

**ADDISS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**AN ASSESSMENT OF THE LINKAGES BETWEEN PUBLIC TVET
INSTITUTIONS AND MICRO AND SMALL BUSINESS ENTERPRISE
SECTOR IN ADDIS ABABA**

**BY
TADESSE MOLLA ABEBE**



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**A thesis submitted to the school of Graduate Studies of
Addis Ababa University, in Partial Fulfillment of the
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Management of Vocational Education.**

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APPROVAL OF BOARD OF EXAMINERS

Chairman, Department of Graduate Committee

Girma Zewdie GC.

Advisor

Signature

July 07/2010

Date

Mesfin Sileschi

Internal Examiner

[Signature]

Signature

July 07, 2010

Date

Dr. Dessu Witten

External Examiner

[Signature]

Signature

July 07, 2010

Date

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Abbreviations and Acronyms

AAEB	Addis Ababa Education Bureau
ADSCI	Addis Saving and Credit Institute
AAU	Addis Ababa University
CSA	Central Statistical Agency
FeMSEDA	Federal Micro and Small Enterprise Development Agency
GTZ	German Technical Cooperation
IGA	Income Generating Activity
ILO	International Labor Organization
MoE	Ministry of Education
MSE	Micro and Small Enterprise
NGOs	Non-Governmental Organizations
TVET	Technical and Vocational Education and Training
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Scientific and Cultural Organization

Abstract

The Purpose of this study was to examine and assess the linkages between the Technical and Vocational Education and Training Institutes and the Micro and Small Business Enterprise sector in the world of work. To this end, a descriptive survey method was employed. The rationale for selecting this method is that it is appropriate to reveal the detail of the issue under the study and describes and interprets what is. It is concerned with realities that exist, opinions that are held, processes that are going on, and effects that are evident. The sample population, sample size and sampling techniques were determined to use in that the sample population were from TVET colleges, and middle level technical institutes which comprised principals, deans, trainers, vocational and guidance counselors and TVET Agency officials; both the MSE sector administrators and co-op based job placement members were the subjects to the study. Accordingly, four (36.4%) out of 11 TVET institutes, three (30%) out of ten sub-cities and 9 kebeles (10%) out of 99 were selected for the Micro and Small Enterprise administrators and MSE operators. Therefore, out of 396 TVET members, 130 (35.4%), out of 165 MSE administrators, 60 (36.4%) and out of 954 MSE operators, 180 (18.7%) were taken. The researcher employed simple random sampling technique for TVET staff, MSE administrators and MSE operators; purposive and availability sampling technique for TVET and MSE higher officials. Data were collected by questionnaires, interviews and focal group discussion. Based on this, three main groups of questionnaire were used to collect data from the sample population and then interpreted analyzed and summarized into the main findings, and finally concluding remarks and recommendations have been made based on major masterpiece of the study. The results of the study disclosed that the linkages between the TVET and MSE sectors in the world of work was weak; therefore, the MSE co-op based job operators haven't got standard and progressive supports to fill their technical, entrepreneurial skill, etc. The result also depicted negative attitude towards the TVET and MSE programmes which increases for the presence of less quality training, less quality of products and services. The study pointed out that there was a shortage of readiness to help and motivate the MSE operators via stakeholders though the effort of the government is better. The MSE operators complained that the assignment of supervisors and experts to the sectors were irrelevant and irresponsible. As a result, the MSE operators have had serious problems which forced them to remain poor and give up their enterprise and go with loss. Hence the TVET institutes, the MSE higher officials, confident stakeholders and the city government recommended that their bond linkages and integral relationship to alleviate the serious problems of the co-op based job MSE operators is essential and mandatory; otherwise, the campaign to fight unemployment, underemployment and poverty reduction strategy will remain in vain and the question of underdevelopment will be high and irreversible. Therefore, to comment safely, the city's Micro and Small Enterprise Development Agency, TVET Agency, sub-city/kebele administrations and other stakeholders suggested that to work together with no haphazard way of facilitating, supporting, leading and supervising to perform activities like occupational analysis, tracer study, training needs assessment, establishing strong connection with enterprises, vocational guidance and counseling should determine to bring change.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Education and training have been strongly considered as the best means of a country's economic development. There is an agreement claim that high human capital investment and aptly designed education and training systems are of paramount importance for improved economic performance. (MOE, 2003:3)

It is clear that the greatest resource of any country is the potential of its citizens. As a result, due attention be given to the effective utilization of human resource. Like any other countries aspiring for poverty reduction, Ethiopia needs to have skilled manpower for its development and growth.

Technical and vocational education and training (TVET) institutes are particularly viewed as a major instrument to achieve the desired development through strong linkages with the needs of the labour market and the requirement of the nation's economy.

UNESCO and ILO in Bennett (2003:12) defined vocational education and training (VET) as provision of opportunities for individuals or groups to gain directly and broadly applicable, long-term relevant options or alternatives for improving the quality of their life.

One can conceive that TVET is increasingly recognized as an effective means of empowering young people to engage in productive and sustainable livelihoods. This is especially so in countries where vastly increased numbers of people will be completing primary and secondary education in the years ahead as the Education for all (EFA) process yields results. In these countries, governments are faced with the challenge of providing further learning opportunities for young people or preparing them for the world of work. Hence, TVET programmes that respond to the demands of the labour market, both local and global, are viewed as central to the effort to equip the young with the work skills that will enable them to escape the trap of poverty and contribute to their community's economic well being.

In relation to this idea, the primary function of vocational education is to assist individuals in building desirable and effective work habits and gain the required knowledge and skills of occupation to either enter and/or make progress in it (Kazanas cited in Yekunoamlak, 2003:13)

Notice that the integration between the technical and vocational education and training institute and small and micro business enterprises (MSE) play a very important role for the economy of the country. Its aim is to create an enabling environment for the development of private sector and self-employment and in order to achieve long-term employment. The priority areas for MSE investment is aimed at the fields of: metal work, wood technology; construction; food processing; garment and textile production and municipality services and hoped to reduce unemployment as well as establishing and expanding of MSE; improving employment; solving housing problems and alleviating poverty. According to these aims, the TVET training systems have to be improved and have to be closely connected with the construction industry, MSE and the low-cost-housing (LCH) (A.A City Government; 2005:3).

The above crucial points underline the great expansion of training institute and their linkage and impact with the venture of small and micro business enterprise sectors in the world of work. However, the current conditions of the link between vocational training and MSE sector involvement- or interaction is not fully assessed whether the status of the world of work is effective or not. Therefore, the researcher intended to assess the linkage between TVET and MSE sectors in the world of work effectively. Besides, to identify and evaluate currently in Addis Ababa public institutions, stakeholders and MSE sectors for the condition of self-employment and the degree of employability and to suggest some recommendations after profuse investigation.

