the actual placement has been is for self- employment. Butajera TVET program is not preparing graduates for the realities of work for self-employment. And the understanding training for self employment is still a weakly addressed. Still, the youth as well as their parents continue to view TVET training as a preparation for wage employment.

That is why Butajera TVET institute serves only small section of the total population in need of skills, and even so many of graduates do not succeed in co-op based job placement on self employment basis up on completion of the training. That the economic contribution of co-op based job placement in Butajera town is often below expectations and potentials. Some of those engaged in self employment schemes not even able to meet their own survival.

The purpose of this study is, therefore, to identify the major problems encountered in implementing the acquired skill in productive and service rendering coop based job placement and there by share experiences to improve the operation of co-op based job placement in Butajera town. Hence, the study focuses to answer the following basic questions.

1. How is the effectiveness of TVET program in relation to self employability after training?
2. How is the relevance of training program with the labor market needs?
3. What difficulties have co-op based job placements in Butajera town experienced during their activities relating to production, trade and service activities?
4. How is the demand and supply trend of goods and service produced by co-op based programs in the community?
5. What technical assistance (support service) is available for the self employed projects in Butajera by government and non government organizations?
6. What possible recommendations can be drawn to alleviate the major problems of co-op based job placement?

A key issue then is what interventions are needed to improve the effectiveness of the training system and the economic contribution of co-op based job placement in Micro and Small Enterprise (MSE) program. Investigating the above questions is the purpose of this theses research.

1.4. Significance of the Study

The Butajera TVET Institute seems to gradually loose its significance. The courses delivered are supply-lead and do not meet the demand of the labor market of self employment MSE program. That is why the co-op based job placements contribution is often below expectation. This must be changed because the highly expensive investment made in various fields of training in Butajera TVET Institution has taken it to no where, if the training given in the institution fail to address the realities of co-op based job placements the whole program needs an evaluation. The researcher hopes that this study may contribute the following.

1. It would indicate the basic problems that co-op based job placement are facing and identify means to improve the conditions to enhance their contribution to the creation of meaningful and sustainable self employment opportunity and poverty reduction.
2. It will attempt to share some knowledge about the problems of Butajera TVET training system and identify solutions to enhance their contribution to the creation of meaningful and sustainable self-employment opportunities and poverty reduction.
3. It contributes its share as a source of information for future local, regional as well as national wide study in the area of TVET relevant to co-op based settlement
4. It brings to the attention of policy makers, program designers and all concerned to address issues of training and entitlement of youngsters trained in TVET the Ministry of Education and other concerned authorities job appropriate action.
5. It would provide an alternative approach or solutions to the problem relating to co-op based job placements.

1.5. Delimitation of the Study

The study is delimited only with middle level 10+1 and 10+2 graduates of Butajera TVET institution who are working in co-op based micro and small enterprise. This study focuses on the effectiveness of Butajera TVET program including employability after training and the relevance of he training received to the labour market. However not all an employed in micro and small enterprise but only graduate from Butajera TVET institution, who work in the form of cooperative ownership of business enterprise.

The study is delimited to the effect of 10+1 and 10+2 graduates of Butajera TVET Institutions whether they have acquired necessary skills and been able to create meaningful and sustainable self employment opportunity

based in the fourteen (14) co-op based job placement in MSE locations in Butagerain Butajera town hoping that it can serve as a valuable asset for sharing of experience among co-op based job placement locations in Butajera town.

1.6. Definition of Terms

1. **Co-op:-** a Corporative Organization or venture, or a marketing enterprise (Federal MSEDA 1996 E.C: 16).
2. **Informal Sector:** - in the site of third world, informal sector is the "economy of survival" for those who have no chance in the formal job market (Lenhart, 1997:25).
3. **Labor Market:** - the process through which the relation between supply and demand for labor is determined (UNESCO, 1978:42)
4. **Micro Enterprises:** - are those enterprises that are registered and employ more than 2 and up to 10 employees and having an asset up to Birr 20,000. (Federal MSEDA, 1996 E.C. 16)
5. **Small enterprises:** - are registered enterprises employing more than 10 persons and up to 20 persons and having an assets up to Birr 500,000 and not exceeding Birr 500,000. (Federal MSEDA, 1996 E.C. 16)
6. **Technical training:-** training which involves the development of specific skills that are needed to perform a particular job or series of jobs (Harrison, 1962, 23).
7. **Technical vocational education and training:** - all forms and levels of educational process involving in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life (UNESCO, 1989:2).

8. **Vocational Training:-** activities which aim to provide the knowledge, skills and attitudes required for effective and efficient performance within an occupation or group of occupations (ILO, 1986:100).

1.7. Methodology

Descriptive case study was conducted with strong assumption that it is more convenient and appropriate method for making proper identification of the problems currently prevailing in the process of implementation of coop based job placements in Butajera TVET system. The method also helps to collect information from many people with in the short time. This method considers a representative sample of a whole population to discover facts and social problem and to apply the result to the total population of the study that were handed to graduate students, who are working in fourteen co-op based job placements at Butajera town as well as Trainees and Trainers of Butajera TVET Institute. Furthermore, in the study, facts, figures and review report that provide information on the TVET program and its demand in the labour market in self employment basis has been analyzed.

Therefore, the stated method is selected on the assumption that it could help the student researcher to gather, analyze and interpret the issue which has be conducted under discussion.

1.7.1. Data Source

The data and information used in this study were collected from both primary and secondary sources. Primary data were collected from administrators and trainers, trainees of Butajera TVET Institution as well as operators of co-op based job placement in MSE through questionnaire. Similarly through an interview an attempt was made to obtain information from Butajera town transitional administration MSE development office as

well as relevant kebele governmental MSE development office workers and Butajera technical vocational education and training principal and vocational counselor. Focus group discussion was carried out with operators of co-op based job placement in MSEs. The main secondary data sources of this study was literature of suitable reference materials and recently carried out research works which is relevant to this purpose, in addition, relevant and recent information from different websites were included in this study.

Data were collected:

1. Through questionnaire
2. Through an in-depth *interviews* with the mayor of the town, head and experts of micro small enterprise and Kebele MSE development office workers as well as the principal and vocational counselor.
3. Referring to files and the documents.
4. Finally through conducting discussion with the operators of co-op based job placement in MSEs.

1.7.2. Sample Population & Sampling

Sampling method:- Owing to the constraints of time, resources, the size of population and the nature of study, I used sampling method in the following ways.

Respondents sampling:- In the selection of representative administrators and trainers available sampling technique was used. Regarding the respondents sampling all technological industry field trainers and all Butajera TVET administrators including principal deputy principal, unit leader, vocational counselor and department heads were selected the source of data was incorporated in the sample by using availability sampling technique for the manageability of their number. The other

group of the respondents constitutes 814 trainees at Butajera TVET. Out of these 212 (26%) were included in the sample. Based on the proportion number of trainees in each field of study, stratified sampling technique was employed in determining the number of samples from each field of study with an attempt to incorporate ideas of trainees from all areas of training in the study. The other group of the respondents also constitutes 230 operators in fourteen co-op based job placement in MSEs. In the selection of representative operators of co-op based job placement in MSE in the study area purposive sampling method was used. The co-op based job placement in MSE were selected because of their representative ness of educational level that is all they are graduated from Butajera TVET Institution at the level of 10+1 and 10+2 program and organized in co-op based job placement in MSE program were included in the study.

Accordingly 60 members in 4 construction co-op based job placement centers, 45 members in 3 metal co-op based job placement centers and 40 members in 2 woodwork co-op based job placement. 40 members in 2 auto-mechanics co-op based job placement centers. 30 members in 2 electricity co-op based job placement centers, and 15 members in 1 surveying co-op based job placement centers. The total number was 230 members in fourteen co-op based job placements centers, were incorporated in the study.

The reason for employing purposive sampling technique was mainly aimed at including all co-op based job placements from different sectors (service, production and trade) so that the situations in various area of the co-op based job placements could be incorporated.

Finally, interview was made with different government officials Butajera town administration office head and experts. And Kebele MSE development office workers as well as principal and vocational counselor of Butajera TVET Institution were involved in the study.

1.7.3. Instruments and Procedure of Data Collection

One of the instruments that have been used to collect first hand information was questionnaire. It is preferred, as a major instrument for this study because it enables the researcher to obtain a lot of information from many people. Three different set of self completed questionnaires that include both open and close ended questions were prepared for administrators and trainers, trainees and for operator of co-op based micro and small enterprises. Questionnaires that were prepared for members of co-op based micro and small enterprise, administrators and trainers and trainees consist of two set of items. One deal with the technical vocational training system and the other is about the major problems of co-op based job placement in MSE activities. In both cases administrators and trainers, trainees and operators of co-op based MSE were asked to rank a given items according to their degree of contribution of the co-op based job placement work problems.

Another type of instrument that has been used for this study was interview. Structured and unstructured interview was conducted with Butajera micro and small enterprise development office and Kebele micro and small enterprise office workers in the Butajra town to obtain additional information related with operators of co-op based job placement in MSEs. In addition interview was made with the school principal and vocational counselor of Butajera TVET Institution to obtain information related with technical and vocation education and training program with its demand in the labour market in self employment basis and the working condition, status and effects of co-op based workshops. All types of questionnaires and interviews except a questionnaire of administrators and trainers were prepared in Amharic language and after taking necessary correction and preparation the questionnaire was distributed to the respondents and interview has been conducted in the appropriate scheduled time.

1.7.4. Data Analysis

This part of finding and discussion deals with analysis and interpretation of data gathered from different sources. The obtained data was analyzed using frequency distribution methods, tables, percentage and a chi-square and one way ANOVA analysis instruments which were appropriate and obviously used for this purpose.

1.8. Organization of the Thesis

The thesis consists of four major chapters. The first chapter is an introductory part, in which the statement of the problem, objectives, studies questions; methodology, significance and delimitation of the study are presented. The second chapter deals with the review of related literature which give highlight on the main body of this study. Chapter three, which is part of the main body of the thesis, focuses on analysis and interpretation of data gathered from different sources. The last chapter of the thesis contains the summery, conclusion and recommendation.

Chapter Two

2. Review of Related Literature

In this chapter, the study tries to assess the views of the scholars in the field of technical vocational education and co-op based micro and small enterprises. Based on the views of these authorities and experiences of other countries, the study tries to relatively examine the actual condition observed in the process of TVET training system and its effect on co-op based job placements.

2.1. Vocational Education and Training in Ethiopia Context

In order to see the future closely, it is important to know and learn from the past. This paper, therefore, attempts to describe the views and attitudes that prevailed in the past regarding the process of acquiring and applying skills in Ethiopia context with the over view of TVET institutions situations as background, the next sub topic focus on historical background of vocational education in Ethiopia.

2.1.1. Historical Background of Vocational Education in Ethiopia

Vocational education in its traditional form has a long history in Ethiopia. Historical evidence show that an informal vocational education started as a natural activity of human beings, and contributed much to the economy especially in earlier phases of Ethiopia development. In this regard Tekelehaimanote (2002:2) notes:

> *There was a time back in history when Ethiopian's valued the skill of people and as a result, the country was relatively an important center of technology and arts of the time. Cultural and architectural remains witness this fact. But latter on unfortunately poverty replaced this golden times.*

This is due to policy problems as well as the views and attitudes that prevailed in the past regarding the process of acquiring and applying skills in Ethiopian society. This attitude affected the development of technical and vocational education to great extent and hence vocational education has not contributed much to the economy especially in the latter phase of Ethiopian development.

Supporting the above view, the Ethiopian government (MOE 2004:6) pointed out that "In Ethiopia, although the introduction of formal vocational education dated back about 50 years, the development of vocational education program in the past was slow and not up to the desired level."

The Ministry of Education (MOE) (1973:30) further states:

> *It was in 1941 that the need for trained manpower felt strongly when many Italian technicians left the country. As a result, in order to avoid the shortage of technicians, technical and vocational education programs began to emerge parallel to the formal system of education in the early 1950s.*

So the decision and the practical step to start vocational training program become a reality MOE (1973:30) as quoted by Yekunoamlack, 2000:37) states that

> *"the first vocational school of Addis Ababa was established by MOE in 1941; under the name of Ecole National des Arts' commonly known as "ENAT" French was used as a medium of instruction in addition to Amharic Later on, the MOE changed the name of the school to Technical School and the language of instruction become Amharic and English."*

Subsequently, the Addis Ababa Commercial School, Jimma Agricultural School, as well as Bahr Dar Poly Technic Institute were established and served students from all over the country. However, in order to alleviate the problem of unemployment among high school completers the government in 1961 converted the existing high schools in to what is

called comprehensive schools. According to Wanna (1999:297) "The first comprehensive education program started at W/ro Siheen comprehensive high school in 1961."

It was anticipated comprehensive high schools could prepare students for different jobs. Yukunoamlack et al., (2000:37) also pointed out that "With the objective of making the curriculum job oriented so as to produce middle level manpower, the concept of comprehensive program was introduced in the secondary-school of Ethiopia in 1961."

However, this situation gradually deteriorated and its quality consequently was affected. Reports related to these comprehensive high schools indicated that the program commenced without proper study and as a result there was lack of human and material resources, shortage of qualified teachers and limited budget.

Since this program commenced without proper study, the quality of graduates was not as expected and the problem of unemployment among high school completers did not improve much and the programs failed to achieve its mission.

Regarding comprehensive program, Yekunoamlack (2000:38] has mentioned that "After 1984, the comprehensive secondary school training program started to decline. The program was inefficient because it produced too many graduates and yet they were unemployed."

Thus, after 1984 the program started to decline because the vocational courses where theoretical and could not meet their objectives, where not designed in congress with the teacher training schemes in the field and there was no policy support. The problem forced the government to take a new measure and Ministry of Education decided to strengthen a number of selected comprehensive secondary schools, establishing technical school and introducing the new vocational technical (10+3) program.

Thus, according to Yekunoamlack (2000:38) pointed that "by improving some existing compressive school and establishing additional technical school, the new vocational and technical (10+3) program was introduced."

The change was intended to fit out the prospective graduates with better knowledge and skills which they couldn't cover as the previous 10+2 level. However changes made in Ethiopia system of education at different times in the past could not produced effective skill development particularly in the technical and vocational training institute.

According to MOE (2002:14)

> *Education sector development program (ESDP-II, and ESDP III) explain in support of the above explanation that Technical Vocational education in Ethiopia remained a neglected sub-sector until 2001/2002.*

Finally it is after the change of Derge regime the new educational and training policy has been declared. With awareness of the past mistakes, Ethiopian government gave special attention to technical vocational education and training in the new education and training policy of 1994.

2.1.2. The social out look on Technical Vocational Education and Training in Ethiopia

In order to see the current status of technical vocational education and training, it is important to know about the past view and attitudes that prevailed in the past regarding the process of acquiring and applying vocational technical skills in Ethiopian society.

On his part Teklehaimanot (2002:2) however pointed out that:

> *"Ethiopia is one of the countries that ancient civilization has been revealed, some physical and social remains found in several places of Ethiopia witness the fact. The Ethiopian civilization contributed to the overall civilization of mankind"*

Therefore, Teklehaimanot (2002), has taken a bit unique position in saying that: "after some times in history, practical and several knowledge and skills seems to have been highly and deliberately neglected and discouraged in society."

The discriminatory practices of society and the biased attitudes of social out look such as isolation and despise crafts men, potters, black smiths and trainers etc are the views and attitudes that prevailed in the past.

Supporting the above, Teklehaimanot (2002:4) wrote that:

> *in the rural society of the country craftsmen, artisans and skilled people were despised, insulted and discriminated. . . .Other tradesmen concerned with leather work, weaving, and metal works in general were locked on. Even farming, on which the livelihood of almost all to depended, was viewed as an inferior occupation by the segment of the society.*

Therefore, these attitudes negatively affected the development of technical vocational education and training program to a great extent and this in turn affects current status of self employment concept in informal sector.

As a result of the above indicated traditions we Ethiopians slept for about a millennium.

2.1.3. Modern Concepts of Vocational Education

Although, it is difficult to give an all-encompassing definition of vocational education, there are many meaning attached to the definition of vocational education. A number of books were written on and great deals of authors have attempted to define what vocational education is. Even though these definitions have been provided by different authors in different places at different times, there has been hardly a definition which has embraced the whole thing that should be included. However, the common ground for

many authors is the vocational education stress skill training and prepares individuals for the world of work.

Grubband Lazerson (1975; 451) noted that:

> *Vocational education is, and continues to be, known by many names: such as: industrial education, technical education, manual education and more recently, career education. What is common to all these forms of vocational education is the essentially practical and applied character of instruction usually though not exclusively, aimed at matching pupils with work positions in industry and commerce.*

Similarly Wanna (1988:56) emphasizes that:

> *In principle, vocational education consists of four broad areas. These are Industrial Education, Agricultural Education, and Commercial Education, Social Service Education (i.e. home economic and family education)*

(While I recognize historical and cross-national variation in vocational education, for the purposes of this paper the researcher has used vocational education for all forms of technical-vocational education training which include in technical; industrial, arts and crafts and in vocational, trade, commercial, etc.]

According to Encyclopedia of American (14th year ed: 203) vocational education is viewed as: "...preparing young people and adult for useful occupations, particularly for skilled trade and semi-professional careers."

Atchoarena (1993:29) also explains the purpose of vocational training thus:

> *Vocational skill training in most countries is provided to facilitate the transition from school to the world of work, further more, it enhances the quality of life through acquisition of practical skills that promote an individual productive to be employed or for self employment.*

Similarly Kazanas (1973:10) also indicated that: "Vocational training provides bridge between man and his work".

In a TVET, it is a specific area of institutions that deals with the development of skill and knowledge necessary to understand and adjust to the world of work.

Therefore technical vocational education training is critical especially for third world countries in the development of sustainable manpower resources, to supply the skilled workers for the production and service sector of the economy.

The Ministry of Education (2003:16], emphasizes the importance of vocational education and training thus: in this regard as it is often referred as "technical and vocational education and training (TVET) programs play the central role by producing skilled labour that can either be employed in different institutions or create his or her own job."

2.1.4. Objectives of Technical Vocational Training Program

The major objectives of TVET today are to meet the challenges of preparing the work force that plays effective role in economic development of a country.

According to Evans (1971:2), there are three basic objectives in any public school vocational education program listed in chronological order of their acceptance as goals, they are:

1. meeting the man power needs of society
2. increasing the options available to each student and
3. Serving as a motivating force to enhance all types of learning.

Evans (1971:31) further noted that

> *Vocational Education is the only social institution which has a mission of increasing individual options as a major goal. As one of the major tenant of vocational education from its earliest times has been a focus on increasing individual options in relation to work, individual's with various options have by far better chance of securing jobs of their own choice in addition to making a skillful contribution to a steady progress in economic development of nation.*

As stated by MOE (2001:10] the objective of vocational training program is "to produce trainees who are capable to satisfy the growing demand of the Ethiopian economy for trained middle level manpower tailored in particular trade."

However, there is a wave of criticism concerning the objective of TVET. Because of the changes in the labor market, the objectives of TVET have become more diversed. In other words they are no longer simply economic but also social, including the fight against poverty and integration of young people into the working world.

Regarding the objectives, Caillods in Atchoarena and Andre (2002:38) pointed out that: "The need to pursue two other major objectives, which are to train the workforce for self employment and to raise the productivity of the informal micro and small enterprise sector."

Therefore the objectives of vocational training as it is indicated above is to satisfy the need for trained manpower for performing practical works in the economy. Trained citizens can alleviate personal and societal problems by taking parts in manipulating hand tools and machineries using raw materials from the localities for local consumptions. That is why technical and vocational training can be used as a major tool to resolve the problem of unemployment and poverty reduction.

UNESCO (2000:75) also stated the objectives of TVET as follows:

> *The aim of TVET is to produce the work qualifications skills demanded in a given social and economic context and to contribute towards the implementation of national policy with regard to employment promotion, poverty reduction, private sector promotion increased productivity and enhanced competition in both local and global market.*

To this effect MOE (2002: 18) has documented the following: "In Ethiopia, in line with Ethiopia's new education and training policy, an expanded and diversified TVET system was started in 2001/2002 academic year with two fundamental objectives.

1. To enhance the agricultural development lead industrialization of the country through training and supply of new generation of quality middle level skilled man power to the industrial, service and construction sector.
2. To contribute to the development of the industrial construction and service economics through qualitative and quantitative capacity development of TVET and their by improve the supply of middle level skilled man power.