1.2 Statement of the Problem

In our contemporary world and global thinking, the demand of schooling for creating tools of development, change and modernization is an inevitable. Today, schools everywhere are asked to prepare young people for the job of tomorrow, and TVET institutions have an important role to play in this feature. Therefore, the primary objective of TVET should be to train skilled labour force that can be adapted to the requirement of the labour market.

The integration of skill with labour market leads a person with no experience to occupy a stable position in the employment system. Vocational and technical training by its nature has many practical applications whereby students could capture the culture of work; would learn respect for their profession, and should develop attitude of job creation rather than job seekers. If the skills of

the graduates do not match well with the intended world of work, there will be questions of the content and quality of further education part of the problem of youth employability is the relevance of acquired knowledge, skills and educational and training qualification to current labour market opportunities.

Similarly, MOE (2004:34) noted the vocational education and training institutes suffer from a mismatch between the training offered and the skills required in market economy. This reality is visible in the skill training available failing to suit the individuals' need, interest, ability and the job market. Consequently, graduates fail to get vacancy or salaried employment and lack basic of skills that help them to become self- employed.

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 (ILO, 2004: 12)

In relation to this belief, the Federal Micro and Small Enterprise Development Agency FeMSEDA (2004:5) identifies a strategy that recognizes Micro and small enterprise plays an important role in absorbing the young people graduating from vocational training schools and colleges.

This idea signifies that the integration between the TVET institutes and the MSE sectors to enhance self-employment and fight against unemployment and poverty reduction is indispensable.

As to the belief and the existence of Micro and small enterprise Raymond (1981: 11) explains 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 business made it an accessible options and poverty reduction.

Another remarkable statement made by ILO (2002:172), in Sub-Sahara Africa regarding to Micro and small enterprise in a recent study described 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 situations no way reflected in any drive of governments in Sub-Sahara Africa to arrive at 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.

However, the linkages and interactions between TVET and MSE sectors in supporting and contributing to alleviate the serious problems of the co-op members is still weak in Addis Ababa. Surprisingly, stakeholders and the users themselves complain that there are still gaps in the MSE sectors of bad attitude, weak skills and little attention given to the area though the endeavors of the government is appreciable. Supporting this idea, Beti (2008) explained that the TVET offers that to be linked to the labour market through labour market information as a tool to avoid equipping young people with inappropriate skills and to make them demand driven; i.e., TVET offers must be linked with the MSE operators' activity in the world of work and must be preceded by the identification of manpower demand and economic opportunities for young people.

She added that TVET program was not preparing graduates for the realities of work for self-employment. And the understanding of the training was still for self-employment weakly addressed. The youth as well as their parents complained that so many graduates in the TVET program did not succeed in co-op based job placement on self-employment. They were often below the expectations and their potentials. Some of those engaged in self-employment schemes were not even able to meet their own means of subsistence. Accordingly, to meet the objectives of the study, the following basic research questions were highlighted and addressed as guides for the problems.

1. What are the common issues between TVET institutions and MSE sector that would strengthen the co-op members?
2. Do TVET institutions develop guidance and counseling procedures to make MSE'S operators productive?
3. How ready are the TVET and MSE sectors to apply tracer studies to solve their own problems ?
4. What are the critical constraints, if any, affecting the relationship between TVET and Small and Micro Enterprise sectors?
5. What does the attitude of stakeholders in MSE sectors' establishment look like towards the reduction of unemployment and poverty?

1.3. Objectives of the Study

1.3.1 General Objective

The general objective of the study was to investigate and assess the linkage between the Technical and Vocational Educational Training institutes and Small and Micro-Business Enterprise sectors in the world of work. Since their inseparable linkage is hoped to attain considerable results in the image of MSE sector operators.

1.3.2. Specific objectives

Hereunder are the specific objectives of the study:

- To identify the linkage of TVET institutes and MSE sectors for the world of work;
- To investigate the extent to which the stakeholders play their roles for the achievement of the sector;
- To identify stakeholders' attitude towards the program;
- To examine the level- gap of the users' skills and inputs available in the area;
- To assess the type of technical assistance (support service) available in government and non- government organizations;
- To identify problems and prospects of co- op based job placements who are working their activities relating to production, market, loan, service, etc
- To assess the effectiveness of both TVET and MSE sectors in relation to self-employability and conditions for labour market;
- To investigate the role of guidance and counseling gives any contribution; and
- To survey the effect of credit service on the lives MSE operators

1.4 Significance of the Study

Technical and vocational education and training is invaluable recognized as an effective means of empowering young people to engage in productive and sustainable livelihood. The linkage of TVET and MSE institutes in of world of work is inseparable.

Thus, the researcher believes that this researcher study has the following significance:

- It would envisage bright corrective measures for strong linkages between TVET and MSE sectors in the world of work;
- It may find out the major problems of stakeholders for having bad attitude to the MSE sectors that have truly influence in boosting the economy;

- It would help the users to yield quantitative and qualitative goods;
- It *would* help the operators of MES to upgrade their skills operators;
- It would suggest some points that the government gets opportunity to revise the guidelines;
- TVET institutes may revise their overall activities specially the sustainability of the training area as in the market driven status and improve the present TVET programs;
- It would render some valuable ideas for TVET, employers, employees, and give due attention to the program.
- It could highlight areas of focus for further research on the TVET and MSE institutions do for employment

1.5 Scope of the Study

The researcher delimited the area of the study to Addis Ababa City Administration and to TVET graduates who are in MSE sectors in selected sub- cities. Obviously, it would be much difficult to conduct a research work in country wide due to persuasive reasons. The other reason that purposely chose A.A. city government was that the problem to be studied was immense and could help to investigate the situations/ conditions easily.

The study encompassed some of the factors, which determine for the success of employment options and progress. These include: the role of guidance and counseling; loan/ credit services; the effort of NGO, the status (attitude) of appointees and their clarity of the program, labour market information system, experiences of self- employed, training facilities.

1.6 Limitations of the Study

There were certain constraints that affected the study. These were time factors, scarcity of finance; besides, some of the sampled institutions/organizations were not cooperative in filling out the questionnaire; some interviewees were careless ; some of the organizations didn't practice on tracer study; lack of documentation and information needed to the study.

1.7 The Research Design and Methodology

In this part, method of the study; source of data; population, sample size and sample techniques; instruments of data collection, data collection procedure and Techniques of data analysis were presented.

1.7.1. Methods of the study

The research method used for this study was a descriptive survey method. The rationale for selecting a descriptive survey method is that is appropriate to reveal the detail of the issue under the study. In relation to this Best and Kahn (1999:105) stated that descriptive survey study describes and interprets what is. It is concerned with conditions or realities that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present although it often considers also past events and influences as they relate to current conditions.

It has the potential to provide a lot of information obtained from a large sample of individuals. It is also said to be adaptable to obtain personal opinions and attitudes using questionnaires. Thus, for the aforementioned reasons, a descriptive survey method was selected and employed in order to have deep understanding of the phenomenon under the study on the assumption that could help to gather, analyze and interpret the issue(s), the issues(s), which were conducted under discussion.

1.7.2. Data source

The data and information for the study were obtained from primary and secondary sources. The primary data were collected from TVET staff (trainers, principals, vocational guidance and counselors, TVET supervisors and experts and TVET Agency higher officials), MSE Administrators (experts- supervisors and MSE development Agency higher officials); and MSE co-op based job placement operators (those who have been involved in the investment of construction, metal work technology wood work production, food processing, garment and textile production and Municipality and service). Etc, using group discussions, questionnaires, interviewees and observation; while the secondary the secondary data were collected from relevant books and journals, web sites, magazines, guidelines, Education and Training policy to complement the primary one.

1.7.3 Population, Sample Size and Sampling Technique

According to the City government of Addis Ababa, there were 11 public TVET institutions of which six of them were at college level where as five of them were the middle level programmes. Out of the 11 public TVET institutions, four (36.4%) were selected. These included Entoto TVET College, Misrak TVET College, Higher 7 TVET Institute and Birhan Ethiopia TVET Institute. Moreover, only three (30%) out of 10 sub-cities were selected. These were Yeka, Arada, and Gullele. Notice again that 3 kebeles from each sub-city, meaning 9 kebeles out of 99 were selected for the study.

In this regard, the researcher employed simple random sampling techniques for TVET staff, MSE administrators experts and supervisors and the MSE operators while using the questionnaire administration. However, availability sampling technique was used for interview questions for TVET staff and A MSE administrators' experts and supervisors in which any of these subjects could have been good in-formants for the issue(s). Notice in selecting higher officials from the TVET staff and MSE administrators respondents who were believed to render logical and precise feedback since they had the access to disseminate the thorough information about their plants. Besides, this technique was employed because other enterprises' officials like Addis credit finance; low cost housing project; and NGo coordinators were interviewed so as to enrich the reliability of information data from different respondents.

There was 396 TVET staff in the selected TVET institutions, out of which 130 (35.4%) TVET staff members were selected. There were also 165 administrators in selected Micro and Small Business Enterprise development agencies. 60 (36.4%) of them were taken to make the sample more representative and obtain adequate information. The other sample population was the MSE operators, which amounted to 954 in the selected area. Only 180 (18.7%) were taken as respondents by simple random technique.

Accordingly, a total of 370 questionnaires were distributed and 316 (85.4%) were filled and returned. Response of 112 (86.2%) of TVET staff, 54 (90%) MSE administrators and 150 (83.3%) MSE operators were used in the study (Table 1).

Table 1: Number and percentage of Questionnaires distributed and collected

No	Type of Respondents	Sample Population	Questionnaire distributed		Questionnaire collected	
			Number	%	Number	%
1	TVET Staff	396	130	35.4	112	86.2
2	MSE Administrator	165	60	36.4	54	90.0
3	MSE Operator	954	180	18.7	150	83.3
	TOTAL	1515	370	24.4	316	85.4

1.7.4. Instruments of Data Collection

Data were collected using questionnaires, which comprised closed and open-ended items, interviews, focal or target group discussions as well as observations. Furthermore, relevant documents such as Education and Training Policy, Acts of Regulations and Strategies were consulted so as to make the study factual and verifiable. A questionnaire for MSE operators was prepared in Amharic, whereas questionnaires for TVET staff and MSE administrators were prepared in English. Prior to administering the questionnaires to the total sample population, a draft questionnaire was administered to 20 TVET staff at Higher 7 TVET institutes as well as to 25 MSE operators at Yeka sub-city, kebele 03/04. Based on the feedback gained from the filled in draft questionnaires, the respondents were selected randomly. They were oriented about the purpose of the study being in a room. The draft questionnaire was distributed and administered. The questionnaire was collected, tallied. The pilot test helped the researcher to detect ambiguous questions, found unclear ideas and spelling errors. Eventually, the task rendered opportunity to revise, edit and manage carefully and the final questionnaire was edited, distributed and administered timely and precisely.

1.7.5. Methods of Data Analysis

Data results were organized and summarized in tables, percentages, weighted mean and frequency were applied to obtain precise and understandable interpretations. This helped the researcher to reach certain conclusions and recommendations.

1.7.6. Techniques of Data Analysis

The raw data collected from different sources Via close-ended and open ended questions were carefully tallied, tabulated and organized depending on the type of the question and the nature of the data. The frequency counted was converted into percentage and other competitions such as mean weighted value to see the significance difference of perception and the true probable of the data. Important responses to the interview and open-ended questions were analyzed and discussed by summarizing similar ideas with the ideas they related.

1.7.7. Organization of the Study

This thesis comprised four chapters. The first chapter deals with the background of the study- the problem and approach; chapter two focuses on the review of related literature. Chapter three, which is the main body of the thesis, sticks to the characteristics of respondents, data analysis and integration of the data. Eventually, the last chapter contains the summary of the findings, conclusions and recommendations. Moreover, there are crucial indexed and factual documents of bibliography, sample questionnaire, interview guide questions and other evidences so as to make the study more verifiable and generalized.

1.7.8. Definitions of key Terms

Demand-driven: TVET is a demand- driven if it is based on, and oriented to meet, identified training and competency needs of the labour market (MOE: 2006).

Employment: means all work done for you by persons (regardless of age whom you pay, whether permanently or temporarily employed, unless the work is specifically exempted from by the provision of the Act (ILO: 2005)

Co-op: a corporative organization or venture or marketing Enterprise (Encarta: 2007).

Labour market: the process through which the relation between Supply and demand for labour of occupations (UNESCO, 1987: 42).

Public TVET: TVET programmes provided by government agencies which are accessible to everybody who meets the defined entry requirements.

Micro enterprises: are those enterprises that are registered and employ more than 2 and up to 20,000 birr (Federal MSED: 1996E.C: 42).

Small enterprises: are registered enterprises employing more than 10 people and up to 20 and having an asset up to birr 500,000 and not exceeding this amount.