In order to meet all these claimed objectives, wide range of technical and vocational education and training with a greater attention have to be organized and implemented in such a way that TVET programs would contribute towards the development of the national economy as well as minimize the social problems which is to fight against poverty and minimize youth unemployment problems.

2.2. Current State of TVET Development

High unemployment rates among educated young people and their low skill levels are issues of critical problems for current Ethiopian TVET system. Because graduates of TVET in Ethiopia are entering the labour market ill prepared for the world of work.

However, criticism concerning the ineffectiveness of TVET and its form of training system has been raised so many times on the grounds that it is poorly suited to labour markets dominated by self employment sector of micro and small enterprise programs. In relation to this numerous criticisms, TVET has been voiced by the world Barys, Cousin and Moura Castro as outlined by Atchourena and Andre (2002:38) are listed as follows:

- Poor quality
- Very high cost
- Training not suited to actual socio economic condition
- Disregard of the informal sectors need
- Disregard of the labour market and of the high unemployment rate among graduates.

2.2.1. Vocational Training is facing a Crisis of Relevance

There is a growing mismatch between the training offered by TVET and the skills needed for working life.

The crisis of relevance in the sense that a lot of the offered vocational education is not relevant for todays labour market.

Regarding crisis of relevance in Africa, Thomas Gerbards (2002:52) stated that *"Vocational education in Africa is facing a crisis. Vocational education*

is ***no longer a guarantee for income and employment****; they often do not deliver what the labour market requires."* (Emphasis added).

In the same token Hans Christian HAAN (2001:2) about the crisis of relevance emphasizes that:

> *In most sub-Saharan countries the crisis of relevance of the vocational training system continues. The training sector has generally proven to be incapable of responding to the changing needs of the labour market. For a long time public sector training institutions persisted in their training approach favoring wage employment. No clear vision on the specific role of vocational training for self employment basis.*

Our technical and vocational education and training system has produced unprepared graduates who find it difficult to cope up with the realities of work and who look for jobs that do not exist in the real work world. It is necessary to stress here that one of the major obstacles of graduates is that they find it difficult to engaged themselves in self employment due to the insufficient training they had received.

Therefore an important response from MOE and other concerned government officials is needed to develop TVET Institutes to facilitate the school to work transition and to reduce skills gaps and skill mismatches in the labour market both for open market employment and self-employment.

2.2.2. Small Rnge of Fields of Training

The major problem of TVET Institutions is the limitations they encounter in providing sufficient varieties of trainings at a satisfactory level TVET Institutions concentrate on a few skills like building and construction, carpentry, metal work, Auto mechanics and tailoring etc. But these vocations are not as such the relevant trades to our country's level of development and the saturation of the job opportunities.

In this regard, ILO (2004:2) pointed out that:

> *TVET institutes offer trainings in a small range of conventional trades paying little or no attention to business skills. Especially to girls the course is very limited and mostly consists of textile working and a few other traditional trades.*

The training program and the training condition do not suit the reality of labour market. This is because our TVET Institutes have been well adapted to train qualified workers for wage employment but they have difficulties to prepare young people for self employment in micro and small enterprises program.

Hans Christian HAAN (2002:17) regarding the training program in the informal sector also warns that:

> *Since the mid-80s there has been a growing discontent with the training programs that were available for owners and workers of micro and small enterprises. Questions arose on the effectiveness and efficiency of existing vocational training systems and programs in many developing countries to adequately transfer relevant skill and assist graduates to find self employment.*

Therefore, the relevant problem of vocational training is seen as to how to respond to the changing labor market demands in times of dynamic global markets and rapid technological change. Moreover, over the past years more jobs have been created in Ethiopia in self employment of micro and small enterprise sector than in the public sector. Now a day less and less often, the ex-students of TVET institutes find wage employment.

Especially in rural areas and small and medium towns like Butajera town, the situation has substantially difficult. It has become more and more difficult to be employed in public salary employment after completing the training program.

This means that changes will have to be made in the training content i.e. inclusion of business skills training. Moreover, there is acute need to

broaden technical training beyond the standard trades for which training is now offered like tailoring, carpentry etc, so as to avoid market saturation for the products of these trades. New trades for training should be developed for most based on analysis of the regional labor market needs.

2.2.3. Entrepreneurship Skill

One of the major problems in the coop based micro and small enterprise businesses is inadequate income for those engaged in of coop based MSE. This is due to poor level of training in TVET program for productivity and efficiency of the coop based micro and small enterprise economic activities. This stems from weak entrepreneurial skills. In light of these constraints Raymond (1981:8) has stated that: "over 90% of all micro and small enterprise failures are attributable to inexperience and poor management" it is thus not difficult to understand the need to provide entrepreneurial skills to trainees in TVET Institute and for those involved in coop based job placement responsbulieis.

2.3. Some Policy Issues on TVET Program in Ethiopia

2.3.1. Selection Criteria

Some basic short comings are also felt on the selection of students Most of the academically top students prefer to join academic stream after completing their general secondary education. As a result, low performer tend to join vocational schools.

In support of the above explanation, Teklehaimanot (2002:8) explains that the selection criteria (directives) given to the regions. The directive states that:

> *Out of the general secondary school levels after grade 10 national examinations, the best ones would continue in the academic stream and those with lower results of the national examination may join in the TVETs of the one year and two years of training.*

Teklehaimanot added that those directives resulted in an obvious imbalanced and anomalous condition of placement of students. Low-grade students (in fact "failures") categorically joined the TVET program.

2.3.2. Demand Driven Policy

A demand driven approach is a recent phenomenon in many countries with the rapid change in the labor market. Similarly increased educated unemployment and difficulties in the economic performance of the Ethiopia, demand driven and market oriented approach is a necessity.

The basic principle of demand driven training system in Ethiopia is to match training programs to the labor market needs. According to Yoseph (2002:8) found that:

> *The demand driven system presupposes the training when there is demand for it. This opposed to the traditional type of training in TVET schools, where TVET are only the suppliers of skilled labor force and pay little attention to the demand of it.*

The TVET program in Ethiopia is aiming at creating a TVET system to be self-employment oriented, demand driven and appropriate to the developmental needs of the economy.

According to MOE (2003:3) the TVET strategy in Ethiopia pointed out that "Demand driven approach and self employment is decisive for ultimate economic development."

The policy of MOE cited by Yoseph (2002:2) states that the current policy on TVET of Ethiopia is largely based on the objectives of satisfying the demand of the labor market of skilled manpower.

Taking these premises into account some private TVET in Ethiopia has paid attention to the demand driven training Policy. However, most of the public TVETs in Ethiopia are following the supply driven approach.

However, Yoseph (2002:17), has taken a bit unique position in saying that:

> *The current policy* lacks implementation strategy. *Therefore, the main concern of the program becomes the provision of the training for general secondary school graduates with out considering the demand of the labor market. This is of course, a fundamental diversion from what the current policy is advocating, which is providing demand drives training program appropriate to the need of the labor market.*

2.3.3. Who Controls and Manages TVET Program

Another policy issue is who controls and manages TVET program in Ethiopia. There is no autonomous national body to control and manage vocational training activities in Ethiopia. According to ILO (1997:103) the labor proclamation No. 42/85 and 41/87 the mandates and responsibility regarding vocational training is given to the ministry of education and Ministry of Labor and Social Affairs. The Ministry of Trade and Industry also has responsibility of vocational education and training.

According to Atchoarena and Andre (2002:36) which government ministries should over see this branch of the education system is the basic question. Lanneret et al, in Atchoarena and Andre (2002:36) asserted, in response to this question that

> *There is no single answer since each country is in a different situation and has different concerns, and since responsibility for supervising the vocational education system may shift according to the educational and political strategies of governments.*

On the other hand, (UNESCO, 1998:26), pointed out that:

> *Experiences of some African countries like Zimbabwe, South Africa, Botswana etc created a ministry of TVET in order to insure better coordination between TVET and to raise skill levels. African countries like Egypt vocational training programes often remain under the supervision of different sectoral ministries even when there is a specific ministry for TVET.*

But in our country it is revealed that they have divided responsibility for TVET among several ministries, usually the ministry of education is responsible for organizing and managing initial technical training in coordination with general education.

However, it is quite obvious that with increased demand for occupational training and the escalating cost of training there is a need to harmonies the provision of TVET to avoid the duplication and wastage that currently going on. Harmonization will further enhance quality and relevance with appropriate certification.

2.4. Cause and effect of youth unemployment

2.4.1. Causes of youth unemployment

There are two main types of factors for unemployment: ILO (1998:2) however, have pointed out that the two factors contributed to an increased unemployment factors which persistence of deepening of difficulties faced by Ethiopian youth in regional labor markets. These are supply side factors and demand side factors .On the supply side factors, ILO (1998:2) demonstrated that:

> *Among the reasons advanced to explain youth unemployment in Ethiopia were in adequate education, lack of appropriate training in terms of mutli- skilling, relevance to modern technology, exceedingly high occupational and wage aspirations, and inappropriate attitudes about self employment concepts especially part of the explanation of youth unemployment could be placed at the feel of the youth themselves, their families and educational institutions which are preparing them for the wage employment.*

There are also factors on the demand side the ILO report further goes on that: *"the failure of the economy to produce sufficient jobs. Because the economy is not dynamic enough to clear the labor market and resolve the problem of unemployment."*

On the other hand ministry of planning and economic development (1994:1) pointed about the major problem of unemployment in Ethiopia is "a combination of rapid population growth and limited productive capacity of the present economy."

Therefore majority of our young people find themselves at a serious unemployment problem is due to failure of the economy to produce sufficient jobs and many times, low training experience and attitudes on self-employment basis.

2.4.2. Destructive Consequence of youth Unemployment

If trainings given in the training institution remain rigid and can't adjust to the changing technology in the workplace trainees have rare chance of getting acceptance in the world of work.

The changing technology has to create new jobs and training institutions have to prepare the young generation for the skill required in the continuously changing technology in various trade. If this cooperative move is not properly set, it will definitely lead to a high unemployment rate which eventually puts the country in a highly destructive crisis. Jones (1982, 248) expresses the damaging effect of the crisis that originates from unemployment as follows:

> *Being out of work for six months or more is extra ordinarily destructive to the self confidence of young people, confirms their low self assessment and leads to major social traumas including apathy, drug abuse, alcoholism crime and suicide.*

The destructive consequences of unemployment are not new to us. Addis Ababa and the major towns of our country are currently suffering from these social traumas. Is there any way out? Do we have any means of curbing these problems? The answer in short is "Yes". For most of our problems, most of the solutions are also in our hands. One of the best means of curbing these problems is making effective use of coop based job placements in micro and small enterprise program.

2.5. *Concepts of co-op based Job Placement in Micro Small Enterprise*

2.5.1. Definition of Micro and Small Enterprise

There is no universally accepted definition of informal sector micro and small enterprise.

However informal sector micro and small enterprise will be taken to include

1. Income generating activities, essentially referring to self employment in traditional, often rural activities.
2. Micro enterprise mostly on none traditional activities working with 1-10 workers.
3. Small enterprises that employ 11-20 workers.

While figures may differ from one source to another, the government of Ethiopia has concluded that the micro and small enterprise sector as a whole provides no less than 85% of the total jobs for Ethiopians. The percentage they vary, depending on how "micro and small enterprise" is defined. Based on Federal MSEDA (1996 E.C:16) micro and small enterprise defined as:

Micro enterprise- is defined by the capital of up to birr 20,000 and the number of workers up to 10.

Small enterprise- is defined by the total capital of up to birr 500,000 and the number of workers are up to 20 workers.

According to Ministry of Trade and industry (1977:16] the term micro enterprise defined as:

> *a short hand for very small enterprise with ten or fewer individuals that use low technology modes of production and management with out reference to legal status. ME stems from low technology and weak entrepreneurial skills.*

Therefore co-op based job placement in MSE is self employed graduates of TVET who produce goods for sales, purchasing goods for resale or offer services.

On the other hand according to Hans Christian HAAN (2002:29) noted, micro and small enterprise (MSE) sector segmentation has become clear that the sector is starkly heterogonous and can be viewed as consisting of 3 segments.

1. **Income generating activities**:- are pre-entrepreneurial, subsistence type of self employment, characterized by seasonal operation, traditional technologies, local materials and local markets.
2. **Micro Enterprise (MEs)**:- is slightly bigger than personal income generating activities, as they work with a few family or employee and sometimes one or a few (up to 10) workers.
3. **Small enterprises (SEs)**:- can be defined as firms with roughly 10 to 20 employees. They use non-traditional or modern technologies or at least some of the productive aspects of the transformation process. Their products and services range from simple to complex, and similarly span a range of consumer types. The marketing pattern may be somewhat complex, reflecting innovation in raw materials procurement and in out put sales. Small Enterprises (SEs) often are formal. They are usually registered with the local government and tend to be paying some taxes. Some examples of small enterprises are garment assembly, transport, construction and medium-scale industrial agro-processing etc.

However, according to Hans Christian (2002:30) wrote that "these definitions do not lead to clear cut off points; rather there are grey areas and overlap".

Table 2: Summary of main differences of MSE-segments

Income generating activities	Micro-enterprises	Small enterprises
▪ Mixed with household economy	▪ Mixed with household economy, but shifting towards separation	▪ Separate from household economy
▪ Self-employment (with some help from family members)	▪ Up to ten workers (mostly: family workers, apprentices)	▪ Numbers of workers: 11-20 or up to 50 workers
▪ Little no fixed assets (less than USD 500)	▪ Moderate fixed assets (less than USD 10,000)	▪ Fixed assets up to USD 100,000
▪ Traditional, manual technologies	▪ Mixed but obsolete technology	▪ More modern technology
▪ Profits for household consumption	▪ Profits used for household consumption and reinvestment in firm	▪ Profits used for re-investment in the firm
▪ Diversification to increase household income and/or to minimize risk	▪ Strategy: specialization to increase household income	▪ Strategy: specialization to increase profits

Source: Hans Christian (2002:30)

Moreover, according to Raymond (1981:5) pointed out that "If a quantitative criterion is used, MSE may be defined on the basis of the size of investment, the number of employees and/or its annual sales.

Therefore in Ethiopia most of co-op based micro and small enterprises are micro enterprise rather than small enterprise. Hence, their technology is a mix of traditional and modern-but-obsolete. They lack access to capital, have modest technical skill and lack management. They are more linked with local markets and they serve local and nearby markets, for which reason they are more found in large rural towns and regional centers. Some of them have some potential for growth. Some examples of MEs are:

small shops, metal working, carpentry, tailoring, and various forms of repair services.

Therefore quantitative definition of MSE is definitions which rely on clearly defined parameters (combination of parameters) which include some or all of the following.

- Number of employees
- Sales turnover
- Assets capital or worth
- Growth of enterprises

On the other hand all these criteria to some extent reflect the characteristics of MSE, but disagreement on each criterion is unavoidable. Now a day a survey of micro and small enterprise in Ethiopia (1998:54) about qualitative definition of MSE pointed out that:

> *Qualitative definitions are gaining prominence as the perception of some people sees little point in focusing on characteristics or size of micro and small enterprises but prefer to dwell on their role in development such as the creation of employment, income distribution, poverty reduction etc.*

2.5.2. Roles of MSE Program

MSE plays an important role in the Ethiopian economy. According to federal micro small enterprise development agency (1998:65) pointed that the role of micro and small enterprises contributions to the economy are summarized as follows.

1. **Employment:** - MSE sector provides more jobs for Ethiopians, and the tendency to depend on MSE to provide more jobs is likely to continue because of the predicted increase in the number of the youth in the work force.
2. **Innovation:** - MSE sector is an important source of innovation. While medium and large companies may rely on huge advertising

budgets. Therefore co-op based job placement in MSEs must rely on innovation as a strategy to compete, survive, and prosper.

3. **Competition:** - Monopoly is a threat to the market system. In addition to government legislation, MSEs check monopoly in the market place by providing differentiated products and services.
4. **A complement to medium and large companies**: - Mostly serve the large companies by providing them with intermediate products they may consider uneconomical to produce. MSEs also serve as marketers in the distributive system of medium and large companies.

2.5.3. The Interrelationship in the Market System

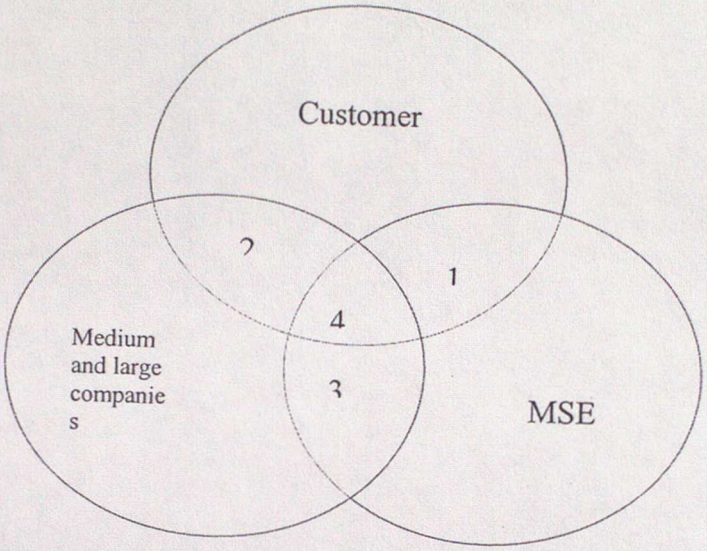
Since medium and large companies normally do not sell their products directly to consumers hence, co-op based job placement in MSE function as part of the distributive system of medium and large companies. Moreover, co-op based job placements in MSEs are greater in number and more widely spread across the country, thus enabling them to act for the medium and large companies as distributors, resellers or retailers. Co-op based job placement in MSE sector may provide a variety of products and services that is often considered uneconomical by medium and large company.

According to Raymond (1981:5) for the purpose of understanding the interrelationship of the market their interdependency is summarized as follows.

1. Consumer's demand for goods and services is supplied by co-op based job placement in micro and small enterprise and large companies.
2. Consumers also work as employees for micro and small enterprise.
3. Micro and small enterprise serve as suppliers to large companies, but they also act for large companies as distributors, whole sellers, or retailers.

4. Consumers, co-op based micro and small enterprises, and large companies demand from and supply to each other goods and/or services-the interrelationship is the market system.

Figure 1 the interrelationship of in the market systems.



Source: Raymond (1981:5)

2.5.4. A Career Choice

TVET graduates are trained to be semi professionals for self employment or to work for private companies, government and non government organizations. However, there are distinct advantages for TVET graduates who start their own co-op based MSEs. According to Raymond (1981:7-8) "the most important advantages particularly to those who desire to be self-employed, is the challenge of doing things by themselves, and the satisfaction of providing that they can do it."

The Raymond report further goes on "in addition to all these intangibles, having your own or co-op based business often provides financial incentive that could never be obtained by working for others."

According to Raymond, (1981:8) it is also mentioned that:

> *Although owning and operating your own or co-op based job placement provides challenge, financial incentive, and many other rewarding experiences, there are also disadvantages, including long working hours, financial and personal risks and irregular income.*

That is why it is said that to start and manage one's own or co-op based micro and small enterprise is a difficult career choice for TVET students. Therefore our TVET guidance and counselor should help their students for the purpose of providing their students with the motivation and guidelines for planning that "one day I will be my own boss."

2.6. Basic Features of co-op based MSE Development

2.6.1. Present Status of Co-op based MSE in Southern Region of Ethiopia

There was very little activity in the co-op based MSE sector during the Derg regime. As the economic system shifted from a socialist system during the military Derg regime (1974-1991) to a market orientation under the current government, strategies which has been used to ease the problem of unemployment and poverty reduction include improving the productivity of the agricultural sector, and promoting the micro and small enterprise as a means of an instrument for resolving unemployment and poverty reduction. Therefore the instrument that regional governments are pursuing to expand employment opportunities for youth is MSE development. Especially, in recent years, southern regional government has focused on creating micro and small enterprises, based on their potential to create employment opportunities.

According to Southern region MSEDA (2002:5) spelled out in the micro and small enterprise development strategy of the region. The strategy identifies the important role that these enterprises could play in absorbing the young people graduating from TVET Institutions and colleges.

The Federal Micro and Small Enterprise Development Agency (F_eMSEDA) strategy also oversees the promotion of co-op based job placement in micro and small enterprises development, while the direct support and promotional activities are carried out by institutions established at the regional woreda and town/kebele/ MSE office. According to southern regional micro small enterprise development agency (1998:70) "Over the past few years the Regional Government have promoted MSEs by providing training and counseling, finance and credit facilities, production and marketing space."