TVET: Technical and Vocational Education and Training. Any education training and learning activity leading to the acquisition of knowledge, understanding and skills, which are relevant for employment or self-employment. TVET in Ethiopia is described all occupational learning and teaching below higher education that is below degree level as defined in the national capacity building strategy (MOE- 2006).

TVET staff: are respondents from the TVET institutions of trainers, principals, guidance and counselors, TVET Agency experts, supervisors and higher officials.

MSE Administrators: are respondents of experts, supervisors, MSE higher officials.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

It is indispensable to have a brief theoretical framework on the integration between TVET and MSE sectors playing roles on employment opportunities and the world of work on the whole. This chapter will be very pertinent to provide the major work done by various scholars what they have contributed and how they have envisaged in the area of the issue under study.

2.1 Concept of Technical and Vocational Education and Training

Technical education includes general education, theoretical, scientific and technical studies and related skills training. Technical and vocational education and training (TVET) consists of technical education and training which in addition to its vocational aim cannot neglect the general objectives of education, vocational training and education includes training on-the-job and in training centers. The comprehensive term TVET is used to describe Technical Education and Vocational Training as a whole MoE (2002:19).

According to the definition by UNESCO and the International Labour Organization (ILO), TVET refers to aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life (UNESCO and ILO, 2001). In addition to technical knowledge and aptitude, increasing emphasis is on softer skills-communication, negotiate and teamwork.

TVET is dispensed in public and private educational establishments, or other forms of formal and informal instruction aimed at granting all segments of the society to life-long learning resources. It's further conceived to be an integral part of general education; a means of preparing for occupational fields and for effective participation in the world of work; an aspect of life-long learning and a preparation for responsible citizenship; an instrument for promoting environmentally sound sustainable development; and a method of facilitating poverty reduction.

Similarly, TVET, as stated by UNESCO and ILO (2006:6), contributes to the achievement of the societal goals of greater democratization and social, cultural and economic development, while at the same time developing the potential of all individuals, both men and women, for active participation in the establishment and implementation of these goals regardless of religion, race, and age, empower people to contribute to environmentally sound sustainable development via their occupations and other areas of their lives, prepare the individuals for life-long by developing the necessary mental tools, technical and entrepreneurial skills and attitudes, develop capacities for decision-making and the qualities necessary for active and intelligent participation, teamwork and leadership at work and in the community as a whole and enable on individual to cope with the rapid advances in information and communication technology.

Against TVET'S modern concept, traditionally, so called intellectual work is often contrasted with manual work. Thus, there would be, on the one hand, white-collar (office) professions and other, blue collars- traders, technicians, etc. Now days, such a distinction is no longer possible though society continues to undervalue and minimize technical education. Consequently, pupils facing difficulties in their studies are those usually sent to vocational streams. Yet, the principal objectives of TVET are to train youths and adults alike, ready them for the labour market. With technical revolution and innovation in science and technology, the needs for labour market have crucially evolved. As a result, new challenges must be met so as to match the education proposed with vocational demands. In that regard, several countries were in the process of reforming their education system with a view to training youths to meet national, regional or international market needs.

2.1.1 Concepts and Definitions of Vocational Education

Despite several endeavors and sought to define TVET, there has no been only one single definition. However, the common ground for many authors on it share the vocational education sticks to skill training that prepares individuals for the world of work.

Grubband Lazerson (1975:45) 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.

One can learn that vocational education has had so many terms as reference. For example, Wanna (1988:56) mentioned: in principle, vocational education consists of four broad areas. These are Industrial Education, Agricultural Education, Commercial Education, Social Service Education (i.e. Home-economic and family education), Vocational education is viewed as preparing young people and adult for useful occupations, particularly for skilled trade and semi professional careers (Encyclopedia of American 14th. ed: 203)

In the same context Atchoarena (1993:29) states 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. Furthermore, it enhances the quality of life through acquisition of practical skills that promote an individual productive to be employed or for self-employment.

Interestingly, Kazanas (1973: 10) highlights that vocational training provides bridge between man and his work. This discloses the inseparable fact of man never lives without work so as to fulfill his means of subsistence basically and bring changes upon their lives and sustain development, compute and progress in the world.

2.1.2 Objectives of Technical and Vocational Education and Training Program

From its beginning, the paramount objectives of Vocational and Technical Education and Training programme are to emancipate man from his/her backwardness and above all to live and change the world and themselves. The main objectives of TVET today are to meet the challenges of preparing the workforce that plays proficient and effective role in economic development of a country.

In accordance with this thematic belief, Evans (1971: 12) underlined three essential and core objectives of VET. These are worth mentioning. They are: meeting the manpower needs of society; increasing the options available to each student; and serving as motivating force to enhance all types of learning.

Evans (1971: 31) noted that vocational Education is the only social institutions, which has a mission of increasing individuals' 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 change of securing jobs of their own choice in addition to making a skilful contribution to a steady progress in economic development of a nation.

It's believed in this contextual interpretation the profound of Technical and Vocational education and training program is efficient to attain economic and social improvements; enhance employability and fight against poverty and progress integration of young people in to the world of work.

Thematically, Caillods in Atchoarena and Andre (2003: 38) wrote 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.

UNESCO (2000: 75) summed up certain points about the objectives of TVET aims to produce the work qualifications skills demanded in a given social and economic context 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.

It's viewed from these that the objectives of Vocational Education and training programme are meant: satisfy the need for the need manpower for accomplishing meaningful works in the economy; obtain better achievement in productivity; strengthen to fight and alleviate poverty; let a country be competitive in local and global market potential; and be used as an essential tool to resolve the problem of unemployment

To this effect, MOE (2002: 18) has asserted two fundamental objectives:

1. Contribute to the development of the industrial construction and services economics through qualitative and quantitative capacity development of TVET by improving the supply of semi-skilled and middle level skilled man power, and
2. Enhance the Agricultural Development Lead Industrialization of the country through training and supply of new generation of quality middle level skilled manpower to the industrial, service and construction sector.

2.1.3 Technical and Vocational Education and Training in Africa

It's very uncommon to think the TVET systems in Africa be identical although they are in the status of under employment, unemployment or being in developing countries. TVET providers in Africa include for profit and non-profit institutions, NGOs and church-based institutions.

In **African Union: Conferences (2007)**, mentioned in almost all countries, non-government provision of TVET is increasing in terms of both number of institutions and student numbers. Private providers also target soft business and service sector skills that don't require huge capital outlays to deliver. A limited amount of in- enterprise based training also takes place in some countries; however, this type of training is often dedicated to the sharpening of specific skills of company employees.

With a few exceptions, the socio economic environment and the contextual framework in which TVET delivery systems currently operate on the continent is characterized in general. These are: by weak national economics; high population growth, and a growing labour force; shrinking or stagnant wage employment opportunities especially in the industrial sector; huge numbers of poorly educated, unskilled and unemployed youth; uncoordinated, unregulated and fragmented delivery systems; low quality; geographical, gender and economic inequities; poor public perception; weak monitoring and evaluation mechanisms, and inadequate financing, poor management and ill adapted organizational structures

In fact, the current status of TVET in Africa is not all about weaknesses. TVET systems in a growing number of countries have undergone promising reforms that are designed to build on the inherent strengths of the systems.

The major reforms concern the setting up of national training bodies, and the enactment of laws to strengthen national vocational training programmes. The need to link training to employment/ either self or paid employment is at the root of all the best practices and strategies observed worldwide.

To achieve greater coherence within the diverse TVET system, some countries have established national qualifications frameworks. The framework allows for accumulation of credits and recognition of prior learning, which promotes the culture of life- long learning.

2.2. Historical Development of Vocational Education in Ethiopia

Vocational education in its traditional form has a long history in Ethiopia. Historical evidences show that an informal vocational education started as a naturally activity of human beings, and contributed much to the economy especially in earlier phase of Ethiopia development. In this regard Teklehymonot (2002:2) noted that 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. But latter an fortunately poverty replaced this golden times.

Supporting the above view the Ethiopian government (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 stated that 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 1950.

Hence decision was made and the practical step to start vocational training program became a reality MoE (1973:30) as cited by Yekunoamlak (2000:37) 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 became Amharic and English.

Subsequently, the Addis Ababa Commercial School, Jimma Agricultural School, as well Bahir Dar Poly Technique institute were established and served students from all over the country. However, to alleviate the problem of unemployment among high school completers, the government converted the existing high schools into what is called comprehensive schools in 1961. According to Wanna (1999:279) the first comprehensive education program was started at W/ro Siheen comprehensive high school.

It was anticipated comprehensive high schools could prepare students for different jobs. Yuknoamlack 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 those comprehensive high schools indicated that then program commenced without proper study and as a result there was lack of human and material resources, shortage of qualified teachers and limited budget. The program was usually ineffective and resulted in the problem of unemployment among high school completers that did not improve much and the programs failed to achieve the mission since it produced so many graduates without proper skill.

Thus, after 1984 the program started decline because the vocational courses were theoretical and could not have meet their objectives. It wasn't designed in relation with the teacher training schemes in the field and with 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 and established technical school and introducing the new vocational technical program.

The change was intended according to Yukunoamlak (2000:38) to fit out the prospective graduates with better knowledge and skills having the program of 10+1, 10+2 and 10+3 level. However, changes made in Ethiopia system of education at different times in the past that didn't produce effective skill development particularly in the technical and vocational training institute.

According to MoE (2002:14), the Education Sector Development program (ESDP-II and ESDP-III) explains in support of the above explanation that Technical Vocational Education in Ethiopia remained a neglected sector until 2001/2002.

Eventually, it is after the change of Derge regime the new educational and training policy has been declares. With the knowledge of the part mistakes, Ethiopian government has given special attention to technical and Vocational education and training in the new education and training policy of 1941.

2.3. Prospects and Challenges of TVET in Ethiopia

In the world wide and in Ethiopia, the demand of TVET for self-employment, labour market and alleviate unemployment is invaluable though high unemployment rates among educated people and their inefficient skill status are questionable in Ethiopian TVET system as the graduates are joining the labour without profuse preparation for the world of work.

Constructive criticisms have been suggested for the current state of TVET ineffectiveness that is suited to labour markets dominated by self-employment sector of Micro and Small enterprise programmes.

Accordingly, some of the problems are mentioned by Atchourena and Andre (2002: 38): disregard of the labour market and of the high unemployment rate, among operators; disregard of the informal sectors need; poor quality; very high cost; training not suited to actual socio-economic condition; vocational training is facing a crisis of relevance and there is a mismatch between the training offered by TVET and the skills needed for working life.

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 guarantee for income employment; they often do not deliver what the labour market requires. Besides, the quality of training assigned to the areas is also inefficient and problematic.

This fact is revealed in Ethiopian TVET case and poor graduates join the labour market and who face difficulties to become fruitful with the realities of work and who look for jobs for that don't exist in the real world of work. Hopefully, MOE and government can think over the problems and bring reasonable majors so as to sustain the system more effective and part of the solution to attain the intended result in facilitating the school-to-work transition and reduce skill gaps and mismatches in the labour market in progressing self-employment and in the campaign of poverty reduction.

2.3.1 Attitudinal View of the Social Outlook to TVET and MSE in Ethiopia

Although the improvement of the attitude of Ethiopia towards TVET has become progressive, its deep rooted belief against the technical and vocational education and training is still reluctant and hindrance to the system. History teaches us the past views and attitudes that prevailed in the area were backward. In relation to this point, Teklehaymanot (2002:2) pointed out: 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 of mankind; however, he sadly stated that after some certain times in history, practical and several knowledge and skills seem to have been highly and deliberately neglected and discouraged in society.

The discriminatory practices of society and the biased attitudes of social out look like the isolation and despise craftsmen, potters, Black smiths and trainers, etc are wrongly viewed inferiorly. Hence, these attitudes negatively affected the development of technical and vocational education and training program to a great extent and this in turn affects the current status of self-employment concept in informal sector.

It's noticed that there are still negative attitudes and understanding against the paramount importance of TVET'S effects for the thorough development of a country's economy. As the result, there are some people who have had bad attitudes and views towards the involvement of TVET sectors and the world of work, which are believed to fight poverty reduction and progress the self-employment in the labour market. Surprisingly, almost trainees, trainers, operators in MSE, their family and community don't have any trust and confidence to attain good result and bring changes in country's economy and development even though Ethiopian government has done a lot of things and achieved significant results which can help to transfer country's economy into the middle level phase.

Generally, the current status of the linkages between the TVET and the MSE in the world of work are still obstacles in attitudes, skills and inputs so as not to make the programmes be more fruitful and effective.

2.3.2 The Crisis of vocational Training in Ethiopia

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 don't deliver what the labour market requires.

This is supported by Hans Christian HAAN (2001:2) about the crisis of relevance. In most sub-Saharan countries 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.

This signifies that there is still a problem of relevance/ mismatch between the training offered and the skills needed for working life in today's labour market.