A report from the southern MSEDA (1998) show that, although southern region of the government is entitled for credit, the target beneficiaries of the scheme are the unemployed youth who completed technical vocational school and other drop-outs, women's and disabled who can manage to engage themselves in MSE activities.

According to Southern regional MSEDA (1998:70) in order to implement the strategy, the southern region micro and small enterprise development agency tried to set with six selected MSEs sector. These are

1. Textile and garment
2. Metal and wood work
3. Dry food processing
4. Construction
5. Municipal activities
6. small farming and agriculture in the town

According to the regional MSEDA agency, these types of micro and small enterprises are selected because of their labor intensive in creating excess employment opportunities.

Specially in recent years, considering graduate youth of TVET have limited access to credit from the formal financial market and recognizing that lack of finance is the major problem of co-op based MSE operators to start their business.

According to Southern regional micro and small enterprise development agency (1998:77) has documented that "youth at southern region is faced with growing social and economic problems such as unemployment and poverty."

In light of this, southern regional government administrators established the regional, zonal, town transitional administration and kebele micro and small enterprise development office for creation of micro and small enterprise job opportunities with the following objectives:

a) To provide credit for the unemployed youth especially the graduates of technical vocational education Institution and other section of the population who are willing to engage themselves in co-op based job placements in MSE activities.
b) To organize beneficiaries voluntarily in cooperative form of association and provide training.
c) To give guidance and management assistance to beneficiaries in coop based MSE.
d) To identify, study and prepare income generating activities for the unemployed.
e) To encourage beneficiaries to save and invest in productive ventures that may contribute to the overall development.

It is now realized every where that co-op based job placement in MSE are the motivating forces that create economic progress. That is why it is said

that: the economic growth of Ethiopia can not be attempted without the active involvement, promotion and development of MSE sector.

2.6.2. Dominance of Informal Sector in Micro and Small Enterprise

Informal sector provides bulk of the employment in most of developing countries. For example in Srilanka informal sector accounts for 75% of the employment.ILO (2001: 3). Further estimates that in African 90% of new jobs are created in self employment of micro and small enterprises.

Regarding sub Saharan African economic situation ILO (2004:193] also pointed out that:

> *In view of the most countries in sub-Saharan Africa are facing an extremely difficult economic situation, this is not likely to change any time soon. In spite of many years of economic reform, economic growth is low while in some years there is rather stagnation and even contraction. Formal sector employment expands only slowly, or even declines. In other words, there are hardly any new jobs coming up in the formal sector.*

Similarly Wanna in Yekuno Amlack (2000:93) pointed out that: Ethiopian modern sector can absorb less than 15 percent of the labor force.

Therefore, like the sub-Saharan African counties, the MSE sector in Ethiopia is considered to be a major job creator compared to the medium and large scale industries of the country.

According to CSA (2004:20] reported that: "Looking at employment by sectors, it can be seen that it is more often participated in self-employment of MSEs and less often government or private employees."

Although the actual number of micro and small enterprise operators are not known, a paper compiled by ministry of trade and industry based on the recent micro enterprise survey (1997:7) showed that "About 739900 persons reported to be engaged in the informal sector activity of MSE

compared to the persons engaged in the medium and large scale manufacturing industries (i.e 90213)".

Moreover, as indicated in the micro and small enterprise development strategy paper, Ministry of trade and industry (1997:ii) pointed out that "The number of people earning their livelihood from the informal sector activities of micro and small enterprise program is eight times larger than those engaged in the medium and large scale industrial establishments."

2.6.3. Dynamics of Service Sector in co-op based MSE

Our TVET institute focused mostly on the producing sector. However, in Ethiopia an imported and industrial made plastic chair cost now days less than a good assembled timber chair made by coop based MSE workshops or local craft man.

Regarding the dynamics of service sector Thomas Gerbards (2002:153) wrote that:

> *The globalization of industrial mass production will continue and (co-op based) MSEs hardly compete with industrial products. Moreover, there is a growing demand for efficient services at all levels. The service sector of labour market is growing and can hardly be replaced by automatic machine.*

Therefore, in Ethiopia most of new jobs are created by dynamic entrepreneur of service sector of micro and small enterprises. Moreover, in a situation where public employment is stagnant or decreasing or the existing business does not grow, the only possibility to create more job is to promote the service sector micro and small enterprises. Because millions of unemployed looking for income have started in Ethiopia with survival activities in the streets, selling something or offering services. That is why the new and emerging se vice sector of co-op based micro and small enterprise is growing every whe e in Ethiopia.

Therefore our TVET Institutions which have been focusing on training for salary employment should not ignore this new emerging and important service sector of job creation. In other words our TVET Institutes must support and strengthen this emerging and growing service sector of co-op based MSEs.

2.7. Major challenges of co-op based Job Placement Micro and Small Enterprise

Ethiopia with 74 million people and with 3.4 percent annual population growth is one of the least developed countries in the world, with 45 percent of the population below poverty lined and over the past two decades, youth between the age 15 and 24 increased by 7 percent year on average. Study conducted in Ethiopia confirms that:- the MSE sector has the potential to contribute the economic growth to employment generation and poverty reduction.

However, in present- day Ethiopia, although significant progress have been attempted to allow co-op based job placement of MSE to be created, formidable obstacles militate against their development both against the existing co-op based job placement and those that aspire to set up.

According to Ministry of trade and Industry (1997:63) found that various problems have been identified in the country over the past few years. Some of the most critical and leading factors constraining the co-op based job placements in MSE in Ethiopia include, among others are "lack of access to financial capital and credit, lack of access to premises and land, lack of infrastructure, lack of training on entrepreneurial and management skills and policy environment."

Therefore the contribution of the co-op based MSE sector to employment creation and income generation is far from satisfactory. Because number of factors are reported for such poor performance. In the strategy paper ministry of trade and industry (1997:11) indicated that:

> *The increased role and contribution that the MSE sector could have provided the national economy is largely constrained by the various policy, structural and institutional related problems and bottlenecks. Lack of smooth supply of raw materials and working premises were reported to be the major bottlenecks facing MSE, while lack of sufficient capital and working premises were the leading problems of the MSE to start their businesses.*

To sum up, with very small budgets at their disposal, the training courses that they conduct lack management skill in addition to low relevance and absence of follow-up assistance upon graduation, the operators of co-op based job placements are facing problems.

2.8. Post training follow up Assistance

It is universally acknowledged that training by itself will not create employment or self employment and that other support service and in particular financial support is needed for the training graduates to engage in self employment or set up co-op based micro and small enterprise. According ILO vocational paper (2001:26) pointed that: "partnerships between training providers and providers of non training in put such as credit, marketing, technology and counseling service are very important in preparing youth for the co-op based job placements".

According to ILO (2001:2) described that:-

> *Improved technical and other skills are of prime importance for enhancing the productivity of co-op based job placement activities as well as the quality of goods and services they produce in the presentation of liberization and globalization of the economy. Technical skills, together with other types of support like access to credit, technology markets and information are crucially needed to*

enables co-op based job placement of MSE to diversify the product range and find market demand and so to escape from the impending saturation of the market.

Table 3: Need for support service by different MSE segments

Appropriateness and need for service in area of:	IGAs Income generation activities	MEs Micro enterprises	SEs Small enterprises
Credit/loans	High	High	High
▪ For working capita	▪ high	▪ high	▪ medium
▪ For equipment	▪ low	▪ medium	▪ high
▪ For premises	▪ Nil	▪ medium	▪ high
Savings	High	Medium	Low
Management	Low	Medium	High
Marketing	High	High	High
technology	medium	high	high

Source: Hans Christian (2002:31)

Regarding of MSE sector, ILO (2004 :215) stated that:
"Training can be one of the instruments that together with other measures, address the challenges of the micro small enterprise."

As a result of all these factors, the need for skills training and financial support for the co-op based job placement has hugely increased. If the co-op based micro and small enterprise program is to continue to absorb more graduates of vocational training institutions at a modest but reasonable return on their labor, it is absolutely crucial to increase their level of skills as well as financial and technical support for the operates of co-op based job placements.

Chapter Three

3. Presentation and Analysis of the Data Collected

This chapter presents data and deals with the analysis of the data collected on the basis of the questionnaire distributed to administrators trainers, trainees and operators of co-op based job placements. Information obtained from government officials of the head and experts of Butajera transitional administration and two Kebele micro and small enterprise development office workers through the interview session held are also included in the analysis made.

Thus, relevant data and information collected through three categories of questionnaire have been presented and analyzed. Of the three categories of questionnaire the first category was employed to Butajera TVET Institution administrators and trainers. The second category was used to gather information from Butajera TVET trainees. The third category was employed to the Butajera TVET graduates who organized in co-op based job placement in micro and small enterprise program.

Out of the total of 60 and 250 questionnaire distributed for administers trainers, and trainees in Butajera TVET Institute 54 (90%) and 212 (84.8%) respectively were filled and returned. On the other hand out of the total of 275 questionnaires distributed for operators of co-op based job placement in micro and small enterprises, 230 (83.7%) were filled and returned.

Therefore, response of 54 administrators and trainers and 212 trainees and 230 graduates who are engaged in co-op based micro and small enterprise were presented and analyzed using tables and percents as well as different statistical tools for some question items. Accordingly,

frequency, percentage and statistical tool have been employed. Interpretation and analysis were made based on the basic questions raised in chapter one of the study.

1. Characteristics of Respondents by sex, age, qualification, Training program level and Training area.

Table I- *Respondents by sex, age, and qualification*

No	Item	Administrator and trainer respondents		Trainee respondents		Operators of co-op based MSE	
		No	*%*	*No*	*%*	*No*	*%*
1	Sex						
1.1	Male	49	90.7	146	68.9	175	76.1
1.2	Female	5	9.3	66	31.1	55	23.9
	Total	54	100	212	100	230	100
2	Age						
2.1	18-25	10	18.5	195	91.9	105	45.7
2.2	26-30	32	59.3	13	6.1	78	33.9
2.3	31-35	11	20.4	4	1.9	36	15.6
2.4	More than 36	1	1.8	-	-	11	4.8
	Total	**54**	**100**	**212**	**100**	**230**	**100**
3	Qualification						
3.1	Certificate	7	12.9	-		-	
3.2	Diploma	34	62.9	-		-	
3.3	BA/BSc	11	20.4	-		-	
3.4	MA/MSc and above	2	3.7	-		-	
	Total	**54**	**100**	-		-	

As shown in item 1 of table 1, the majority of administrators and trainers of Butajera TVET Institution were males. As shown in items one of the above table 49 (90.7%) of the administrators and trainers who gave their

response to the questionnaire distributed were male. The proportion of female administrators and trainers were 5 (9.3%). This signifies females involvement in both managerial and teaching position is insignificant. Possible explanation for the small number of female administrators and trainers is the perception of the society where vocational training is considered as profession devoted to males.

Regarding trainees and operators of co-op based job placement in MSE respondent, the participation rate of females 66 (31.1%) and 55(23.9%) respectively. The smaller number of female trainees and operators of co-op based MSEs may have similar explanation to that of the administrators and trainers. On the other hand the participation rate of trainees in technical fields (Industrial technology) were 136(64%) and the participation rate in business stream were 76(35%) this may indicate that the participation rate of trainees in training system mainly in technical field is high although the participation rate of female in technical field is very low.

As can be observed in item 2 on the same table regarding their age 32(59.3%) of administrators and trainers who gave their response to the questionnaire distributed were above 26 years of age. On the other hand the majority 195(91.9%) of trainees who gave their response to the questionnaire were 18 to 25 years of age. While again 105(45%) of co-op based job placements in MSE were also 18 to 25 year of age.

As shown in item 3 of the same table, 34 (62.9%) of the administrators and trainers who gave their response to the questionnaire distributed were diploma holders and some of them are attending summer in-service program for bachelor's degree.

This asserts that both the administrators and trainers did not attain the required qualification at this level. The minimum qualification required at the middle level TVET is first degree. In relation to this, Desalgn (1996:7) has supported that above points which are required of TVET trainers by stating ". . . the teaching staff for the education of teaching technicians should posses either a degree or a high technician qualification in an appropriate field.

The minimum required qualification for TVET trainers as of the standard of Ministry Of Education is the first degree. The qualification of the existing teaching staff of the total population for Butajera TVET Institution, as a given in table 1 above can be rough assessed against the above standards. As already shown, out of the total teaching staff only 11(24.4%) of them have BA/BSC degree, while the remaining 41 (76%) of them are either at a diploma and a certificate level. This is against the education and training policy which suggest that trainers should have a minimum of first degree to train in TVET Institutions.

Thus, from this reality one may assume that the quality of education in Butajera TVET is not maintained as required standards.

Description of Trainees and operators of MSEs Respondents by Training program level and training area

Table II*- Characteristics *of respondents by Training program level and Training area.

No	Item	Trainees		Operates of co-op based MSEs	
		No	*%*	*No*	*%*
1	Training program level for trainees				
1.1.	10+1	57	26.9	86	37.4
1.2	10+2	155	73.1	113	49.1
1.3	Any other	-		31	13.5
	Total	**212**	**100**	**230**	**100**
2	Training areas				
2.1	Auto mechanics	17	8.0	40	17.4
2.2.	Electricity	13	6.1	30	13
2.3	General mechanics	27	12.7	45	19.6
2.4	Building contractions	40	18.9	60	26.1
2.5	Drafting	13	6.1	-	-
2.6	Surveying	23	0.8	15	6.5
2.7	IT	34	16.0	-	-
2.8	Accounting	20	9.4	-	-
2.9	Secretarial science	25	11.8	-	-
2.10	Wood work	-	-	40	17.4
	Total	**212**	**100**	**230**	**100**

Item 1 of table 2 above shows that in terms of program level, the trainees who gave their response to the questionnaire are 57 (27%) in 10+1 and 155(73%) of them are in 10+2 program. Therefore in terms of program level, 10+2 trainees were more than 10+1trainees by 46%.

This indicate that they can provide more reliable information due to significant number (73%) of them has longer time stay in the institute than the ones enrolled in 10+1 program.

On the other hand as shown on the same table, the larger majority 113(49%) of the operators of co-op based MSE who gave their response to the questionnaire distributed have completed 10+2 program, while the remaining 86 (37%) are TVET institution graduates of 10+1 program level. This can be taken as important provision of skills that enable the operators of co-op based MSEs to fit in their respective job placement of their occupation.

It has been responded in item 2 of table 2, regarding the filed of studies 136(64%) of the trainees and 230 (100%) of operators of co-op based MSEs were engaged in industrial technology which is and construction technology. Building-construction, drafting, surveying, wood work, automatics, electricity and general mechanics. Although 76 (36%) of trainees were engaged in business stream such as accounting and secretarial science, but none of operators of coop based job placemats were engaged in business stream.

2. Views of Administrators trainers, Trainees and operators of co-op based MSEs on the overall process of Butajera TVET training system and its effect on co-op based job placements.

Table III- Views of respondents on the overall Activity of Training and its effect on self employment.

No	Item	Frequency of responses						Total		df	X^2 value	P - Value
		Administrators and trainers		Trainees		Operators of co-op based MSEs						
		No	%	No	%	No	%	No	%			
1	Do you think your vocational training program provides the essential skills required for self employment									2	30.448	0.000
	a) Yes	46	85.2	118	55.7	79	34.3	243	49			
	b) No	8	14.8	94	44.3	151	65.7	253	51			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			
2	Do all the vocational and skill development programs focus on preparing graduates for the self employed or co-op based workshop schemes									2	1.537	0.464
	a) Yes	31	59.6	109	51.4	96	41.7	236	47.7			
	b) No	21	40.4	103	48.6	133	57.8	257	51.9			
	c) Missing value	2	3.7	-	-	1	0.4	1	0.4			
	Total	**54**	**1**	**212**	**100**	**230**	**100**	**495**	**100**			
3	Are students ready to work in self-employment programs after completing their training program									2	1.255	0.054
	a) Yes	21	38.9	53	25.0	113	49	188	37.7			
	b) No	33	61.1	159	75.0	117	50.9	309	62.3			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			

N.B: Significant level of alpha < 0.05 is used for computation throughout this paper.

As indicated in item 1 of table III about response made to the question raised to know if the training given in the training institution could provide essential skills required for self employment indicates significant difference of vision among administrator and trainer respondents, trainees respondents and operators of job placement in micro and small enterprise respondents. Here, the majority of administrators and trainers 46 (85.2%) stressed that the training program can provide essential skills required for self employment. On the other hand, trainee respondents and operator of co-op based MSEs are divided in to two different groups in their response 118 (55.7%) and 79 (34.3%) supporting their trainers and administrators opinion respectively. The remaining 94 (44.3%) and 151 (65.7%) of trainees and operators of MSE reflecting their belief that training program given in their institute does note provide the essential skills required for self employment.

Since the null hypothesis states that there is significant difference among the respondents, the chi-square test merely evaluates the probability that the observed relationship results from chance.

To test the significance of chi-squae we enter Table III of the Appendix with the computed value of chi-square for the appropriate number of degrees of freedom. The number of degrees of freedon (df) = (r-1) (c-1), in which r is the number of rows and c is the number of columns in which the data were of columns in which the data were tabulated or N – 1 in the case of small sample denoted by (df).

In which

X^2:- chi-squire

P-value: - Standard error of mean

df:- Degree of Freedom

The chi-square test computed with the aim of ascertaining whether or not perceptual differences existed among the three groups of respondents. The chi-square test result in x^2 (30.45) with P- value = 0.000 < 0.005, it is evident that the three groups are significantly different in their responses that Butajera TVET training program provision of essential skill required for self employment.

As can be seen in the table, majority of the respondents in administrators trainers group do believe that Butajera TVET Training program is providing essential skills required for self employment. Since, the vast majority of administrators' trainers (85.2%) which is much higher than that of both trainees and operators of MSE responded that it provide essential skill required for self employment. But the total of the three groups do have about (51%) of responses that are against the believes of administrators and trainers which make that difference among respondent. From the result therefore it can be concluded that this difference by itself is a clear indication that there are many trainees and operators of MSEs have a blurred vision about essential skill required for self employment. This is an indication of low tendency in involvement of trainees in self employment of co-op based job placements.

On the other hand as indicated in item 2 of table III, in comparing the number of responses by the three groups about the focus of TVET programs in preparing graduates for self employment, the chi-square test result indicates no significant difference among the three groups. (Where x^2 = 1.54 and p= 0.464 > 0.05). Accordingly the administrator trainer, trainee and operator of MSE respondents 59.6%, 51.4% and 41.7% respectively replied that all vocation and skill development program focus on self employment. As these groups do not significantly different that aggregate percentile, that is 51.9% of the response favors that the program

do not focus on self employment although 47.7% of responses are against of it.

As indicated in Item 3 of table III, 33 (61%) of administrators and trainers responded that lack of readiness from their students to work in self-employment programs after completing their training was the major problem of self employment concept on part of trainees.

On the other hand, 21(38.9%) administrators and trainers 53 (25%) of trainees, and 113(49%) operators of MSEs expressed their readiness to be engaged in self employment program. On the contrary, 159 (75%) of trainees and 117(50.9%) of operators of MSEs provided their reaction that they were not ready to be involved in self employment.

The Chi-square test result also revealed that for 2 degree of freedom at 0.05 level significance, (where $X^2 = 1.255$ and P- value = $0.054 > 0.05$) implying that statistically significant differences among administrators trainers, trainees and operators of co-op based job placement where absent in their perceptions of the instrument employed.

Furthermore, the researcher interviewed Kebele MSE development office workers concerning trainees' readiness to work in self employment of co-op based job placements. The two Kebele micro and small enterprise development office workers unanimously agreed that trainees do not want to be engaged in co-op based job placements. This is an important signal considering white collar jobs as a status symbol still prevails. This significant number of administrator and trainers 61% and 75% of trainees revealed that the trainees are not willing to be engaged in self employment. This shows that majority student's attitude is depending on public or government salary employment. Because, considerable number of trainees

75% and operator of MSEs 51% indicated that they lack interest to be engaged in self employment.