According to Gichira (2002:1) pointed out that quality is a measure of system effectiveness in meeting its training objectives i.e. imparting knowledge and skills to students and trainers. The question of quality is an important issue in TVET programmes. Often, access to jobs that training provides depend on the nature and qualities of training; and job performance of graduates depends on the right kinds of skill acquired. Quality education is a prerequisite for sustainable education development. Making the abstract real, and developing the capacities of individuals and societies to work for a sustainable future is essentially, an educational enterprise.

Knowing that the features of Vocational Education are its expensiveness and at the same time its flexibility, it usually needs to be qualitative and influential in filling the gap of incapability for the skills and in being relevance in the labour market. It needs relevant curricula; sufficient venues and class-rooms; efficient trainers; enough budget; available training facilities, mentorship and integrated learning and pertinent management carrying out firm commitment and dedication so as to enhance the objective of the training in keeping its quality and relevance effectively and efficiently.

To sum up, the Ethiopian TVET strategy underlines the following requirements with regard to principals, trainers and counselors; diploma holders for assistant trainers and sufficient personnel for administrative and financial department, (MOE 2002: 51/2) Moreover, in Negarit Gazetta Proclamation No. 391/2004: 2552) proclaimed that every TVET institution shall have a principal, trainers and technical support staff.

2.3.3 Role of Administrators and Vocational Guidance and Counselors

So many literatures and views in the relation to this area have been written and said for the last years now. Instantly ILO [2001:20] asserted that administrators of technical and vocational education and training programmes equipped with teaching experience in a field of technical and vocational education, some work experience in one of the fields taught in the programme, a broad vision of technical and vocational education as a vital element in personal, social and economic development and knowledge of administrative techniques and procedures. The heads of technical and vocational education establishments devote a significant portion of their time to the educational and scientific aspects of their work. Sufficient staff should be available to provide the services of counseling and guidance for Candidates and students, the preparation, supervision and coordination of all practical work and experiments, the maintenance of instruments, apparatus and tools in workshops and laboratories and academic support services such as libraries, information and communication technology centers and information resource centers.

The European Training Union (1998:11) explained that occupational information is one of the most important tools for TVET counselors. TVET counselors have to be extremely competent in this area because the knowledge is a precondition for all guidance, counseling and orientation activities. Needless to say, it is indispensable for placement activities.

Counselors are also important in executing some of the government's labour market policies. If for example, a government wants to promote self-employment or the certain of small-scale business, job counselors are in a prime position to influence job searchers decisions. They may encourage adolescents and young adults to learn a certain profession or experienced persons to open up their own business and so create new jobs. To be able to act in a line conform to the government's intentions, counselors again have to be trained frequently (in Went, 2004:33)

Vocational guidance and career counselors and occupational outlook information provide them with a sound understanding of changes taking place in to occupation and skill requirements of the labour market. Vocational guidance and counseling is significant through out its preliminary demanding till its post graduate assignment being the needy are in the labour market involvement of world of work life long learning process. In relation to this MOE (2006:23), indicates that the vocational guidance staff at TVET institutions is also instrumental in facilitating apprenticeship and preparing youth for

apprenticeship training. They will also be focal points in organizing self-employment support for TVET graduates.

Eventually, the role of guidance counseling and vocational career has had prime effects from the beginning work aspiration and option up to the stipulation of attitude, interest, motivation and success which develop both the extrinsic and intrinsic accomplishment which can help individuals to be more fruitful in the lifelong work habits and therefore employees need to get guidance and counseling while people are being involved in the world of work and training periods in the institutions and enterprises. The vocational counselors keep records on participating enterprises; organize events to strengthen the links between the TVET institution and enterprises; to be successful a vocational counselor should be competent in counseling techniques sustainable for target groups; assessment of career; educational and labour market developments; methods of training need assessment; organizing career development events and programs; and awareness creation for TVET and recent employees.

Interestingly, the MOE asserts that the main objectives of Vocational guidance and counseling are:

- To combat early school leaving and ensuring adequate knowledge, skills and attitude to meet the challenges in creating knowledge- based societies in the context of economic globalization and promoting adequate linkages between education, training and the world of work;
- To reduce mismatches between supply and demand for labour, dealing with unemployment and improving labour mobility;
- To promote reintegration of marginalized at risk-groups into education, training and employment and mainstreaming of exclude groups into general training programmes and labour market services.

2.3.4 Labour Market Monitoring (LMM) and Training Need Assessment (TNA)

The Addis Ababa city government (2005:19) stated about labour market monitoring and training need assessment, which are instruments used to identify skills and knowledge for individual and socio- economic development. A systematic and coordinated approach of continues labour market monitoring developed in order to enable training providers to offer appropriate training programmes in the needed skills and occupational fields, and to avoid an unnecessary duplication in the training offers. To do so, stakeholders from all TVET sectors and at all levels have to be incorporated. A decentralized system of data collection and analysis is necessary. Such a system must work in very close connection and cooperation and implementation with all concerned stakeholders and organizations.

It's believed that labour market monitoring (LMM) system helps to establish the occupational areas for which training is needed; a training needs assessment has to identify the details of the required training. Training needs assessment (TNA) job assessment and human resource assessment community needs assessment survey of employers, householders and other sectors in the economy, analysis of the market for products and services, and aims to identify the skills, attitudes and knowledge required to do a certain job and to determine the type of manpower required, Addis Aaba City Government (2005:20-21).

In short, it is possible to grasp from the aforementioned discussions that the system will be effective at all levels; a close work relationship with respective stakeholders must be set up and established in terms of exchanging information and data with TVET schemes. Quality leads to a high employment rate of its graduates. TVET has the mandate to stimulate demand and to proactively assist in the development. It's stressed that the results of labour market monitoring and training need assessment should be used by counselors for career guides of TVET graduates or small and micro-business enterprises' operators.

The Ministry of Education (MOE 2003:22) considers the following preconditions to determine the strategies for the needs assessment. They are:

- Development planning the strategies for required skilled labour force;
- Occupational standards; and

- Training needs assessment bases and implications. Training needs assessment methods comprise the following crucial tasks.
- Situational analysis; and
- Manpower inventory

2.3.5 Tracer Studies

According to the World Bank (2006), a pilot tracer study of TVET is currently underway to gather information on graduates, including their employment status, to see if the new system is effective. The Ministry of Education (MOE) is also working on a study in cooperation with GTZ, of the projected demand for mid level human resources to better understand current skill gaps in the labour force and thus to inform education policy.

Tracer study is an important issue for TVETs to examine the relevance of the training areas and to identify the weakness of the programme and eventually to adjust the training programme in such way that suits to the labour market. It is emphasized to the urban and pre-urban micro and small business sectors. TVET is geared towards enhancing productivity in the MSE sectors, improving the quality of products and services and supporting start-up business. The tracer study recognizes the need to ensure that the programmes are not thoroughly supply driven. The key element in adjusting education system to the needs of knowledge and skills based education society lies in establishing adequate links between the world of work and the world of education.

In the same analysis, Schwarz (2003: 3) states that TVET should be able to answer the following questions:

- What are the most important business and trades in this locality?
- Which business will increase the number of employees in the future?
- Which jobs are highly demanded in this area?
- Which skill, knowledge, behavior, and work attitudes are required by a certain trade or occupation?
- What kind of upgrading needs workers from enterprise?
- How many graduates from TVET institutes the labour market could absorb?
- Where do we get the information required?

He added that tracer study is an essential instrument to gather information about the impact of training measures. It supports the planning of TVET programmes regarding training needs and development as well as revision of curricula by giving answer to the following questions.

- How many trainers got a job after graduation?
- What are the causes for not getting a job?
- How long does it take to get a job?
- Do the graduates get jobs in the area they have been trained for?
- Are the skills matching the requirements of the employers?
- How many graduates have started their business?

Tracer study is, therefore, a method to obtain feedback that helps TVET institutions to evaluate the outcome of the training programmes. Tracer studies justify investment and the quality of training, effectiveness of education and training policy and its implementation strategy. Its effect helps to identify areas that require research work in matching training programmes with the real world of work so that enterprises from certain fields take a major role in training and internship activities; to be conducted by training institutions and to see the achievement with regard to achieved performance, employment and self-employment. As the result, the supervising TVET institution is required to devise methods of follow-up and develop measures of support to be given.

2.4 Some Policy Issues on TVET Programme in Ethiopia

Employment creation is the most crucial building block of forthcoming social progress, economic growth and human security. It's, therefore, the masterpiece to all governments' initiatives and to be mainstreamed in the interim poverty reduction strategy. Policy framework is needed to improve the functioning of the employment and training market, to guide investment in human capital formation, give confidence to skill suppliers, employers and the work force that their human capital investment is properly targeted and will yield positive results.

It's learnt that a key feature of development strategies and training policies should target sectors with promising employment prospects. Adopting a comprehensive Policy of Human Resource Development is essential and should contain elements of skills and education development and have

a methodological link between TVET and economic development objectives. Economic growth is the key element for enterprise creation and growth. Entrepreneurial activities will reinforce the dynamic of growth. Policy that favors enterprise creation and enterprise expansions amplify the process of economic growth and create new and more employment- to absorb young people joining the labour market. In this regard, policy should be formulated and technical and vocational education should be applied to support the general objectives of the policy to boost the economic growth.

2.4.1 Demand Driven Policy

A demand driven approach is a recent feature in many countries with the rapid change in the labour market i.e. the basic principle of demand driven training system in Ethiopia is to match training programmes to the labour market needs.

In relation to this notion, Yoseph (2002:8) wrote 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 supplies of skilled labour force and pay little attention to the demand of it. The TVET programme in Ethiopia is aiming at creating a TVET system to be self-employment oriented, demand driven and proper to the development needs of the economy.

2.4.2 Responsibility and Accountability to Administer, Control and Manage TVET Programme

Consideration is to be born in mind for who controls and manages the TVET programme. This is also a policy issue in Ethiopia. There is no autonomous national body to control and manage vocational training activities in Ethiopia. According to ILO (1997:103) and the labour Proclamation No. 42/85, the mandate 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 has also responsibility for 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.

UNESCO (1998:26) pointed out that the experiences of some African countries like Zimbabwe, South Africa, and 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 programmes often remain under the supervision of different sector ministries even when there is a specific ministry for TVET.

Nevertheless, in Ethiopian context there are certain Ministries, which take the responsibility for TVET. For sure, Ministry of Education (MOE) takes the lions share responsibility for TVET programmes among other ministries. Besides, the ministry gives responsibility for agencies although there are still bottleneck problems and inefficient attention to the area. In fact, the measures taken in these recent days seem encouraging.

2.5 An Overview of the Addis Ababa's TVET Programme and its Stakeholders

2.5.1 Socio-Economic Profile

Addis Ababa, as a capital of Ethiopia, has currently about 3.5 million inhabitants with an annual population growth rate of 2.8 (2002/5). 150,000 (60%) of the inhabitants depend directly on the informal sector of MSE (e.g. bakery, food preparation, etc) and 100,000 inhabitants depend on the formal sector of MSE (e.g. metal work, carpenter, etc)

The unemployment rate in Addis Ababa is assumed to be the highest in Ethiopia, at around 38% (2003/3). Currently, 500,000 inhabitants of Addis Ababa are unemployed. However, the informal and private sector is increasingly providing employment opportunities to the work force of A.A.

The average monthly income of 50% of the inhabitants of A.A is around 340 ETB. The vast majority (80%) are living below the poverty threshold.

31% of the population is living in one-room houses and 29% in two-room houses without adequate sanitation 26% without a kitchen, and 65% of the citizens have no access to safe drinking water, shelter, and toilets A.A city government (2005:2).

According to the A.A City Government's Education Bureau, every year the labour market is expected to absorb an ever-increasing number of new labour entrants over age of 15 years. Illiteracy rate are also high in A.A, this is despite the fact that access to education has increased since the beginning of 2002.

Micro and Small Enterprises (MSE) Department was established. The MSE-development employment plan aims at creating an enabling environment for the development of private sector- and self- employment in A.A in order to achieve long- term employment. The priority areas for MSE investment are aimed at the field of Metal work; wood technology; construction; food processing; garment and textile production and Municipality services.

Addis Ababa city government is committed to upgrade and promote the small enterprises to middle and large companies through its investment policy. It focused the major emphasis of the current development plan on the main problems of the community, which are employment establishment, establishing and expanding of MSE; solving housing problems and poverty reduction.

According to these aims, the TVET training systems have to be improved and have to be closely connected with the construction industry, MSE and the Low-Cost-Housing (LCH). The cooperation with MSE is believed to improve income levels and focus on the transformation of the informal sector to formal sector.

2.5.2 Current TVET Development in Addis Ababa

According to MOE (2005) TVET system in Ethiopia is currently in a reform process, the Addis Ababa TVET office aims to create a TVET system, which is wage and self- employment oriented and demand-driven for the appropriate development needs of the Addis Ababa economy so as to improve the employment and income opportunities of the working forces; integration if formal and non- formal training; flexible response to the employment potential market consideration of the various target groups' preconditions for learning.