Table IV-Types of employment opportunity

No	Item	Frequency of responses						Total	
		Administrators and trainers		Trainees		Operators of co-op based MSEs			
		No	%	No	%	No	%	No	%
1	Which type of employment opportunities does your training institution envision for its graduates								
	A. Salary earning employment	12	22.2	131	61.8	126	54.8	269	54.8
	B. Self-employment	42	77.8	81	38.2	104	45.	227	45.2%
	Total	**54**	**100**	**212**	**100**	**230**	**0**	**496**	**100**
2	How do you describe the prospective employability of your training institution graduates?								
	A. A good number of graduates have been employed in government organizations.	8	14.8	54	25.4	21	9.5	83	16.8
	B. good number of graduates has been employed by the private sector	12	22.2	37	17.4	18	7.5	67	13.6
	C. A good number of graduates has been employed in self employment or co-op based placement	20	37.0	42	19.8	82	35.6	144	29.2
	D. A good number of graduates has been employed in non government organizations	-	-	24	11.3	-	-	24	4.9
	E. A good number of graduates has been unemployed	14	25.9	54	25	107	46.5	175	35.5
	F. Missing value	-	-	1	0.5	2	8.69	-	-
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**493**	**100**
3	What types of employments do trainees expect in their training program when they graduate								
	A. Salaried employment	33	61.1	109	51.4	158	68.7	300	65.5
	B. Self employment	18	33.3	37	17.5	71	30.9	126	25.4
	C. any other _____	3	5.5	66	31.1	1	0.4	70	14.1
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**493**	**100**

Available document indicates that the purpose of vocational education and training is to prepare trainees for the world of work and make them employable or train them in very specific activities to be engaged in self employment bases. Based on these premises, respondents were asked as to which type of employment opportunities their training institution envisions for its graduates. To this end as it indicated in table IV significant difference opinion on envision of employment opportunity of their institute between administrator trainer and trainee respondents. Here the majority, almost (78%) of administrators and trainers stressed that the training institutions' envision self employment as an employment opportunity for its graduates. On the other hand 12 (22.2%) of administrators and trainers, 131 (61.8%) of trainees and 126 (55%) of operators of MSE responded that the training institutions' envision is salary employment of employment opportunity for its graduate.

This is also conformed in the interview held with the director and vocational guidance officer of the institute on what employment opportunity does on the training institute envision for its graduate was highlighted. It is revealed by which two persons expressed in the interview that their training institution envision is primary to train trainees in very specific activities and provides a significance hand and experience in acquiring the necessary skills which help trainees to realize their own potential either in government or self employment bases of co-op based job placements.

This implies that the objectives stated by MOE to be self employed becomes to be questioned. This insures that the objective of TVET was not implemented in accordance with the objectives of TVET at national or regional level.

In response to the question raised on the Table IV to describe, outs the prospective graduates employability 20 (37%) of administrators trainers and 42 (19.8%) of trainees and 82 (35.6%) of co-op based MSE provide their respond that a good number of graduates has been employed in self employment of co-op based job placements. On the contrary 8 (14.8%) of administrators and trainers, 54 (25.4%) of trainee provided their response that a good number of graduates has been employed in government organization. On the other hand 82 (35.6%) of operators of co-op based job placement in MSE provide their response that a good number of graduates has been employed in self employment or co-op based job placement. But only 12 (22%) of administrator and trainer, 37 (17%) of trainees and 18 (7.5%) of operators of co-op based MSE responded that a good number of graduates has been employed by the private sector.

In addition, the indication has significant implications that market diversification and private institutions were not suitably developed in Butajera training institution.

As indicated in item 3 of table IV about what type of employment do they expect when trainees graduate 109(51.4%) of trainees and 158(68.7%) of operators of co-op based MSE expressed that salary employment were their expectation when they graduate. On the contrary, 37(17.5%) of trainees and 71(30.9%) operators of MSEs respectively provided their reaction that their expectation is self employment. This shows that significant number of respondent revealed that self employment of co-op based job placement concept is rather weak. Majority of students' expectation is to work in government organization. Therefore, expectation to be self employed in co-op based job placement was the weak concept in the mind of administrator trainers and trainees as well as operator of co-op based job placements.

The above information is consistent with the interview made with school principal and vocational counselor. Regarding the employability of graduates associated with comparing government salary employment and self employment in co-op based job placements, school principal and counselor had given their opinion that with present competitive job market condition the existing self employment opportunity for vocational graduates was by far greater than the government or private employment opportunity.

Therefore a fair portion 20 (37%) of administrators trainers and 42 (19.8%) of trainees assured that a good number of graduates employed in self employment and 42 (19.8%) of trainees assured that a good number of graduates secured jobs by using co-op based job placements. This indicates that co-op based job placement was one of the major strategies used to place the graduates to minimize unemployment at Butajera town. This is because about 1/3 of total respondents that a good number of graduates has been unemployed.

Table V- Rating *Government and self employment opportunity in 2007*

No	Item	Frequency of responses								df	F value	P-value
		Administrators and trainers		Trainees		Operators of co-op based MSEs		Total				
		No	%	No	%	No	%	No	%			
1	From your observation, how do you rate the number of graduates from your training institute who got government employment in 2007 academic year									2	2.741	0.66
	A. Fairly satisfactory	8	14.8	13	6.1	28	12.2	49	9.8			
	B. Barely satisfactory	25	46.3	71	33.5	64	27.8	160	32.3			
	C. Unsatisfactory	21	38.9	128	60.4	118	51.3	287	57.9			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			
2	From your experience, how do you rate the number of graduates from your training who got self employment in 2007 academic year									2	3.337	0.036
	A. Fairly satisfactory	24	44.4	86	40.6	127	55.2	273	47.8			
	B.Barely satisfactory	18	33.3	80	37.7	62	26.9	189	36.1			
	C. Unsatisfactory	12	22.2	25	11.8	41	16.9	78	5.7			
	Total	**54**	**100**	**212**	**100**	**228**	**100**	**496**	**100**			
3	How do you generalize the level of self employment opportunities for graduates in your training institution											
	A. All graduates got jobs in self-employment	-	-	8	3.8	-	-	8	1.6			
	B. The majority got jobs in self-employment	39	72.2	187	68.2	141	61.3	367	74			
	C. A few graduates got jobs in self-employment	15	27.8	17	27.4	89	38.7	121	24.4			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			
4	How do you generalize the level of salary employment opportunities for graduates in your training institution?											
	A. All graduates got job in salary employment	-	-	4	1.9	-	-	4	0.8			
	B. The majority got jobs in salary employment	3	5.6	48	22.6	1	0.4	62	10.5			
	C. A few graduates got job in salary employment	51	94.4	160	77.5	229	99.6	430	88.7			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			

As presented in item 1 of table V about the rate of government employed graduates 21 (38.9%) of both the administrators trainers and 128 (60.4%) of trainees responded that the rate of graduates from their training who got government employment in 2007 academic years were unsatisfactory.

In addition, 25 (46.3%) of administrators trainers, 71 (33.5%) of trainees and 64 (27.8%) of operators co-op based job placement indicated that they are barely satisfactory. This situation tells that a few were employed in government organization in 2007 academic year.

As shown in item 2 of Table V about the rate of self employment opportunities in the 2007 graduates, 18 (33.3%) of administrators trainees and 101 (47.6%) of trainees and 62 (26.9%) of operators of co-op based job placements provide their response on that estimating they are barely satisfactory in self employment opportunities of the 2007 academic year graduates. Beside of this 12 (22.2%) of administrators trainers and 25 (11.8%) of trainees and 41 (16.9%) of operators of co-op based job placement indicated that they are unsatisfactory in self employment opportunities of the 2007 graduates. This indication implies that the objective stated by MOE in producing creative, productive, and competitive at a self employment base becomes to be questioned.

One way ANOVA used to test is also conducted to see the significance difference in average rating of the three group respondents for item number 1 and 2.

Table V. Summary table of One way ANOVA on the Extended of Satisfaction on employment

No	Item	Respondent group	N	Mean	Std deviation	95% confidence interval for mean	F-value	p-value
1	From your observation, how do you rate the number of graduates who get government employment in 2007 A. Fairly satisfactory B. Barely satisfactory C. Unsatisfactory	1.Administrators and Trainers	54	1.67	.727	1.47-1.87	2.741	0.066
		2. Trainees	212	1.46	.610	1.37-1.54		
		3. Operators of MSES.	210	1.57	.717	1.47-1.67		
		4. total	476	1.53	.675	1.47-1.59		
2	From your experience, how do you rate the number of graduates who get self employment in 2007 A. Fairly satisfactory B. Barely satisfactory C. Unsatisfactory	1.Administrators	54	2.29	.793	2.10-2.44		
		2. Trainees	212	2.19	.768	2.08-2.29	3.337	0.036
		3. Operators of MSE	230	2.37	.770	2.27-2.47		
		4. Total	496	2.28	.775	2.21-2.35		

As to rating the level of satisfaction of the number of graduates who secured government jobs, response for fairly satisfactory (value 3), Barely satisfactory (value 2) and unsatisfactory (value 1) by the three groups is recorded. ANOVA test is conducted to see the significant difference in average ratings of the three groups. As can be seen in the 95% of confidence Interval of the mean for each group response, the intervals lie below the value 2 (i.e. barely satisfactory. This indicates all the three group of respondents are unsatisfied in securing government job by the graduates. The three groups have identical level of unsatisfactory as the p-value = 0.066 > 0.05.

On the other hands as presented in item 2 of the above ANOVA Table the level of satisfaction in securing job in self employment, the ANOVA Test indicates significant difference in the mean rating level of satisfaction.

Looking into 95 CI, the mean for operators of MSE is ranging 2.27–2.47 which is relatively above the CI of trainees i.e. 2.08–2.29. This indicates a relatively lower level of satisfaction by trainees than operators of MSEs, regarding the number of graduates engaged in self employment in 2007 academic year.

This difference is clearly shown on item 3 of table V where responses made to the question raised to generalize the level of self employment opportunities for graduates, difference of opinion is observed among respondents, 39 (72%) of the administrators trainers and 187 (88.2%) of trainees provide their generalization that the majority got jobs in self employment. On the contrary, 15 (27.8%) administrators trainees 17 (8%) of trainees responded that a few graduates got jobs in self employment. Out of all sample operators of co-op based job placement in MSE 141(61.3%) indicated that the majority graduates got job in self employment.

As shown in item 4, on the same table, 51 (94.4%), 160 (77.5%) and 229 (99.6%) of administrators trainers, trainees and operators respondents respectively provide their generalization that a few got jobs in salary employment.

This indication has significant implications that in Butajera Training Institution self employment concept were not suitably developed and it implemented against the policy of demand driven and market oriented approach advocated by the national and regional TVET strategies.

In other words, Butajera TVET institution was not working in conditions of localities to absorb the majority of its graduates.

Table VI- Professional competence & relevance

No	Item	Frequency of responses						Total		df	F value	P-value
		Administrators and trainers		Trainees		Operators of co-op based MSEs						
		No	%	No	%	No	%	No	%			
1	From your own experience or observation, how do you rate the professional competence of graduates									2	15.751	.000
	A. Fairly qualified	19	35.2	63	29.7	97	42.1	179	36.1			
	B. Barley qualified	28	51.8	83	39.2	132	57.4	243	49			
	C. Not so qualified	7	12.9	66	31.1	1	0.4	74	14.9			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			
2	How is your training program relevant to the job market									2	13.295	.000
	A. fairly relevant	16	29.6	16	7.5	86	37.4	118	32.3			
	B. Barely relevant	35	64.8	151	71.2	140	60.9	326	57.3			
	C. not relevant at all	3	5.5	45	21.2	4	1.7	52	10.5			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			

Responses made to the question raised in item 1 of table VI, to know professional competence of quadrates; 179 (36%) and 243 (49%) of respondents responded that well qualified and fairly qualified respectively on the other hand 74 (14.9%) of the total respondents stand against of it.

The objective of vocational training is to prepare individuals for the world of work in self employment basis. In light of this, the relevancy of training program to the job market is judged by the relation of training program with labour market demand to enable the graduates get or make job in co-op based job placement in MSEs.

In relation to this, item 2 of table VI depicts if their training program was relevant to the job market. 16 (29.6%) of administrators and trainers

16(7.5%) of trainees and 86(37.4%) of operators of co-op based job placement in MSEs responded that it was fairly relevant.

On the other hand, the majority 35(64.8%) of administrators and trainers, 151 (71.2%) of trainees and 140(60.9%) of operators of co-op based job placement asserted that there was barely relevant. Some 3(5.5%) of trainees and 45(21.2%) of operators co-op based job placement responded that not relevant at all.

ANNOVA Testis conducted to see whether there is significance difference among respondents or not one way.

No	Item	Respondent groups	N	Mean	Std divation	95% confidence interval for mean	F-value	P – value
1	From your own experience or observation, how do you rate the professional competence of graduates A. Well qualified B. fairly qualified C. Not so well qualified	1.Administrors and Trainers	54	2.22	.664	2.04-2.40	15.751	000
		2. Trainees	212	2.09	.706	1.99-2.19		
		3. Operators of MSES	230	2.42	.503	2.35-2.48		
		4. Total	496	2.26	.633	2.20-2.31		
2	How is your training program relevant to the job market A. fairly relevant B. Barely relevant C. not relevant at all	1.Administration & Trainers	54	2.24	.517	2.09-2.31		
		2. Trainees	212	2.06	.696	1.97-2.16	13.295	0.00
		3.Operators of MSES	230	2.36	.515	2.29-2.42		
		4. Total	496	2.22	.617	2.16-2.27		

Statistically significant at 0.07 two tailed test

ANOVA is used for more than two respondents to determine whether the sample means differ from one another

In which:

3 factors are three respondents.

1 independent variable with 3 levels are rating of

- fairly satisfactory 3 value
- barely satisfactory 2 value
- unsatisfactory 1 value

Where:-

N = the number of respondents in the sample

Mean = average value of respondents

Std = standard deviation of the sample

95% confidence interval for mean = The .05 level of confidence indicates that the provability mean sample lies within the interval

F-value = it indicate that f-critical values necessary for rejecting the null hypothesis at 0.05 level of significance

P-value = Standard error of mean

Thus, f-test used for three respondents as shown from the table and the value of f-ratio are given in the appendix 1. A confidence interval marked off by the limits 2.20 — 2.31. We may be quite confident that mean sample is not lower than 2.20 nor higher than 2.31.

In rating the professional competency of graduates the three groups are significantly different in their ratings for item1 of table VI. Looking into the 95% CI, the training rating is around the value 2 i.e. fairly qualified, where as the 95% CI for administrators trainers and operators of MSES is above the value 2 tends to rating of professional competence of graduates are well qualified. Therefore, it can be concluded that operators of MSES do believe professional competency of graduates is significantly higher than the rating by the trainees. As to the relevance of the training program with

job market, trainees average rating range to the barely relevant level. While the rating of administrators trainers and operator of MSES resulting in 95% CI above the value 2 indicates their rating to the fairly relevant level. As the 95% CIs for operators of MSE and trainees do not overlap, it is clear that trainees rating are lower than that of operators of coop based job placement rate.

The above information is consistent with the data in the review of literature which indicates "vocational education is facing a crisis. Further more, the investigator interviewed Butajera transitional administration MSE development office head, concerning the relevance of vocational training program with the labor market. According to the response forwarded by the respondent from Butajera town transitional administration, MSE development office head mentioned that, there was lack of relevancy and the major problems of relevance of training is due to low training level in terms of providing job related courses, entrepreneurship and lack of leadership skill and weak self employment concept in co-op based job placement were the major source of relevancy problem. According to the information obtained through the interview of Butajera school principal and vocational counselor conformed that the relevancy problem is due to the institute is forced to train only this program, or because of the reluctance of Regional Education Bureau to offer other additional training programs.

During focus group discussion, out of the operators of co-op based job placement in MSEs one of them mentioned that, they graduated in accounting but they were engaged in building constriction job placement. Therefore the relevance of the training program with the labor market demand is questionable.

Table VII. Assigning Trainees based on their choice

No	Item	Frequency of responses						Total		df	X^2 value	P-value
		Administrators and trainers		*Trainees*		*Operators of co-op based MSEs*		*No*	*%*			
		No	%	No	%	No	%					
1	Are most of the students studying their major field assigned to his field based on their choices									2	23.785	.000
	a) Yes	48	88.9	206	97.2	193	83.9	447	90.3			
	b) No	6	11.1	5	2.3	37	16.1	48	9.7			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**495**	**100**			
	Missing value	-	-	**1**	**0.4**	-	-					
	Total	**54**	**100**	**212**	**100**	**230**	**100**					
2	Do you think graduates are organized in co-op based job placement activities directly related to their field of training									2	3.245	0.197
	a) Yes	25	46.3	93	43.9	84	36.5	202	40.7			
	b) No	29	53.7	119	56.1	146	63.5	294	59.3			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			

As indicate in item 1 of table VII responses made to the question raised to know if most of the students studying their major field assigned based on their choice indicates the majority of administrators and trainers 48(88.9%) and 206 (97%) of trainees and 193 (84%) of co-op based MSE participants had responded that most of the students studying their major field assigned based on their choices. Regarding how they assign students with different training fields, most of administrators and trainers as well as trainees had given their opinion in response to the open ended questions. Therefore they responded that in Butajera TVET Institution most of trainees find their major field by their own choice.

The chi-square result shows P-value = 000< 0.05 indicates significant difference among the three group respondents on the placement of students by their choice. Vast majority of each group of respondents

believed choice based placement were about 97% of trainees is found to be relatively higher than that of the other two groups.

A large number 29(53.7) of administrators and trainers, 119 (56%) of trainees responded that graduates are not organized in co-op based job placement activities directly related to their field of training. Out of the 230 operators of MSEs, 146 of them answered that they are not organized according to directly related field of training. This is conformed during focus group discussions that: some of them mentioned that (2 members) were graduated from, wood work and drafting engaged in building construction and metal work. Besides this the other two graduates who are working as building construction co-op members were accounting graduates.

The chi-square test was calculated and the result revealed that for 2 degree of freedom at point 0.05 level of significance (P-value=0.197>0.05) implying that there is no statistically significant difference among respondents regarding graduates organized in co-op based job placements related to their field of training. Majority, about 2/3 of respondents responded about lack of being organized with their major field of training. This shows that the relevance of the previous training to be organized in one form of co-op based job placement activities directly related to their field of training in most case was to be questioned.

Table VIII-Follow up activities

No	Item	Frequency of responses						Total		df	X^2 - value	P-value
		Administrators and trainers		Trainees		Operators of co-op based MSEs						
		No	%	No	%	No	%	No	%			
1	Does your institution conduct follow up study to follow up whether your graduates have got employment or not									2	4.346	0.144
	a) Yes	18	33.3	94	44.3	82	35.7	194	39.1			
	b) No	36	66.7	118	55.7	148	64.3	302	60.9			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			
2	Does your training institute provide vocational guidance and counseling services to trainees concerning their future engagement in self-employment programs									2	2.286	0.319
	a) Yes	11	20.4	47	22.2	38	16.5	96	19.6			
	b) No	41	75.9	164	77.3	190	82.6	396	80.4			
	Missing value	2	3.7	1	0.5	2	0.9					
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**491**	**100**			

Asked whether the training institute conducts a follow up study to follow up whether their graduates have got employment or not, the response made to this issue in item 1 of table VIII above indicates that the institute has not conducted follow up study (tracer study). This is confirmed by majority 36(66.7%) of administrators and trainers, and 118(55.7%) of trainees. Again 148(64.3%) operators of co-op based job placement in MSE supporting the administrators trainers and trainees opinion that the institute has not conducted follow up study to follow whether their graduates have got employment or not.

In relation to this, interview was held with school principal and vocational counselor. Accordingly, the school principal and vocational counselor indicated that there was no follow up activities as there was no tracer

study conducted in their institution to follow whether their graduates have got employment or not.

This indicates that Butajera TVET Institute was not asking feedback from ex-students in order to adjust their training program based on the demand of the labor market.

The chi-square test result in $X^2 = 4.346$ with P-value = 0.144 > 0.05, is evident that there is no significant difference among the three groups of respondents in their response that group have majority of response that the institution does not conduct follow up study to assess graduates employment which is 60.9% of the total respondents believed lack of follow up study to follow graduates employment.

As indicated on item 2 of table VIII, 11 (20.4%) out of 54 administrators and trainers and 47 (22.2%) of trainees out of 212 trainees provided their responses that their institutes have provided vocational guidance and counseling service to trainees concerning their future engagement in self employment program. On the other hand, according to response given by operators of co-op based job placement in MSEs 190(82.6%) of them responded that Butajera training institute doesn't provide vocational guidance and counseling services to trainees concerning their future engagement on self-employment program.

Since the chi-square test result in X^2 (2.286) with P-value 0.139 > 0.05, it is evident that there is no significant difference among the three group respondents. Majority of the total responses (i.e. 80%) replied that the training institute does not provide vocational guidance and counseling services to trainees in their future self employment. The three groups do have almost similar responses.

Table IX-Following graduates of co-op based job placement

No	Item	Frequency of responses								Df	X^2 Value	P-value
		Administrators and trainers		Trainees		Operators of co-op based MSEs		Total				
		No	*%*	*No*	*%*	*No*	*%*	*No*	*%*			
1	Does the institute have an effective follow up program of visiting graduates while graduates are working in co-op based job placements									2	26.416	.000
	a) Yes	16	29.6	50	23.6	18	7.8	84	17			
	b) No	38	70.3	162	76.4	212	92.2	412	83			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			
2	If your answer to the above question No 1, "yes", who conducts follow-up visits									6	5.702	0.457
	A) The vocational skill trainers from Butajera TVET	2	12.5	20	40	6	33.3	28	33.3			
	B) Any individual assigned by the office	6	37.5	12	24	6	33.3	24	28.6			
	C) Administrative personnel from the training institute	3	18.8	8	16	4	22.2	17	19			
	D) The director or his/her deputy	5	18.5	10	16	2	11.1	15	17.9			
	Total	**16**	**100**	**50**	**100**	**18**	**100**	**84**	**100**			

In light of the discussion about follow up program on item 1 of table IX respondents were asked whether the Butajera TVET Institute has a follow up program of visiting the activities and progress of graduates who are organized in co-op based job placement in micro and small enterprise. The administrators trainers and trainees response indicates that Butajera TVET Institute has not designed follow up program of visiting its graduates who are organized in co-op based job placement. This is confirmed by 162 (76.4%) of trainees and 212 (92%) of operators of MSE respondents. However 50 (23.6%) of trainees respondents and 18 (7.8%) of operators of

MSE respondents indicated that the institute has a follow up program of visiting the activities and progress of co-op based job placements.

To this end, in Butajera TVET Institute small number, (23.6%) and (7.8%) of trainees and operators of MSEs respectively replied there was follow up activities after trainees engaged in co-op based job placement.

The chi-square test result in X^2 = (26.416) with p-value = 0.000 < 0.05, at 2 degree of freedom, it is evident that the three groups are significantly different in their responses that the institute has no effective follow up program of visiting its graduates organized in co-op based job placement. The three groups of respondents are found to have relatively different proportions in their reply about effectiveness of follow up program by visiting its graduates. Though all have high percentage of response which is lack of follow up but it is the operators of MSE (92%) do have relatively high proportion of complaint in lack of follow up as compared to 70% of administrators' trainers and 76% of trainees.

On the other hand about 17% of the total respondents believed the institution have follow up program. Of the respondents believe to have follow up the three group do not show differences in their responses by whom the follow up is conducted. Accordingly 1/3 of the respondents indicate trainers conduct follow up, and 28.6% replied individuals assigned by the office conduct follow up at work of operators in co-op based job placement.

The above finding also consistent with the information that the researcher obtained through discussion with operators of co-op based job placement MSEs. In support to above findings Butajera town transitional administration MSE development office head was interviewed.

The first question deals with the relationship of his office with Butajera TVET Institution. In response to this question, replied that the relationship between MSE development offices with Butajera training institution was weak.

This situation tells that Butajera TVET Institution was not in a better position to get feed back from ex-students and from the community in order to adjust its training program based on demands of labor market.

Table X-Reason of unemployment

No	Item	Frequency of responses						Total		Df	X^2 value	P-value
		Administrators and trainers		Trainees		Operators of co-op based MSEs		No	%			
		No	*%*	*No*	*%*	*No*	*%*					
1	What is/are the major reason(s) for not getting jobs for graduates of Butajera TVET Institute									4	6.78	0.149
	A. Insufficient skills and trainings received from training institution	4	7.4	32	15.1	19	8.3	35	11.1			
	B. Lack of interest for self employment	20	37.0	82	38.7	98	42.6	200	40.3			
	C. Lack of employment opportunities in the surrounding areas	30	55.6	98	46.2	113	49.1	241	48.6			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			
2	If your students do not want to be self employed in co-op based job placement, which of the following factors do you think discourages them?									6	4.705	0.582
	A. Inability to acquire initial capital	23	42.6	83	39.2	89	38.7	195	39.3			
	B. Lack of commitment motivation for self employment	25	46.3	97	45.8	118	51.3	240	48.4			
	C. Lack of leadership skill training for self employment	5	9.3	21	9.9	13	5.7	39	7.9			
	D. Lack of security and regularity in earning											
	E. Lack of National policy for self employment	1	1.9	11	5.2	10	4.3	22	44			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			

As illustrated in item 1 of table X to find out what could be the major reason(s) for not getting jobs for graduates of Butajera TVET, 30 (55.6%) of administrator trainers and 98 (46.2%) of trainees provide their believe that

lack of employment opportunities in the surrounding areas as a the major hindrance for not getting jobs for graduates of Butajera TVET.

On the other hand as indicated on the same table, 98 (42.6%) of the operators of co-op based job placement in MSE responded that lack of interest for self employment was the major reasons for graduates of Butajera TVET to be unemployed.

According to the chi-Square for the Item I of table x and indicated that there is no significant difference among the group of respondents that the responses for not getting job identified by the three groups are similar as seen in the X^2 test (X^2 = 6.78, P=0.149> 0.05) accordingly, lack of employment opportunity (48.6%) is the major factor followed by the lack of interest (40.3%) in self employment and only 11% the respondents believed in sufficient skill being the reason for not getting job.

On the other hand, a s indicated in item 2 of table X, 23 (42.6 %) of administrators and trainers responded that inability to acquire initial capital was the most discouraged factor. 21 (9.9%) of trainees average rank and 13 (5.7%) of operators of co- op based MSE responded that lack of leadership skill training for self employment was the most discouraging factors.

Of the 230 members of co-op based job placement of MSE, 118(51%) of them on the other hand responded that lack of commitment of motivation for self employment and 89(38.7%) of them also responded that inability to acquire initial capital was the most discouraging factor to be employed in co-op based job placements.

The chi-square test result in X^2 = 4.705 with P- value= 0.582 > 0.05 at 6 degree of freedom identify that there is no significant difference among the

three groups. In other words, the three groups have almost similar proportion of responses about students discouraging factors. The most major factors are lack of motivation and commitment as responded by 48.4% of the total responses. Next is lack of initial capital 39.3 % of the respondents confirmed.

Table XI-Degree of satisfaction on overall activities of coop based job placement

No	Item	Frequency of responses						Total		df	F-value	P-value
		Administrators and trainers		Trainees		Operators of co-op based MSEs						
		No	*%*	*No*	*%*	*No*	*%*	*No*	*%*			
1	How do you rate the degree of customer's satisfaction on the quality of products/services delivered by co-op based workshops									2	4.838	0.008
	A. Fairly satisfactory	15	27.8	17	8	78	33.9	110	22.2			
	B. Barely satisfactory	38	70.4	170	80.2	129	56.1	337	68			
	C. Unsatisfactory	1	12.9	25	11.8	23	10.1	49	9.8			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			
2	How do you rate the degree of your satisfaction with the type of work performed by coop based job placements									2	3.727	0.025
	A. Fairly Satisfactory	9	16.7	33	15.6	58	25.2	100	20.2			
	B. Barely satisfactory	38	70.3	116	57.7	149	64.8	335	67.5			
	C. Unsatisfactory	7	12.9	63	29.7	23	14.3	61	12.3			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			
3	How do you rate the degree of income satisfaction among those working in co-op based job placement									2	22.982	.000
	A) Satisfied	13	24.1	71	33.5	21	9.1	105	21.2			
	B) Dissatisfied	41	75.9	141	66.5	209	90.9	391	78.8			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			

As responses made to the issues related to the degree of customers satisfaction on the quality of products and services as illustrated in item 1 of table XI, 38(70.4%) of administrators and trainers as well as 170 (80.2%) of trainees estimated the degree of customers' satisfaction on the

quality of products/services delivered by co-op based workshop is barely satisfactory. But 15(27.8%) of administrators trainers and 17(8%) of trainees responded that its quality is fairly satisfactory.

On the other hand as indicated by 230 operators of co-op based MSEs, 129 (56%) of them responded that the degree of customers satisfaction on the quality of products/services delivery by co-op based job placement is barely satisfactory and only the remaining 78 (34%) of them responded that it is fairly satisfactory.

This indicates that the customers satisfaction on the quality of products/services produced or delivered by co-op based job placement in MSE were barely satisfactory and unsatisfactory. Accordingly, local customers attitudes towards quality of products or services produced by co-op based job placement negatively affect the local markets for co-op based MSEs.

One way ANOVA test was used to know its significance difference level on the extent of costumers satisfaction on type of work and income level

No	Item (quest.	Resp. Group	N	Mean	Std. Dvn	95% CI	F-value	P-value
1	How do you rate the degree of customers satisfaction A. Fairly satisfactory B. Barely satisfactory C. Unsatisfactory	A/T	54	2.13	.596	1.98-2.29	4.838	0.008
		Trainees	212	2.07	.547	1.99-2.14		
		Operator	230	2.24	.619	2.16-2.32		
		Total	496	2.15	.597	2.10-2.21		
2	How do you rate the degree of your satisfaction with the type of worm A. Fairly Satisfactory B. Barely satisfactory C. Unsatisfactory	Administrator trainer	54	2.04	.548	1.89-2.19	3.727	0.025
		Trainees	212	2.01	.551	1.93-2.08		
		Operators	230	2.15	.575	2.08-2.23		
		Total	4.96	2.08	.565	2.03-2.13		
3	How do you rate the degree of income satisfaction C) satisfied D) Dissatisfied	Administrator trainer	54	1.67	.595	1.41-1.93	22.982	000
		Trainees	212	1.67	.946	1.54-1.80		
		Operator	230	1.18	.577	1.11-1.26		
		Total	496	1.44	.832	1.73-1.52		

The ANOVA test result for item 1 of table IX-shows that ($F=4.84$, $p=0.008<0.05$) indicates a significant difference in their mean ratings for consumer satisfaction on the quality of products/services delivered by co-op based workshops. As the 95% CI reveals the responses of Administrator Trainer and trainees are found to include the value for barely satisfaction (i.e.2) while operators believe to have a better level of consumer satisfaction from the Satisfaction of trainees.

In item 2 of the same table average ratings computed for the level of satisfaction with the type of work performed by coop based job placements are found to have significances different among the three respondent groups. The 95% CI for Administrator Trainers is found to be in the range of barely satisfaction where the operators of MSE rating is found to be slightly better than barely responses specially to that of the trainees average rating.

In items 3 of table XI, the Computed means of the three groups in rating in come satisfaction among those working in co-op based job placements. The ANOVA test result with $F= 22.98$, $p=0.000<005$ reveals significant difference among the three group respondents. As can be seen the range for the means all the range for the means all the three groups rating is found below the value 2 indicating their level of satisfaction being inferior to barely level of satisfaction . However, as the 95% CI for the operator of MSE is found to be below to the CIS of the other two groups. The rating by operators is found to be lower than that of Administrator Trainer & Trainees

From the result it can be inferred that local customers attitudes towards quality of products or services produced by co-op based job placement is not satisfactory so that lack of local market is the major problem of co-op based job placements.

This indicates that lack of market linkage and weak economic capacity of the local community or low demand of the community to purchase and use articles produced by co-op based job placement in MSE was the major problem which makes income dissatisfaction for those working in co-op based job placements.

Table XII- demand of the community & present status of co-op based MSES

No	Item	Frequency of responses						Total		df	F-value	P-value
		Administrators and trainers		Trainees		Operators of co-op based MSEs						
		No	%	No	%	No	%	No	%			
1	How is the demand of the community for the products or services of co-op based job placements									2	64.002	.000
	A. Very high	8	14.8	57	26.9	2	0.9	67	135			
	B. Not so much	46	85.2	155	73.1	228	99.1	429	86.5			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**	**3**		
2	What do you feel about the present status of co-op based job placements in the competitive market									2	49.138	.000
	A. Successful	25	46.3	8	41.5	32	13.9	145	29.2			
	B. A failure	29	53.7	124	58.5	198	86.1	351	70.8			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**			

Responses made to the questions raised to know the demand of the community for the products or services of co-op based job placement indicated in item 1 of table XII, majority 46 (85.2%) of administrators trainers and 155 (73%) of trainees responded the products or services of co-op based job placement is not so much and the remaining 8 (14.8%) of administrators trainers and 57 (27%) of trainees responded the product or services of co-op based job placement is very high.

On the other hand almost all, 228 (99%) of operator of co-op based responded that the demand of the community for the product or services of co-op based job placement is not so much.

In speaking about the communities demand for the products or services of co-op based job placements where x value =64 and p -value =0.000<0.05 identify a significant difference among the three group of respondents. From their responses each group has high proportion to reply weak demand of the community where 99% of the operators found to be relatively higher than the other two groups.

The interview made with various government officials in the study area confirmed the above idea that the demand of the community for the product or services of co-op based job placement is not promising. During discussion with operators of MSEs they repeatedly mentioned that one of the major constraints was lack of market, low demand of the community for the products or services of co-op based job placements.

As responses made to the present status of co-op based job placement in competitive market presented in item 2 of table XII, both 25(46.3%) the administrators trainers and 88(41.5%) of trainees feel about the present status of co-op based job placement in the competitive market is a successful. On the other hand 29(53.7%) of administrators trainers and 124(58.5%) of trainees feel that the present status of co-op based job placement is a failure.

At the same time, as shown on the same table, 198(86%) of operators of co-op based job placement in MSE also confirms that the present status of co-op based MSE is a failure. This implies that the objectives stated by Federal MSDA of making MSE creative, productive and competitive enterprise at a national and regional level become to be questioned.

In response to the causes of the failure or success of the present status of co-op based job placement where x =49.138, p -value=0.00<0.05, which indicate that there was statistically significant difference among the three group respondents where only 14% of the operators say to be successful while 46% and 43% of administrators trainers and trainees respectively spoke about success. Though more than 70% of respondents replied the failure and much higher proportion of them were operators of micro small enterprise which is 86.5%.

Table XIII-Support by government and non government organization

No	Item	Frequency of responses						Total		df	X^2 value	P-value
		Administrators and trainers		Trainees		Operators of co-op based MSEs						
		No	*%*	*No*	*%*	*No*	*%*	*No*	*%*			
1	Which type of support does a co-op based job placement program receive from the government (more than one answer is possible)									8	70.8	0.000
	A. Technical support	10	18.5	38	17.9	1	0.5	49	10.1			
	B. Financial credit	16	29.6	86	40.6	98	42.6	200	41.2			
	C. Training support	12	22.2	58	27.4	51	22.1	121	24.9			
	D. Land for projects	14	25.9	30	14.2	70	30.4	114	23.5			
	E. Tax exemption	2	3.7	-	-	-	-	2	.4			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**486**	**100**		**F-value**	**P-Value**
2	How do you rate government support to improve the activities of co-op based job placements									2	13.758	0.000
	A. Fairly Satisfactory	28	51.9	91	42.9	48	20.9	167	33.7			
	B. Barely satisfactory	21	38.9	26	12.2	108	46.9	155	31.3			
	C. Unsatisfactory	5	9.2	95	44.8	74	32.1	174	350			
	Total	**54**	**100**	**212**	**100**	**230**	**100**	**496**	**100**		**F. value**	**P. Value**
3	How do you rate the degree of your satisfaction on non government organizations' assistance to improve the activities of co-op based job placements									2	9.875	0.00
	A. Fairly satisfactory	-	-	31	14.6	3	1.3					
	B. Barely satisfactory	42	77.8	99	46.7	128	55.7					
	C. Unsatisfactory	12	22.2	82	38.7	99	43					
	Total	**54**	**100**	**212**	**100**	**230**	**100**					

In response to the question raised in item 1 of table XIII to find out if there is any support that co-op based MSEs get from the government indicated that 16 (29.6%) of administrators and trainers and 86(40.6%) of trainees responded that co-op based job placement receive financial credit support from the government and 12(22%) of administrators and trainers responded training support was given by government.

In response to the services received from the government, the chi-square test (x^2 70.8, df=8, p=0.000<0.05) indicates significant difference among the three group of respondents. Only 0.5% of operators of MSE do feel the technical support provided by the government while around 18% each of the administrator trainer and trainee group acknowledged this support. In each group, financial credit is the relatively high support by the government in contrary to the least tax exemptions made by the government.

On other hand 22.2% of administrators' trainers and 23.2% of operators do believe training support being the 3rd rated support rendered by the government while 27% of trainees do find it the 2nd rated support. Land for project is the support only by 14.2% of trainers do have it while 25.9% of administrator trainer and 31.8%of operator responded it.

Summary of One way ANOVA on the extend of satisfaction on government and non-government organizations support

No	Item	Respondent group	no	mean	Std dvn	95% C. I	F-value	P-value
2	How do you rate government support A. fairly satisfactory B. barely satisfactory C. unsatisfactory	Administrator trainer	54	2.43	.662	2.25-2.61	13.758	.000
		Trainees	212	2.13	.844	2.02-2.25		
		Operator Of MSE	230	1.87	.714	1.78-1.97		
		Total	496	2.04	.787	1`.97-2.11		
3.	How do you rate the degree of your satisfactory on non government A. fairly satisfactory B. barely satisfactory C. unsatisfactory	Administrator trainer	54	1.78	.420	1.66-1.89		
		Trainees	212	1.76	.691	1.67-1.85		
		Operators of MSE	230	1.53	.526	1.46-1.59		
		Total	496	1.65	.604	1.60-1.71		

The government support to improve the activities of coop based job placement is rated as being fairly satisfactory (3 value), Barely satisfactory (2 value) and unsatisfactory (1 value). One way ANOVA test compares the mean ratings by the three group results in F= 13.76 and P=.000<0.05 implying significant differences in the rating among the three groups of respondents. The 95% CI show a lower level of rating by the operators while administrators' trainers and trainees have higher ratings. More over, it is found that operators rating are lower than that of the trainees which intern has a lower rating than the administrator & trainers.

On the other hand during discussion with operators of MSEs, some of them regretfully expressed that they get no support from the government. These respondents made clear that the only support they get from the

government is financial credit with high interest rate it at all if could be counted as a support.

In response to the question raised in item 3 on the same table to rate the degree of satisfaction on non government organization majority 42(77.8%) of administrators and trainers and the large majority 99(47%) of trainee indicated that they were unsatisfactory.

This information is also confirmed by the operators of co-op based job placement in MSEs during the focus group discussion that almost all operators of MSE (100%) regretfully expressed that they were not satisfied with non government organization as far any support is concerned.

Table XIV. Rank order from Lowest to Highest Order.

No	Items	Adm and Tra Avg. rank	Trainees Average rank	Operators average rank	Agg. Avg rank	Rank of Adm and Tra Ave rank	Rank or Trainees Avg rank	Rank of Op Avg. rank	rank of Agg Avg rank
1	What are the most serious problems faced by coop based job placements. Rank them 1 to 5 by marketing 1 for the most serious problem and 5 for the least problem								
	A. Lack of market	2.33	2.75	2.52	2.54	1000	3000	2000	1000
	B. Lack of good management	2.53	2.67	2.53	2.58	2000	2000	3000	2000
	C. Shortage of financial resources	2.78	2.55	2.43	2.59	3000	1000	1000	3000
	D. Low quality of products/ services	2.87	2.76	2.80	2.81	4000	4000	4000	4000
	E. Restrictive government regulation and policy problem	3.17	3.49	3.49	3.38	5000	5000	5000	5000
	Total	**5**	**5**	**5**	**5**	**5**	**5**	**5**	**5**

As indicated in item 1 of table XIV. In identifying what could be the most serious problems that hindered the activities of co-op based job

placements, administrators and trainers were ranked, which is similar with the rank order of aggregated average rank were as follows:

- Lack of market with average rank 1000 as the first mysterious problems
- Lack of good management and leadership with the average rank of 2000 as the 2nd most problem.
- Shortage of financial resources with average rank of 3000 as the 3rd problem
- Low quality of products/services with average ranks of 4000 as the 4th problem and
- Restrictive government regulation and policy problem as the last problem.

On the other hand shortage financial resource was ranked by Trainees and operators of MSE as the first serious problem while administrators trainers and trainees ranked lack of good management and leadership as the 2nd serious problem that hindered the activities of co-ob based job placements.

In summation, according to the responses of aggregate average ranking order the first three most serious problems that hindered the activities of co-op based job placements or the most serious bottlenecks that hindered the activities of co-op based job placements were:

1. Lack of market.
2. lack of good management and leadership
3. shortage of financial resources

Chapter Four

Summary, Conclusion and Recommendation

The final part of these thesis deals with the summary of the major findings of the study, the conclusion reached at, and the recommendations forwarded on the basis of the findings. Summary of findings are as follows.

4.1. Summary

1. Regarding the academic profile of Butajera TVET trainers and vocational counselor, although a university degree was set as a minimum requirement at middle level TVET programs, the finding revealed that the qualification level was far from attainment for the majority of Butajera TVET trainers (62%) and the vocational counselor has only a college diploma. On top of this, according to the finding, the vocational counselor was not trained in the area which allows to provide vocational guidance service as a profession.
2. The three group respondents from Butajera TVET institute raises major problems that impeded that training for the operators program of co-op based job placements were as follows.
    A. Absence of upgrading the training status of the operators of co-op based job placements with refresher courses so that they might cop with the ever changing technological development
    B. Weak attention given to entrepreneur and leadership skill training.
3. The majority of the trainees of Butajera TVET Institute (82%) need to be employed in government or any other employment rather than work in self employment schemes to work cooperatively in micro and small enterprise to generate their own income.

4. Regarding the effectiveness of TVET program on self employment scheme after training the finding depicted that the preparedness of trainees in the intended technical and managerial skill for self employment that allows them to produce quality products or service and manage their own business were found to be very low.
5. Regarding the relevance of TVET program with the labour market, Butajera TVET institute is suffering from a mismatch between the training offered and labour market. The operators of co-op based MSEs who have graduated from Butajera TVET and organized in co-op based job placement are entering the labor market ill prepared for the world of work. Self employment concept is still rather weak in the mentality of trainees.
6. Various problems have been identified in Butajera town operators of co-op based MSE. One of the most critical and leading factors constraining the co-op based job placement include among others are lack of financial credit and its high interest rate.
7. The significant problem these co-op based job placement have also faced that the absence of market linkage and little demand of the community on their products and services.
8. Lack of co-operation and integration of co-op based MSEs and Butajera TVET Institute. According to the findings (92%) of operators of co-op based job placement indicated that the role of Butajera TVET institute to visit its graduates of co-op based job placements to foster the success of co-op based job placements by establishing a continuous working relationships with their ex-students organized in co-op based job placements to promote and support their activities were missing.
9. The government support in line with co-op based job placement in MSE is promising. Especially the establishment of MSE development office at different level (up to Kebele level) in a town and establishment of co-op based workshops conducted so far

seams productive but still it is a long way to go to bring a substantial impact.

10. The operators of co-op based job placement in MSEs have got no support from the non-government organizations (NGOs) and hence NGOs and donors involvement in addressing co-op based MSE development is very discouraging.

4.2. Conclusion

The national policy and strategies of education and training is designed to expand and to improve technical and vocational education and training to develop (to produce) of middle level skilled work force so that it can meet the demand of the labor market and to generate their own income.

This effort of the local of federal government may bring significant changes in the life of a significant number of youth (so called productive age group of a country). These efforts may also bring changes in the outlook in self employment concepts and of the trainees towards socially acceptable work of life.

It is worthy to mention the importance of implementing TVET strategy to utilize the product age groups appropriately and effectively through supplying with the required skill, knowledge and attitude. However, it has been found from the study that significant problems of self employment concept is worrisome. From the study those who graduated from Butajera Technical and Vocational institution and have worked cooperatively in micro and small enterprises. In light of the above fact, it has been concluded that:

1. The unqualified trainers and vocational counselor can hardly satisfy the skill thirst of their trainees. As a result, trainees do not get the required skill and hence their achievements in the training will be

unsatisfactory. Such in adequacy on the part of the trainer and vocational counselor is one of the causes for the lack of interest to be trained for self employment basis.

2. Training for self employment requires more than being technically competent in a certain occupational field, trainees need self confidence, creativity, basic business management and leadership skills. But Butajera TVET institution was not working inline of it; Basic entrepreneurial and leadership skill incorporated in the training program was minimal. In addition their training was not considered the work environment in the local micro and small enterprise sector.
3. Graduates of Butajera TVET are entering the labor market ill prepared for the world of work and have no vision of "one day I will be my own boss." This need to be strengthens in self employment concept to bring changes in their attitude to start and manage one's own micro and small enterprise. But co-op based micro and small enterprise is difficult career choice for the majority of Butajera TVET trainees. It indicate that, there is no high degree of motivation for self employment on co-op based job placements.
4. Although students of TVET are to be absorbed by the labor market of informal sector, but can not satisfy the need of the informal sector labor market. So that, Butajera TVET institute training system turning out an unprepared graduates for the realities of work and who looks for jobs that don't exist in the real situation.
5. The finding show that Butajera TVET institute is suffering from a mismatch between training offered and the skill required in the labour market. It is necessary to stress here that one of the major obstacles of graduates to be employed in self-employment base is lack of relevancy of training with the labor market need.
6. Although informal lending has been the most important source of finance for the operators of co-op based MSEs in Butajera. However,

there are certain limitations associated with the informal credit sources. Especially, shortage of financial credit and high interest rate was the most serious problems among various financial problems for operators of co-op based job placements in Butajera town. Hence Operators of co-op based MSEs have limited access to credit from financial market and lack of finance is the major problem of co-op based job placement in MSEs to start their business. Moreover not only in the scarcity of loan able funds for them but the interest rate charge on this loan is often discouraging.

7. The other major problems of co-op based job placemen is inadequate demand for their goods and services by the community and domestic local market linkage with different economics sector. And difficulties in finding domestic and foreign market are the major problems that impeded co-op based job placements not to be successful.
8. Butajera TVET institution was not working closely with the self employed co-op based job placements to promote the activities of co-op based job placements. Therefore, they can't ensure that their TVET institution is responding to the needs of the labour market.
9. While the government support for the operators of co-op based MSEs has relatively improved in the past few years, it still needs improvement. This is because the urgency of the situation is in no way reflected in raising their product quality and market linkage for their products and services in the local market therefore still it needs integrating them more genuinely in the economy.
10. According to the findings, the involvement (contribution) of NGOs to promote co-op based job placements in MSEs were totally non existent. Due to this, as it was revealed in the findings the task of facilitating and organizing co-op based MSEs remaining the sole responsibility of government.

4.3. Recommendation

1. Shortage of qualified trainers and vocational counselor in Butajera TVET was the major problem in impeding the smooth running of training process. Thus, to solve this problem the following measures have to be taken by southern regional education bureau and Ministry of Education.
   A) The ministry needs to empower the regional colleges to train trainers and vocational counselors in a degree program.
   B) The above concerned bodies need to design different incentive mechanisms such as providing their house, allowance their opportunity to up grade their qualification level to retain the qualified trainers.
2. Due to the dynamic nature of development the operators of co-op based job placements should suppose to be assessed the existing managerial and technical skill gaps regularly so as to meet the demand of the labor market. The study findings shows that the operators of co-op based job placement (members including those who graduated from Butajera TVET) need to be adjusted and filted with the labor market required skill of vocational training to cope with demands of the labor market.
3. Butajera TVET Institution should help their trainees for the purpose of providing trainees with the motivation and guidelines for planning that "one day I will be my own boss" which needs change of attitude of students from solely depending on public salary employment to self employment.
4. Depending on TVET objectives and strategies, Butajera TVET Institution should:
   a) Focus on self-employment in co-op based MSEs, which required preparing of trainees for starting their own business.
   b) Contribute to the promotion of MSEs income generating activities

c) Direct their training at high end of the informal sector self employment co-op based MSEs.

5. In response to challenges of the relevancy problem of training with the labor market regional government in TVET sector should:
   A) Promote informal sector MSEs lead skills training
   B) Target youth with an entrepreneurial mind-set
   C) Provide TVET institutions with increased autonomy
   D) Train to match labor market needs
6. The concerned bodies should establish working system between co-op based job placements and credit providing agencies so that the resources available can be used in a cooperative manner to the benefit of co-op based job placements.
7. The study findings also show that the cooperatives had poor marketing linkage and less capacity to compete in the existing local market efficiently. But, there has been developed suitable rule and regulation by the government which allows the co-op based MSEs to handover government project without bidding process in certain cost level. However this good and sound opportunity existed, the cooperatives has found no more benefited. In realization of the importance of market linkage to sustain cooperatives in competitive manner, all the concerned governmental bodies suppose to pay due attention to facilitate accessing market linage implementing the rules and regulations of the government.
8. A close working relationship should be established between Butajera TVET Institution and operators of its ex-graduates organized in co-op based job placements.
9. Although the government nowaday follows a holistic approach in its policy setting, the following measures should be taken in order to manage and improve the activities of co-op based job placement.
   A. Create market linkage:- that means increase domestic market and foreign exports

B. built their capacity in the area their job and their skill gaps.

10. The ever- rising magnitude of the problem of micro and small enterprise can not be altered only with government. Therefore NGO, who are working in the study area should take some measures to minimize the problem of co-op based MSEs. Accordingly, the major activities of NGOs to improve the work of co-op based job placement in MSE may include:
    - Leadership and skill gap training
    - Material and financial support
    - Technical support etc
11. The majority of the problem is countered in TVET training program were in one way or another related to implementers' misconceptions and/or misunderstanding about the essence and goals of the training. To properly address the problem, the regional education bureau TVET sector in collaboration with the regional bureau of information should allocate weekly air time, as feasible in the regional TV program and FM radio program. This would help in disseminating timely and relevant information of varying emphasis and purpose to the public in general and to targeted audience (trainers and trainees) in particular.
12. Finally the problem is not such an easy one to be adequately studied by a beginner investigator. Thus, the researcher would like to recommend that other individuals should carry out deeper and wider research work on co-op based job placement in MSEs program.

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የንግድ ኢንዱስትሪና ከተማ ልማት ማስባበሪያ ቢሮ በ1996 ዓ.ም. የተዘጋጀ ስትራቴጂክ እቅድ::

Total	496	2.28	.775	.035	2.21	2.35	1	3

a table = 5, item = 2

ANOVA(a)
respvalue

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.975	2	1.988	3.337	.036
Within Groups	293.630	493	.596		
Total	297.605	495			

a table = 5, item = 2

table = 6, item = 1

Descriptives(a)
respvalue

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Administrators/Trainers	54	2.22	.664	.090	2.04	2.40	1	3
Trainees	212	2.09	.706	.049	1.99	2.19	1	3
Operators	230	2.42	.503	.033	2.35	2.48	1	3
Total	496	2.26	.633	.028	2.20	2.31	1	3

a table = 6, item = 1

ANOVA(a)
respvalue

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.921	2	5.960	15.751	.000
Within Groups	186.561	493	.378		
Total	198.482	495			

a table = 6, item = 1

table = 6, item = 2

Descriptives(a)
respvalue

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Administrators/Trainers	54	2.24	.547	.074	2.09	2.39	1	3
Trainees	212	2.06	.696	.048	1.97	2.16	1	3
Operators	230	2.36	.515	.034	2.29	2.42	1	3
Total	496	2.22	.617	.028	2.16	2.27	1	3

a table = 6, item = 2

ANOVA(a)
respvalue

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.645	2	4.823	13.295	.000
Within Groups	178.838	493	.363		
Total	188.484	495			

a table = 6, item = 2

table = 11, item = 1

Descriptives(a)
respvalue

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Administrators/Trainers	60	2.13	.596	.077	1.98	2.29	1	3
Trainees	212	2.07	.547	.038	1.99	2.14	1	3
Operators	230	2.24	.619	.041	2.16	2.32	1	3
Total	502	2.15	.591	.026	2.10	2.21	1	3

a table = 11, item = 1

ANOVA(a)
respvalue

	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	3.333	2	1.666	4.838	.008
Within Groups	171.857	499	.344		
Total	175.189	501			

a table = 11, item = 1

table = 11, item = 2

Descriptives(a)
respvalue

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Administrators/Trainers	54	2.04	.548	.075	1.89	2.19	1	3
Trainees	212	2.01	.551	.038	1.93	2.08	1	3
Operators	230	2.15	.575	.038	2.08	2.23	1	3
Total	496	2.08	.565	.025	2.03	2.13	1	3

a table = 11, item = 2

ANOVA(a)
respvalue

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.352	2	1.176	3.727	.025
Within Groups	155.581	493	.316		
Total	157.933	495			

a table = 11, item = 2

table = 11, item = 3

Descriptives(a)
respvalue

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		

table = 13, item = 2

Descriptives(a)
respvalue

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Administrators/Trainers	54	1.78	.420	.057	1.66	1.89	1	2
Trainees	212	1.76	.691	.047	1.67	1.85	1	3
Operators	230	1.53	.526	.035	1.46	1.59	1	3
Total	496	1.65	.604	.027	1.60	1.71	1	3

a table = 13, item = 2

ANOVA(a)
respvalue

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.947	2	3.473	9.875	.000
Within Groups	173.408	493	.352		
Total	180.355	495			

a table = 13, item = 2

```
>Warning # 3211
>On at least one case, the value of the weight variable was zero,
negative,
>or missing.  Such cases are invisible to statistical procedures and
graphs
>which need positively weighted cases, but remain on the file and are
>processed by non-statistical facilities such as LIST and SAVE.
```

Crosstabs

table = 5, item = 1

Case Processing Summary(a)

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
respgrp * respvalue	476	100.0%	0	.0%	476	100.0%
a table = 5, item = 1						

respgrp * respvalue Crosstabulation(a)

			respvalue			Total
			Unsatisfactory	Barely Satisfactory	Fairly satisfactory	
respgrp	Administrators/Trainers	Count	26	20	8	54
		% within respgrp	48.1%	37.0%	14.8%	100.0%
	Trainees	Count	128	71	13	212
		% within respgrp	60.4%	33.5%	6.1%	100.0%
	Operators	Count	118	64	28	210
		% within respgrp	56.2%	30.5%	13.3%	100.0%
Total		Count	272	155	49	476
		% within respgrp	57.1%	32.6%	10.3%	100.0%
a table = 5, item = 1						

Chi-Square Tests(b)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.379(a)	4	.079
Likelihood Ratio	8.726	4	.068
Linear-by-Linear Association	.012	1	.912
N of Valid Cases	476		
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.56.			
b table = 5, item = 1			

table = 5, item = 2

Case Processing Summary(a)

	Cases

	Operators	Count	148	82	230
		% within respgrp	64.3%	35.7%	100.0%
Total		Count	302	194	496
		% within respgrp	60.9%	39.1%	100.0%
a table = 8, item = 1					

Chi-Square Tests(b)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.346(a)	2	.114
Likelihood Ratio	4.342	2	.114
N of Valid Cases	496		
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.12.			
b table = 8, item = 1			

table = 8, item = 2

respgrp * respvalue Crosstabulation(a)

			respvalue		Total
			No	Yes	
respgrp	Administrators/Trainers	Count	41	11	52
		% within respgrp	78.8%	21.2%	100.0%
	Trainees	Count	164	47	211
		% within respgrp	77.7%	22.3%	100.0%
	Operators	Count	190	38	228
		% within respgrp	83.3%	16.7%	100.0%
Total		Count	395	96	491
		% within respgrp	80.4%	19.6%	100.0%
a table = 8, item = 2					

Chi-Square Tests(b)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.286(a)	2	.319
Likelihood Ratio	2.301	2	.317
N of Valid Cases	491		
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.17.			

	N	Percent	N	Percent	N	Percent
respgrp * respvalue	496	100.0%	0	.0%	496	100.0%

a table = 6, item = 1

respgrp * respvalue Crosstabulation(a)

			respvalue			Total
			Unsatisfactory	Barely Satisfactory	Fairly satisfactory	
respgrp	Administrators/Trainers	Count	7	28	19	54
		% within respgrp	13.0%	51.9%	35.2%	100.0%
	Trainees	Count	44	105	63	212
		% within respgrp	20.8%	49.5%	29.7%	100.0%
	Operators	Count	1	132	97	230
		% within respgrp	.4%	57.4%	42.2%	100.0%
Total		Count	52	265	179	496
		% within respgrp	10.5%	53.4%	36.1%	100.0%

a table = 6, item = 1

Chi-Square Tests(b)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	49.865(a)	4	.000
Likelihood Ratio	62.798	4	.000
Linear-by-Linear Association	17.065	1	.000
N of Valid Cases	496		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.66.

b table = 6, item = 1

table = 6, item = 2

Case Processing Summary(a)

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent

respgrp * respvalue	496	100.0%	0	.0%	496	100.0%
a table = 6, item = 2						

respgrp * respvalue Crosstabulation(a)

			respvalue			Total
			Unsatisfactory	Barely Satisfactory	Fairly satisfactory	
respgrp	Administrators/Trainers	Count	3	35	16	54
		% within respgrp	5.6%	64.8%	29.6%	100.0%
	Trainees	Count	45	109	58	212
		% within respgrp	21.2%	51.4%	27.4%	100.0%
	Operators	Count	4	140	86	230
		% within respgrp	1.7%	60.9%	37.4%	100.0%
Total		Count	52	284	160	496
		% within respgrp	10.5%	57.3%	32.3%	100.0%

a table = 6, item = 2

Chi-Square Tests(b)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.262(a)	4	.000
Likelihood Ratio	51.213	4	.000
Linear-by-Linear Association	11.156	1	.001
N of Valid Cases	496		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.66.

b table = 6, item = 2

table = 11, item = 1

Case Processing Summary(a)

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
respgrp * respvalue	502	100.0%	0	.0%	502	100.0%

respgrp * respvalue	496	100.0%	0	.0%	496	100.0%
a table = 6, item = 2						

respgrp * respvalue Crosstabulation(a)

			respvalue			Total
			Unsatisfactory	Barely Satisfactory	Fairly satisfactory	
respgrp	Administrators/Trainers	Count	3	35	16	54
		% within respgrp	5.6%	64.8%	29.6%	100.0%
	Trainees	Count	45	109	58	212
		% within respgrp	21.2%	51.4%	27.4%	100.0%
	Operators	Count	4	140	86	230
		% within respgrp	1.7%	60.9%	37.4%	100.0%
Total		Count	52	284	160	496
		% within respgrp	10.5%	57.3%	32.3%	100.0%
a table = 6, item = 2						

Chi-Square Tests(b)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.262(a)	4	.000
Likelihood Ratio	51.213	4	.000
Linear-by-Linear Association	11.156	1	.001
N of Valid Cases	496		
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.66.			
b table = 6, item = 2			

table = 11, item = 1

Case Processing Summary(a)

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
respgrp * respvalue	502	100.0%	0	.0%	502	100.0%

a Table = Factors

Table = Problems

Correlations(a)

		RANK of A_Avg_R	RANK of T_Avg_R	RANK of O_Avg_R	RANK of Agg_Avg_R
RANK of A_Avg_R	Pearson Correlation	1	.600	.700	1.000(**)
	Sig. (2-tailed)		.285	.188	.000
	N	5	5	5	5
RANK of T_Avg_R	Pearson Correlation	.600	1	.900(*)	.600
	Sig. (2-tailed)	.285		.037	.285
	N	5	5	5	5
RANK of O_Avg_R	Pearson Correlation	.700	.900(*)	1	.700
	Sig. (2-tailed)	.188	.037		.188
	N	5	5	5	5
RANK of Agg_Avg_R	Pearson Correlation	1.000(**)	.600	.700	1
	Sig. (2-tailed)	.000	.285	.188	
	N	5	5	5	5

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

a Table = Problems

Nonparametric Correlations

Notes

Output Created		06-JUL-2007 14:25:01
Comments		
Input	Data	C:\Documents and Settings\Suleiman AA\Desktop\A W O L\Awol data 3.sav
	Filter	<none>
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	Split File	Table
	N of Rows in Working Data File	10
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
		NONPAR CORR

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).
a Table = Factors

Table = Problems

Correlations(a)

			RANK of A_Avg_R	RANK of T_Avg_R	RANK of O_Avg_R	RANK of Agg_Avg_R
Kendall's tau_b	RANK of A_Avg_R	Correlation Coefficient	1.000	.400	.600	1.000(*)
		Sig. (2-tailed)	.	.327	.142	.014
		N	5	5	5	5
	RANK of T_Avg_R	Correlation Coefficient	.400	1.000	.800	.400
		Sig. (2-tailed)	.327	.	.050	.327
		N	5	5	5	5
	RANK of O_Avg_R	Correlation Coefficient	.600	.800	1.000	.600
		Sig. (2-tailed)	.142	.050	.	.142
		N	5	5	5	5
	RANK of Agg_Avg_R	Correlation Coefficient	1.000(*)	.400	.600	1.000
		Sig. (2-tailed)	.014	.327	.142	.
		N	5	5	5	5
Spearman's rho	RANK of A_Avg_R	Correlation Coefficient	1.000	.600	.700	1.000(**)
		Sig. (2-tailed)	.	.285	.188	.
		N	5	5	5	5
	RANK of T_Avg_R	Correlation Coefficient	.600	1.000	.900(*)	.600
		Sig. (2-tailed)	.285	.	.037	.285
		N	5	5	5	5
	RANK of O_Avg_R	Correlation Coefficient	.700	.900(*)	1.000	.700
		Sig. (2-tailed)	.188	.037	.	.188
		N	5	5	5	5
	RANK of Agg_Avg_R	Correlation Coefficient	1.000(**)	.600	.700	1.000
		Sig. (2-tailed)	.	.285	.188	.
		N	5	5	5	5

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

		Table	Items	A_Avg_R	T_Avg_R	O_Avg_R	Agg_Avg_R	RANK of A_Avg_R	RANK of T_Avg_R	RANK of O_Avg_R	RANK of Agg_Avg_R
1		Problems	A	2.78	2.55	2.43	2.59	3.000	1.000	1.000	3.000
2		Problems	B	2.87	2.76	2.80	2.81	4.000	4.000	4.000	4.000
3		Problems	C	2.33	2.75	2.52	2.54	1.000	3.000	2.000	1.000
4		Problems	D	2.53	2.67	2.53	2.58	2.000	2.000	3.000	2.000
5		Problems	E	3.17	3.49	3.49	3.38	5.000	5.000	5.000	5.000
Total	N	5	5	5	5	5	5	5	5	5	5

a Limited to first 100 cases.

b Table = Problems

Addis Ababa University
School of Graduate Studies
Department of Business Education
(Management of Vocational Education)

Data Collection form A

A questionnaire to be filled by the management and instructors of Butajira Technical Vocational Education and Training Institute

Dear Respondent:

I am a Masters candidate at the School of Graduate Studies of Addis Ababa University. The purpose of this questionnaire is to gather data for my thesis towards completion of my Masters degree. The data to be gathered in this questionnaire will focus on how TVET graduates from Butajera TVET Institute in the town of Butajera is operating and how the graduates from this training institute are performing in the self employment programs they have engaged.

It is my belief that the success of this study depends on your sincere and frank response.

Thank you for responding to my questionnaire.

Awel Kedir

Direction for filling in the questionnaires

a. To respond to multiple choice questions, please 'encircle' the letter identifying the answer most fits your choice.
b. In parts where open ended questions are presented, please provide brief responses in the blank space provided.
c. Where the question requires ranking, please rank the choices by assigning number 1 to the most appropriate and the number 5 to the least appropriate.

Please respond to the following questions as per the instruction provided above

1. Sex : _____ Male _____ Female _____
2. Position in the Center _____

3. If you are an instructor, the vocational area you are specializing in: _____

4. The training level your program is engaged in

   A. 10+1 B. 10+2 C. Both

5. Your qualification A. Certificate B. Diploma

   C. BA/BSc D. MA/MSc and above

6. Years of service _____

7. Do you think your vocational training program provides the essential skills required for self employment? A. Yes B. No

8. If your answer to question 7 above is "no" what type of skill/s/ do you think need/s/ to be added to help graduates execute the self employment schemes they are engaged in? _____

   _____

9. Is there someone from your training institution assigned to follow up the activities and progress of graduates who are organized in co-op based job placements? A. Yes B. No

10. Does the institute have an effective follow up program of visiting graduates while graduates are working in co-op based job placements?

    A. Yes B. No

11. If your answer to question 9 and 10 "yes", who conducts follow-up visits?

    A. The vocational or skill trainers from Butajera TVET Institute

    B. Any individual assigned by the office

    C. Administrative personnel from the training institute

    D. The director or his/her deputies

12. Are most of your students studying their major field assigned to this field based on their choice? A. Yes B. No

13. If your answer to question 12 is "No", how did the training institute assign prospective trainees to various programs? Please answer briefly. _____

14. Do all the vocational and skill development programs focus on preparing graduates for the self employed or co-op based workshop schemes? A. Yes B. No

15. Are your students ready now to work in self-employment programs after completing their training program? A. Yes B. No

16. Do you think graduates are organized in co-op based job placement activities directly related to their field of training? A. Yes B. No

17. What types of employments do trainees in your program expect when they graduate?

A. Salaried employment B. Self employment

18. If your students do not want to be self employed in co-op based job placement, which of the following factors do you think discourages them?

_____ A. Inability to acquire initial capital

_____B. Lack of commitment and motivation for self employment

_____C. Lack of leadership skill training for self employment

_____D. Lack of security and regularity in earning

_____E. Lack of National policy for self employment

19. Please list out the vocational areas that students wish to participate in but were unable to get it _____

20. From your own experience or observation, how do you rate the professional competence of graduates?

A. Well qualified B. fairly qualified C. Not so well qualified

21. Does your training institute provide vocational guidance and counseling services to trainees concerning their future engagement in self-employment programs? A. Yes B. No

22. Which type of employment opportunities does your training institution envision for its graduates?

A. Wage earning employment B. Self-employment

23. How is your training program relevant to the job market?

A. fairly relevant B. Barely relevant C. not relevant at all

30. How do you rate the degree of your satisfaction on non government organizations' assistance to improve the activities of co-op based job placements?

A. Fairly satisfactory B. Barely satisfactory C. Unsatisfactory

31. How do you rate the degree of your satisfaction with the type of work performed by coop based job placements?

A. Fairly Satisfactory B. Barely satisfactory C. Unsatisfactory

32. Which skill area is mostly favored by the labor market?

A. production B. Trade C. Service D. Any other

33. From your experience, which training fields do you think are not marketable or irrelevant training area in the labor market?

_____

34. From you observation, which training field provides, better job placement opportunities for the graduates _____

35. Does your institution conduct follow up study to follow up whether your graduates have got employment or not? A. Yes B. No

36. What is/are the major reason(s) for not getting jobs for graduates of Butajera TVET Institute?

A. Insufficient skills and trainings received from training institution

B. Lack of interest for self employment

C. Lack of employment opportunities in the surrounding areas

37. From you observation, how do you rate the number of graduates from your training who got self-employed in 2007 academic year?

A. Fairly satisfactory B. Barely satisfactory

C. Unsatisfactory

38. From your experience, how do you rate the number of graduates from your training who got self employment in 2007 academic year?

A. Fairly satisfactory B. Barely satisfactory

C. Unsatisfactory

39. How do you generalize the level of self employment opportunities for graduates in your training institution?

A. All graduates got jobs in self-employment

B. The majority got jobs in self-employment

C. A few graduates got jobs in self-employment

40. How do you generalize the level of salary employment opportunities for graduates in your training institution?

A. All graduates got job in salary employment

B. The majority got jobs in salary employment

C. A few graduates got job in salary employment

41. How do you rate the degree of income satisfaction among those working in co-op based job placements?

A. Satisfied B. Dissatisfied C. I have no information on this mater

42. What are the most serious problems faced by coop based job placements. Rank them 1 to 5 by marking 1 for the most serious problem and 5 for the least problem

_____ A. Shortage of financial resources

_____ B. Low quality of products/services

_____ C. Lack of market

_____ D. Restrictive government regulation

_____ E. Problem on product design

_____ F. Shortage of raw materials

_____ G. Lack of good management

_____ H. Lack of land/work place

43. What possible solutions do you suggest to curb the major problems of co-op based job placements? _____

_____

_____

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ፕሮግራም
የትምህርት ፋካልቲ የንግድ ትምህርት ክፍል

መረጃ መሰብሰቢያ ቅጽ C

ከቡታጅራ ቴክኒክና ሙያ የስልጠኛ ተቋም በ10+1 እና በ10+2 ተመርቀው በተለያየ አነስተኛ ጥቃቅን ማህበር ተደራጅተው የግል ሥራ በሚሰሩ ወጣቶች የሚሞላ መጠይቅ

ይህ መጠይቅ የተዘጋጀው ቡታጅራ ቴክኒክና ሙያ ማሰልጠኛ ተቋም ተመርቀው በተለያየ አነስተኛና ጥቃቅን ማህበራት ውስጥ ተደራጅተው የሚሰሩ ወጣቶችን የሥራ ሁኔታ እና ያሉበት ደረጃ ለማወቅ ሲሆን የእርስዎ ገንቢ አስተያየትና መልስ የትምህርት ስልጠና ስርዓታችን ከሥልጠና በኋላ ተመራቂዎች የግል ሥራ ዘርፍ በሆነው አነስተኛ ጥቃቅን ማህበራት ተደራጅተው እንዲሰሩ በማድረግ ሚና የጎላና ውጤታማ እንዲሆን ለማድረግ ትልቅ አስተዋጽኦ ስለሚኖረው መጠይቁ በጥንቃቄ እንዲሞላ እየጠየኩ ለሚደረግልኝ ትብብር በቅድሚያ አመሰግናለሁ::

ማሳሰቢያ

ሀ. መጠይቁ ላይ ሥም መግፍ አያስፈልግም

ለ. ለሚሰጡት ትክክለኛ መልስ ከተሰጡት ምርጫዎች ውስጥ ትክክለኛ መልስ ነው የሚሉትን ፊደል ይክበቡ

ሐ. አጫጭር መልሶችን በተሰጠው ባዶ ቦታ ይሙሉ

1. ዕድሜ _____
2. ፆታ _____ ሀ/ ወንድ ለ/ ሴት
3. የሥልጠናው ደረጃ ሀ/ 10+1 ለ/ 10+2 ሐ/ ሌላ _____
4. ከቴክኒክና ሙያ የተመረቁበት የሥልጠና ዘርፍ _____
5. ከቴክኒክና ሙያ ስልጠናዎን ያጠናቀቁበት ዘመን _____
6. የናንተው አነስተኛና ጥቃቅን ማህበር የተቋቋመው በስንት ዓመት ነው_____
7. ማህበራችሁ በምን ዓይነት የሥራ መስክ ተሰማርቶ ይገኛል _____

ሀ. በአገልግሎት ሰጪ ለ. በማምረት ተግባር

ሐ. በንግድ መ. ሌላ _____

8. ማህበራችሁ የተሰማራበት የሥራ መስክ በዝርዝር ቢገልፁልኝ _____
_____

9. የግሉ የሥራ ዘርፍ በሆነው በአነስተኛ ጥቃቅን ማህበራት ተደራጅቶ እንዴት በግሉ የሥራ ዘርፍ ሥራ ፈጥሮ መስራት አንደሚቻል በስልጠና ተቋሙ የተሰጣችሁ ሥልጠና አለ

ሀ. አለ ለ. የለም

10. ለተራ ቁጥር 9 መልስዎ የለም ከሆነ ምን ዓይነት ተጨማሪ ሥልጠና በማሰልጠኛ ተቋሙ ይሰጥ ይላሉ? _____

11. ማህበራችሁ ከማሠልጠኛ ተቋሙ እና ሌሎች ከሚመለከታቸው የመንግስት መ/ቤቶች ጋር ቋሚ ግንኙነትና የምክክር ፕሮግራም አለው ሀ. አለው ለ. የለም

12. ካለፉት ዓመታት ልምድዎ የማሰልጠኛ ተቋሙና ሌሎች የሚመለከታቸው የመንግሥት አካላት ወደ ማህበራችሁ በመምጣት የሥራ እንቅስቃሴያችሁን ይጎበኛሉ?

ሀ. ይጎበኛሉ ለ. አይጎበኙም

13. ከላይ በተራ ቁጥር 13 ለተነሳው ጥያቄ መልስዎ አዎ ይጎበኛሉ ከሆነ ማነው የሚገበኛችሁ? _____

14. ከተቋሙ ከተመረቁ በኃላ የግል ሥራዎን በማህበር ተደራጅተው ለመሥራት ምን ያህል ግዜ ፈጅቦት ?

ሀ. ልክ እንደተመረቁ ለ. ተመርቀው በአንድ ዓመት ጊዜ ውስጥ

ሐ. ተመርቀው በሁለት ዓመት ጊዜ ውስጥ

መ. ከተመረቁ ከሁለት ዓመት በላይ ባለው ጊዜ

15. እርስዎ በማሰልጠኛ ተቋሙ ሲሰለጥኑ ወደ ተመረቁበት የሥልጠና መስክ የገቡት በምርጫዎ ነው? _____

16. የሰለጠኑበት የቡታጅራ የማሰልጠኛ ተቋም የተማሪዎችን ዲፓርትመንት ምርጫ ሲያካሄድ ለምደባ የሚጠቀምበት መስፈርት አለው

ሀ. አለው ለ. የለውም

17. ከላይ በተራ ቁጥር 16 ለተነሳው ጥያቄ መልስዎ የለውም ከሆነ ተማሪዎች በየዲፓርትመንት እንዴት ይመደባሉ? _____

18. የተቋሙ የትምህርትና ሥልጠና ፕሮግራም ሥራ ፈጣሪ ሆናችሁ በግላችሁ ወይም በማህበር ተደራጅታችሁ እንድትሰሩ አዘጋጅቶናል ብለው ያምናሉ?

ሀ. አዎ ለ. አላዘጋጀንም

19. እርስዎና ከተቋሙ የተመራቃችሁት የማህበሩ አባላት በሰልጠናችሁበት የሙያ ዓይነት በመሰባሰብ ነው በማህበር ተደራጅታችሁ እየሰራችሁ ያላችሁት?

ሀ. አዎ ለ. አይደለም

20. እርስዎ በስልጠና ተቋሙ ተማሪ በነበሩበት ጊዜ ስልጠናውን ሲያጠናቅቁ በምን ዓይነት የሥራ መስክ ለመሰማራት ያልሙ ነበር?

ሀ. በመንግሥት ሥራ ለመቀጠር ለ. በግሉ የሥራ ዘርፍ በግል ለመቀጠር

ሐ. በግል ወይም በማህበር ተደራጅቶ የግል ስራ ለመስራት

21. የተቋሙ ተመራቂ ተማሪዎች የራሳቸውን የግል ሥራ እንዳይሰሩና በግሉ የሥራ ዘርፍ በግልም ሆነ በማህበር ተደራጅተው እንዳይሰማሩ አሉታዊ ተፅዕኖ የሚፈጥርባቸው ችግር የትኛው ነው? የተጠቀሱትን ከ1-5 በደረጃ ከከፍተኛ አሉታዊ ተፅኖ ወደ ዝቅተኛ ተፅዕኖ በቅደም ተከተል ያስቀመጡ

ሀ. የመንቀሳቀሻ ካፒታል እጥረት ለ. የቁርጠኝነት ማነስ

ሐ. የግላቸውን ሥራ ለመስራት የሚያስችል የመሪነት ዘይቤ ሥልጠና እጥረት

መ. የኢኮሞሚ ደህንነትና የገቢ ዋስትና አለመኖር

ሠ. የግሉን የሥራ ዘርፍ በተመለከተ የአሪቱን ፖሊሲ ስለማያበረታታ

22. እርስዎ የተመረቁበት የማሰልጠኛ ተቋም ስልጠና የሚሰጥባቸው ሆኖ ነገር ግን እርስዎ በወቅቱ መሰልጠን እየፈለጉ ያላገኙት የሥልጠና መስክ ካለ ቢገልፁልን _____

_____

23. እርስዎ በማህበሩ ውስጥ የሚሰሩ አጠቃላይ ሥራዎችን ሲገመግሙ እርስዎም ሆኑ ተመራቂ ተማሪዎች የትምህርትና ሥልጠና ሥርዓት የሚያዘውን ደረጃ ሊያሟላ የሚያስችል ብቃትና ችሎት አለን ብለው ይገምታሉ?

ሀ. በቂ ችሎት እውቀት አለኝ ለ. መጠነኛ ችሎታ እና እውቀት አለኝ

ሐ. በቂ ችሎታና እውቀት የለኝም

24. የሰለጠኑበት የማሰልጠኛ ተቋም የወደፊት የሥራ እድልን በተመለከተ የምክር አገልግሎት ይሰጣችሁ ነበር?

ሀ. አዎ ይሰጣል ለ. አይሰጥም

25. የማሰልጠኛ ተቋሙ ለተመራቂ ተማሪዎች ምን ዓይነት የቅጥር መልካም አጋጣሚ ግብ አለው?

ሀ. በመንግሥት ተቀጥረው እንዲሰሩ ማስቻል

ለ. በግል ድርጅቶች ተቀጥረው እንዲሰሩ ማስቸል

ሐ. የራስን የግል ወይም በማህበር ተደራጅተው የግል ሥራ እንዲሰሩ ማስቻል

26. የእርስዎ የሰለጠኑበት የሥልጠና ፕሮግራም ከገበያው ፍላጎት ጋር ያለው ግንኙነት ምን ይመስላል?

ሀ. በበቂ የተዛመደ ለ. በመጠኑ የተዛመደ

ሐ. ምንም ግንኙነት የለውም

27. እርስዎ ካሎት ልምድ የማሰልጠኛ ተቋሙን ተመራቂ ተማሪዎችን የመቀጠር ሁኔታ እንዴት ይገመግሙታል? (የተጠቀሱትን ከ1-5 በደረጃ ከከፍተኛ ተቀጣሪዎች ወደ ዝቅተኛ ተቀጣሪዎች ያስቀምጡ)

ሀ. በርካታ ተመራቂዎች በመንግሥት ድርጅቶች ተቀጥረዋል

ለ. በርካታ ተመራቂዎች በግሉ ክፍለ ኢኮኖሚ ተቀጥረዋል

ሐ. በርካታ ተማረቂዎች በራሳቸው/በግላቸው ድርጅት ከፍተዋል ወይም በማህበር ተደራጅተው አነስተኛና ጥቃቅን ሥራ ጀምረዋል

መ. በርካታ ተመራቂዎች መንግሥታዊ ባልሆኑ ድርጅቶች ተቀጥረዋል

ሠ. በርካታ ተመራቂዎች ምንም ዓይነት የሥራ እድል አላገኙም

28. በነባ ገበያው ውስጥ በአነስተኛና ጥቃቅን ማህበራት ተደራጅተው የሚሰሩት ማህበራት ያሉበትን ደረጃና ሁኔታ እንዴት ይገመግሙታል?

ሀ. ውጤታማ ናቸው ለ. ውጤታማ አይደሉም

29. በአነስተኛና ጥቃቅን ማህበራት ተደራጅተው የሚሰሩት የግል ድርጅቶች የምርት ጥራትና አገልግሎት አሰጣጥን በተመለከተ ያለውን የተገለጋይ እርካታ እንዴት ይመለከቱታል?

ሀ. ከፍተኛ እርካታ ለ. መጠነኛ እርካታ ሐ. ምንም እርካታ የለም

30. የተቋሙ ተመራቂ ወጣቶች በአነስተኛና ጥቃቅን ማህበራት ተደራጅተው ለሚያመርታቸው ምርቶችና ለሚሰጧቸው አገልግሎቶች ያለውን የሕብረተሰብ ፍላጎት እንዴት ይመለከቱታል?

ሀ. ከፍተኛ ለ. መጠነኛ ሐ. ምንም ፍላጎት የለም

31. በአነስተኛና ጥቃቅን ማህበር ተደራጅታችሁ በምታደርጉት የግል ሥራ እንቅስቃሴ መንግሰት የሚያደርግላችሁ እገዛ አለ?

ሀ. አለ ለ. የለም

32. ከላይ በተራ ቁጥር 31 ለተነሳው ጥያቄ መልስዎ «አለ» ከሆነ የምን እገዛ ይደረግላችኃል (ከአንድ በላይ መመለስ ይቻላል)

ሀ. የቴክኒክ እገዛ ለ. የገንዘብ ብድር ሠ. ከቀረጥ ነፃ መሆን

ሐ. የሥልጠና እገዛ መ. የመስሪያ እና የመስጫ ቦታ እገዛ

33. መንግሥት ማህበራችሁን የመርዳትና የመከታተል ሁኔታ ሲገመግሙት በምን ደረጃ ላይ ያለ ይመስሎታል?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ደካማ/ዝቅተኛ

34. መንግሥታዊ ያልሆኑ ድርጅቶች ማህበራችሁን የመርዳትና የመከታተል ሁኔታ ሲገመግሙት በምን ደረጃ ላይ ያለ ይመስሎታል?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ደካማ/ዝቅተኛ

35. ማህበራችሁ የሚያከናውናቸውን እያንዳንዱን ስራዎችና ውጤታቸውን ሲገመግሙ ማህበራችሁ በምን ደረጃ ያለ ይመስሎታል?

ሀ. ከፍተኛ ደረጃ ለ. መካከለኛ ደረጃ ሐ. ደካማ/ዝቅተኛ ደረጃ

36. ከሚከተሉት ስልጠና መስክ ለየትኛው የስልጠና መስክ ነው ከፍተኛ የገበያ ፍላጎት ያለው?

ሀ. በማምረት ተግባር ለ. በንግድ የሥራ ዘርፍ

ሐ. በአገልግሎት ሰጪ ዘርፍ

37. የተመረቀችሁበት ተቋም ሥልጠና የሚሰጥባቸው ነገር ግን የገበያ ተፈላጊነት የሌላቸው የሥልጠና አይነት ካለ ቢገልፁልን _____

38. የተመረቃችሁበት ተቋም ስልጠና ሊሰጥባቸው የሚገቡና የገበያ ተፈላጊነት ያላቸው ነገር ግን ተቋሙ ሥልጠና የማይሰጥባቸው የስልጠና መስክ ካለ ቢገልፁልን _____

_____

_____

39. በእርስዎ አመለካከት በእርስዎ የትምህርት ስልጠና መስክ በ2007 ሰልጥነው ከተመረቁት ውስጥ በመንግሥት ወይም በግሉ ክፍለ ኢኮኖሚ የተቀጠሩት ብዛታቸውን በተመለከተ እንዴት ይገመግሙታል?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

40. ካሉት ልምድ በመነሳት በርስዎ የት/ሥልጠና መስክ በ2007 የትምህርት ዘመን ሰልጥነው ከተመረቁት ውስጥ በግላቸው ወይም በማህበር ተደራጅተው ሥራ የጀመሩት ብዛታቸውን እንዴት ይመለከቱታል?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

41. በማህበር ተደራጅተው (በግል በራሳቸው ባለቤትነት) በግል ሥራ ሥራ የመሠማራት አጋጣሚ በምን ደረጃ ላይ እንደሚገኝ ጠቅለል ባለ ሀሳብ እንዴት ያስቀምጡታል

ሀ. ሁሉም ተመራቂዎች በግላቸው ወይም በማህበር ተደራጅተው የገል ስራ ጀምረዋል

ለ. አብዛኛው ተመራቂዎች በግላቸው ወይም በማህበር ተደራጅው የግል ስራ ጀምረዋል

ሐ. ጥቂቶቹ ተመራቂዎች በግላቸው ወይም በማህበር ተደራጅተው የግል ጀምረዋል

42. በአነስተኛና ጥቃቅን ማህበር የተደራጃችሁት የማህበሩ አባለት ከማህበራችሁ (ከድርጅታችሁ) የምታገኙት የገቢ መጠን እንዴት ይታያል?

ሀ. አርኪ ነው ለ. የሚያረካ አይደለም

43. በማህበር ተደራጅታችሁ ሥራ ከጀመራችሁ ጊዜ ጀምሮ ከሥራችሁ ጋር ተያያዥነት ያለው ሥልጠና ይሰጣችኃል?

ሀ. ይሰጣል ለ. አይሰጥም

44. ለጥያቄ 43 መልስዎ «ይሰጣል» ከሆነ ምን ዓይነት ሥልጠና ለምን ያህል ጊዜ በማን ተሰጠ (እባክዎን ያብራሩት)

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45. ለጥያቄ 44 መልስዎ «ይሰጣል» ከሆነ ሥልጠና በመሰጠቱ ማህበራችሁ ያገኘው ዋና ጥቅም የትኛው ነው?

ሀ. የእውቀት ለውጥ ለ. የቴክኖሎጂ ለውጥ

ሐ. በሥልጠናው ምክንያት የሚኖር የምርት ወይም የአገልግሎት አሰጣጥ ጥራት

46. በአነስተኛና ጥቃቅን ማህበራት ተደራጅታችሁ የግላችሁን ሥራ ስታከናውኑ ከገጠሟችሁ ዋና ዋና ችግሮች ምስቱን ከፍተኛ ችግር ወደ ዝቅተኛ ችግር በቅደም ተከተል ያስቀምጡ?

ሀ. የመንቀሳቀሻ ካፒታል እጥረት

ለ. የምርት ጥራች ችግር ወይም የአገልግሎ አሰጣጥ ደካማነት

ሐ. የገበያ ፍላጎት እጥረት

መ. የመንግስት የተንዛዛ አሰራርና የፖሊሲ ችግር

ሠ. በምርት ዝግጅት ላይና በአገልግሎት አሰጣጥ ላይ የሚከሰቱ ችግሮች

ረ. የጥሬ እቃ አቅርቦት እጥረት

ሰ. ደካማ የሥራ አመራር ዘይቤ

ሸ. የመሬት ወይም የሥራ ቦታ እጥረት

45. የማህበራችሁን ችግር ለመቅረፍና አሰራራችሁን ለማሻሻል ምን ማድረግ አለበት ይላሉ? _____

Interview made with Butagera micro small enterprise development office. The purpose of this interview is to get some basic information on how effectively TVET graduate from Butajera TVET institute is operating and how the graduates from this training institute are performing in the coop based job placement they have engaged.

The researcher kindly requests you to give your genuine and sincere responses to the questions raised in the interview. By doing so, the researcher believes that you are making your share of contribution, which is highly valuable in making this training program and coop based job placements more effective.

1. Qualification _____ 2. Your major field of study
3. Years of service on your current position _____
4. Total years of service _____
5. In what sector do you think the job seekers tend to have permanent employment?
6. Please, mention at least the three major causes that force graduates not to be employed in self employment basis?
7. What major factors would you cite as discouraging one for establishment of coop based job placements?
8. Can you say for certain, that graduates organized in coop based job placements are professionally competent to their work?
9. If you think members of coop based job placements are not professionally competent in general, what possible solution do you suggest to curb the problem of TVET training system?
10. Does your office provide any support for graduates TVET institutes who are working in coop based workshops?
11. How is the relevance of training to the labor market needs?
12. How is the employability of graduates of TVET after completing their training?

13. How do you generalize the level pf salary employment and self employment opportunities for every year's graduates of TVET in over region?
14. What do you feel about the present status of coop based job placements in the competitive market?
15. How do you rate the degree of customers' satisfaction on the quality of products or services of coop based job placements?
16. How do you rate the degree of your satisfaction with the type of work performed by coop based job placements?
17. How do you rate government and non government organization support to improve the activities of coop based job placements?
18. How do you rate the degree of income satisfaction among those working in coop based job placements?
19. What are the most serious problems faced by coop based job placements?
20. What possible solutions do you suggest to alleviate the major problems of coop based job placements?

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ፕሮግራም
የትምህርት ፋካልቲ የንግድ ትምህርት ክፍል

መረጃ መሰብሰቢያ ቅጽ B

ቡታጅራ ቴክኒክና ሙያ ማሰልጠኛ ተቋም በ10+1 እና በ10+2 በተለያየ የስልጠና ዘርፍ በሚማሩ ተማሪዎች የሚሞላ መጠይቅ

ውድ የመጠይቁ መልስ ሰጭ

ይህ መጠይቅ የተዘጋጀው ቡታጅራ ቴክኒክና ሙያ ማሰልጠኛ ተቋም በ10+1 እና በ10+2 በተለያየ የስልጠና ዘርፍ በሚማሩ ተማሪዎች የሚሞላ መጠይቅ ሲሆን ቡታጅራ ቴክኒክና ሙያ ማሰልጠኛ ተቋም ተመርቀው በተለያየ አነስተኛና ጥቃቅን የህብረት ስራ ማህበራት ውስጥ ተደራጅተው የሚሰሩ የቀደሞ የተቋሙን ተማሪዎች የሥራ ሁኔታ እና ያሉበትን ደረጃ ለማወቅ ሲሆን የእርስዎ ገንቢ አስተያየትና መልስ የትምህርት ስልጠና ስርዓታችን ከሥልጠና በኋላ ተመራቂዎች የግል ሥራ ዘርፍ በሆነው አነስተኛና ጥቃቅን ማህበራት ተደራጅተው እንዲሰሩ በማድረግ ሚና የጎላና ውጤታማ እንዲሆን ለማድረግ ትልቅ አስተዋጽኦ ስለሚኖረው መጠይቁ በጥንቃቄ እንዲሞላ እየጠቅኩ ለሚደረግልኝ ትብብር በቅድሚያ አመሰግናለሁ::

አወል አድር

ማሳሰቢያ

ሀ. መጠይቁ ላይ ስም መፃፍ አያስፈልግም
ለ. ለሚሰጡት ትክክለኛ መልስ ከተሰጡት ምርጫዎች ውስጥ ትክክለኛ መልስ ነው የሚሉትን ፊደል ይክበብ
ሐ. አጫጭር መልሶችን በተሰጠው ባዶ ቦታ ይሙሉ

1. ፆታ _____ ሀ/ ወንድ ለ/ ሴት
2. የእድሜ ክልል ሀ. 18-25 ዓመት ለ. ከ26-30 ዓመት ሐ. ከ30-35 ዓመት መ. ከ35 ዓመት በላይ
3. የሥልጠናው ደረጃ ሀ/ 10+1 ለ/ 10+2
4. በሥልጠና ማዕከሉ እየሰለጠኑበት ያለው የሥልጠና ዘርፍ _____
5. የግሉ የሥራ ዘርፍ በሆነው በአነስተኛና ጥቃቅን ማህበራት ተደራጅቶ እንዴት በግሉ የሥራ ዘርፍ ሥራ ፈጥሮ መስራት እንደሚቻል በስልጠና ተቋሙ የተሰጣችሁ ሥልጠና አለ
   ሀ. አለ ለ. የለም
6. ለተራ ቁጥር 5 መልስዎ «የለም» ከሆነ ምን ዓይነት ተጨማሪ ሥልጠና በማሰልጠኛ ተቋሙ ይሰጥ ይላሉ? _____

7. የማሠልጠኛ ተቋሙ በአነስተኛ እና ጥቃቅን የህብረት ስራ ማህበር ተደራጅተው የሚሰሩ የቀድሞ ተማሪዎቹን የመጎብኘትና እገዛ የመስጠት ቋሚ ፕሮግራም አለው?

ሀ. አለው ለ. የለውም

8. ካለፈው ልምድዎ እንደተረዱት የማሰልጠኛ ተቋሙ ተማሪዎች ወደ አነስተኛና ጥቃቅን ማህበራት በመሄድ የቀድሞ ተማሪዎችን የሥራ እንቅስቃሴ ትጎበኛላችሁ?

ሀ. አዎ ለ. አንጎበኝም

9. አርስዎ በማሰልጠኛ ተቋሙ እየሰለጠኑበት ያለው የሥልጠና መስክ የገቡት በምርጫዎ ነው?

ሀ. አዎ ለ. አይደለም

10. የማሰልጠኛ ተቋማችሁ የተማሪዎችን የዲፓርትመንት ምርጫ ሲያከሂድ ለምደባ የሚጠቀምበት መስፈርት አለው?

ሀ. አለው ለ. የለውም

11. ከላይ በተራ ቁጥር 10 ለተነሳው ጥያቄ መልስዎ የለውም ከሆነ ተማሪዎች በየዲፓርትመንት እንዴት ይመደባሉ? _____

12. የተቋሙ የትምህርትና የሥልጠና ፕሮግራም ለወደፊቱ እናንተን ሥራ ፈጣሪ ሆናችሁ በግላችሁ ወይም በማህበር ተደራጅታችሁ እንድትሰሩ ያዘጋጀናል ብለው ያምናሉ?

ሀ. አዎ ያዘጋጀናል ለ. አያዘጋጀንም

13. በአነስተኛና ጥቃቅን ማህበራት ተደራጅተው እየሠሩ ያሉት ሁሉም የማህበሩ አባላት የተሰባሰቡት/ የተደራጁት/ በሰለጠኑበት የሙያ ዓይነት ነው? ሀ. አዎ ለ. አይደለም

14. እርስዎ የተቋሙን ስልጠና ሲያጠናቅቁ በምን ዓይነት የሥራ መስክ ለመሰማራት ያስባሉ?

ሀ. በመንግሥት ሥራ ለመቀጠር ለ. በግሉ የሥራ ዘርፍ በግል ለመቀጠር

ሐ. በግል ወይም በማህበር ተደራጅተ የራስዎን የግል ወይም የህብረት ስራ ለመስራት

መ. ሌላ _____

15. እርስዎ የሚሰለጥኑበት የማሰልጠኛ ተቋም ሥልጠና የሚሰጥባቸው ሆኖ ነገር ግን እርስዎ እየፈለጉት ያላገኙት የሥልጠና መስክ ካለ ቢገልፁልኝ? _____

16. የተቋሙ ተመራቂ ተማሪዎች የራሳቸውን የግል ሥራ በግልም ሆነ በማህበር ተደራጅተው እንዳይሰሩ አሉታዊ ተጽእኖ የሚፈጥርባቸው ችግር የትኛው ነው? (የተጠቀሱትን ከ1-5 በደረጃ ከከፍተኛ አሉታዊ ተፅእኖ ወደ ዝቅተኛ ተጽእኖ በቅደም ተከተል አስቀምጡ)

ሀ. የመንቀሳቀሻ ካፒታል እጥረት ለ. የቁርጠኝነት ማነስ

ሐ. የግላቸውን ሥራ ለመስራት የሚያስችል የመሪነት ዘይቤ ሥልጠና እጥረት

መ. የኢኮኖሚ ደህንነትና የገቢ ዋስትና አለመኖር

ሠ. የግሉን የሥራ ዘርፍ በተመለከተ የአገራቱ ፖሊሲ ስለማያበረታታ

17. እርስዎ በሰልጠና ተቋሙ የሚሰጠውን አጠቃላይ ሥልጠና ሲገመግሙት ተመራቂ ተማሪዎች የትምህርትና ስልጠና ሥርዓት የሚያዘውን ደረጃ ሊያሟሉ የሚያስችል በቂ እውቀት ችሎታ እና ብቃት አላቸው ብለው ይገምታሉ?

ሀ. በቂ ችሎታና ብቃት አላቸው ለ. መጠነኛ ችሎታና ብቃት አላቸው

ሐ. በቂ ችሎታና ብቃት የላቸውም

18. በሥልጠና ተቋሙ የወደፊት የስራ እድልን በተመለከተ የምክር አገልግሎት ይሰጣቹሃል?

ሀ. አዎ ይሰጣል ለ. አይሰጥም

19. የማሰልጠኛ ተቋሙ ለተመራቂ ተማሪዎች ምን ዓይነት የቅጥር መልካም አጋጣሚ ግብ አለው?

ሀ. በመንግሥት ተቀጥረው እንዲሰሩ ማስቻል

ለ. በግል ድርጅቶች ተቀጥረው እንዲሰሩ ማስቸል

ሐ. የራስን የግል ወይም በማህበር ተደራጅተው የግል ሥራ እንዲሰሩ ማስቻል

መ. ሌላ _____

20. እርስዎ እየሰለጠኑበት ያለው የሥልጠና ዘርፍ ከገበያው ፍላጎት ጋር ያለው ግንኙነት ምን ይመስላል? ሀ. በበቂ የተዛመደ ለ. በመጠኑ የተዛመደ ሐ. ምንም ግንኙነት የለውም

21. እርስዎ ካሎት ልምድ የማሰልጠኛ ተቋሙ ተመራቂ ተማሪዎች የመቀጠር ሁኔታ እንዴት ያዩታል? (የተጠቀሱትን ከ1-5 በደረጃ ከከፍተኛ ተቀጣሪዎች ወደ ዝቅተኛ ተቀጣሪዎች ያስቀምጡ)

ሀ. በርካታ ተመራቂዎች በመንግሥት ድርጅቶች ተቀጥረዋል

ለ. በርካታ ተመራቂዎች በግሉ ክፍለ ኢኮኖሚ ተቀጥረዋል

ሐ. በርካታ ተማረቂዎች በግላቸው ድርጅት ከፍተዋል ወይም በማህበር ተደራጅተው ሥራ ጀምረዋል

መ. በርካታ ተመራቂዎች መንግሥታዊ ባልሆኑ ድርጅቶች ተቀጥረዋል

ሠ. በርካታ ተመራቂዎች ምንም ዓይነት የሥራ እድል አላገኙም

22. በነዳ ገበያው ውስጥ አነስተኛና ጥቃቅን ማህበራት ያሉበትን ደረጃና ሁኔታ አንዴት ይገመግሙታል?

ሀ. ውጤታማ ናቸው ለ. ውጤታማ አይደሉም

ሐ. ይህንን ጉዳይ አላውቅም

23. በአነስተኛና ጥቃቅን ማህበራት ተደራጅተው የሚሰሩት የግል ድርጅቶች የምርት ጥራትና አገልግሎት አሰጣጥን በተመለከተ ያለውን የተገለጋይ እርካታ እንዴት ያዩታል?

ሀ. ከፍተኛ እርካታ ለ. መጠነኛ እርካታ ሐ. ምንም እርካታ የለም

24. የተቋሙ ተመራቂ ወጣቶች በአነስተኛና ጥቃቅን ማህበራት ተደራጅተው ለሚያመርታቸው ምርቶች እና ለሚሰጧቸው አገልግሎቶች ያለውን የሕብረተሰብ ፍላጎት እንዴት ያዩታል?

ሀ. ከፍተኛ ፍላጎት ለ. መጠነኛ ፍላጎት ሐ. ምንም ፍላጎት የለም

25. የተቋሙ ተመራቂ ተማሪዎች በአነስተኛና ጥቃቅን ማህበር ተደራጅተው የሚያደርጉትን የግል ሥራ እንቅስቃሴ ለማገዝ መንግስት የሚያደርግላቸው እገዛ አለ?

ሀ. አለ ለ. የለም

26. ከላይ በተራ ቁጥር 25 ለተነሳው ጥያቄ መልስዎ «አለ» ከሆነ የምን እገዛ ይደረግላቸዋል? (ከአንድ በላይ መመለስ ይቻላል)

ሀ. የቴክኒክ እገዛ ለ. የገንዘብ ብድር ሠ. ከቀረጥ ነፃ መሆን

ሐ. የሥልጠና እገዛ መ. የመስሪያ እና የመሸጫ ቦታ እገዛ ረ. ሌላ _____

27. መንግሥት አነስተኛና ጥቃቅን ማህበራትን የመርዳት እና የመከታተል ሁኔታ ሲገመግሙት በምን ደረጃ ላይ ያለ ይመስሎታል?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ደካማ/ዝቅተኛ

28. መንግሥታዊ ያልሆኑ ድርጅቶች አነስተኛና ጥቃቅን ማህበራትን የመርዳትና የመከታተል ሁኔታ ሲገመግሙት በምን ደረጃ ላይ ያለ ይመስሎታል?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ደካማ/ዝቅተኛ

29. አነስተኛና ጥቃቅን ማህበራት የሚያከናውናቸውን እያንዳንዱን ስራዎችና ውጤታቸውን ስትገመግሙት አነስተኛና ጥቃቅን ማህበራት በምን ደረጃ ላይ ያሉ ይመስሎታል?

ሀ. ከፍተኛ ደረጃ ለ. መካከለኛ ደረጃ ሐ. ደካማ/ዝቅተኛ ደረጃ

30. ከሚከተሉት ስልጠና መስክ ለየትኛው የስልጠና መስክ ነው ከፍተኛ የገበያ ፍላጎት ያለው?

ሀ. በማምረት ተግባር ለ. በንግድ የሥራ ዘርፍ

ሐ. በአገልግሎት ሰጪ ዘርፍ መ. ሌላ _____

31. የሥልጠና ተቋሙ ሥልጠና የሚሰጥባቸው ነገር ግን የገበያ ተፈላጊነት የሌላቸው የሥልጠና አይነት ካለ ቢገልፁልኝ _____

32. የሥልጠና ተቋሙ ስልጠና ሲሰጥባቸው የሚገቡና የገበያ ተፈላጊነት ያላቸው ነገር ግን ተቋሙ ሥልጠና የማይሰጥባቸው የስልጠና መስክ ካለ ቢገልጹልኝ _____

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33. በርስዎ አመለካከት በርስዎ የትምህርት ስልጠና መስክ በ2007 የትምህርት ዘመን ስልጥነው ከተመረቁት ውስጥ በመንግሥት ወይም በግሉ ክፍለ ኢኮኖሚ የተቀጠሩት ብዛታቸውን በተመለከተ እንዴት ይመለከቱታል?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