It's also pointed that some current problems in TVET in Addis Ababa: the employers were often not satisfied with the outcome of training; they complain about the lack of practical skills of trainees as well as an inappropriate training content. Therefore, the reform process is oriented towards on out

come- based technical and vocational education and training- system based on the world of work and based on occupational standards.

2.5.3 Vision, Mission, Objectives and Guiding Principles of the TVET Policy in Addis Ababa

Vision: - Addis Ababa TVET Agency wants to see “work- oriented, competent and self reliant citizens through quality and demand-driven training as one factor to reduce poverty.”

Mission statement: - the TVET system of Addis Ababa supports employment creation by providing appropriate competencies and behaviors. It stresses for self- employment and job creation is realized by a given favorable framework, expressed through the following mission aims:

1. To involve all important public and private stakeholders in the city;
2. To improve demand driven training in indigenous crafts and modern technology;
3. To create comprehensive social, entrepreneurial and organizational competencies and environmental awareness; and
4. To provide options for all people in the city who are in need of training with a special emphasis to youth, women and the handicapped.

Therefore, networking, coordination and liaison with all public and private stakeholders is necessary to produce employment creation and a reduction of poverty Addis Ababa City Government (2005).

Objectives

The overall objective of TVET in Addis Ababa is to enhance the social and economic development of the city in line with the relevant strategies through facilitating demand driven, appropriate and high quality technical and vocational education and training in all sectors, at all levels and to all people in need of training. It's explained in detail:

1. Develop decentralization;
2. Improve the quality of training and make it responsive to the needs of the labour market;
3. Improve access to TVET for all target groups in need of training, people working in industry and in the small and micro business sectors and other target groups;
4. Facilitate relevant training for the promotion of self-employment and the development of micro and small business, which are integrated with other MSE development services, etc

the TVET system is only too to induce major economic and social changes and make sure that the demand for lower and middle level skilled work force is met in Addis Ababa

Guiding Principles

As to the city government's belief in pursuing the objectives stated above, the following principles guide the development and the implementation of the TVET system in Addis Ababa:

- Demand-orientation to the needs of the labour market;
- Comprehensive system and for all activities that important to ensure the relevant and high quality training, including need assessment, labour market monitoring, etc
- Integration in different levels of training (formal, informal and non-formal); different locations of training (in- school training, in company training) and different training providers (public, NGO and private provider); and different modes of training (education, training and self- employment promotion).
- In pursuing partnership and stakeholders;
- Accessibility be accessible to all people in need of training irrespective of the level of educational attainment, sex, ethnic and religious affiliation and disability
- Decentralization in accordance with the decentralization policy of the Ethiopian government, the new TVET system strives for effective decentralization, I.e. the principle of subsidiary; and
- Coordination: to be effective in pursuing its role within the city development efforts and to increase synergy effects; and
- Modular design to make the programme more flexible responsive to the needs of the different segments of the labour market and the society, Addis Ababa city Government (2005).

2.5.4 TVET Partnership: Addis Micro Finance; Addis Housing Project; NGO, etc

The involvement of stakeholders in strengthening TVET, which operates at the interface of different sectors of society, notably the education sector, the labour market, industry, MSE sectors, is crucial. To make the TVET more functional and effective, it must be steered and implemented

with involvement of a wide stakeholder group. At the same time, these enterprises especially MSE sectors will be more beneficial while they are involved in the TVET system.

Addis Micro Finance is in the umbrella of Addis credit and saving Institution, which operates within the boundaries of Addis Ababa city Government established and registered at the National Bank of Ethiopia in January, 2000. The policy of Addis credit and saving institutions is to become active contributors towards poverty reduction effort and would like to see improvement in the life of low-income people; to promote micro and small enterprises to alleviate poverty and unemployment prevailing in the city.

One can understand from its Amharic version that the objectives are provision of credit and saving services to as many active poor as possible; enhance the development of micro- and small enterprises that all entrepreneurial activities with scale of micro should be given access to financial services; create long-term self-employment in income generating activities.

Its target groups are: MSE operators and potential operators; low income persons and post TVET graduates who are capable to engage in income generating activities/ small businesses; and counseling and provision of advice for the target group on business and financial affairs.

It's pointed out the purpose of loan/ credit is to start and/ or expand businesses in metal and wood works; food processing, weaving and tailoring; construction services, production of construction inputs (materials), municipal services like solid waste disposal and parking; etc.

Types of Loan Products:

1. **Micro business (general loan):** has a nature of installment repayment and it's disbursed for high turn over activities, like retail trade activities such as *Gulit* and so on.
2. **Small Business:** this loan is disbursed relatively for relatively for well established business and technical and vocational education and training institutes graduates who want to join the productive venture and the amount of the loan exceeding birr 5,000.00
3. **Micro lease loan:** clients choose the machines for their operation and ADSCI purchases these machines and hand it over to them. The operators are assumed to be ownership after completion of payment and are intended to render for organized cooperatives.

2.6 Training, Labour Market and Employability of Youth

Training institutes need to examine the true features of the local or the global nature of the labour market and the progress of the employability of the youth. Labour market information for quality training is fundamental and protects unnecessary production of human resources.

2.6.1 The Need for Labour Market Information

As to **European Training Foundation** (1998:12) labor market information is essential for any kind of development that every member of the human society strives for. The need of labour market information reflects the interest to understand human development in its economical and social context and to strive for creating adequate living and working conditions aiming at welfare of the society. The fast changing economy at international and national levels require a profound understanding of its quantitative and qualitative realities and processes in order to direct development to better living and working conditions and welfare for everybody.

Enterprises need qualified staff; young people need basic vocational training; adults need regular training to update and upgrade their vocational skills. Decision-makers in the field of TVET policy have access to comprehensive information, which takes in to account the interests of the private sector and civil society. The concerned government bodies strengthen institutions responsible for the development, management and organization of the TVET system so that they can implement political directives in a competent manner. To achieve this, a more broad-based impact for TVET, processes are optimized, new resources are tapped, and existing ones are used more effectively. MOE (2003:2)

This reveals that labour market information system is necessary and has specific relevance to TVET system in providing authentic information. Labour market oriented technical and vocational education and training understands the current situations of the economic status. Besides, enterprises can have clear-cut opportunity to recruit qualified labour forces so as to improve productivity and capacity for new innovation and strategy.

To sum up, Nicholas (2002:4) asserts: sound and comprehensive labour market information allows policymakers and programme administrators to identify gaps in vocational training, employment

services and other human resources development programmes and to design strategies to address those gaps. It also empowers individual employers and workers to make informed decisions regarding employment.

2.6.2 Linkages between TVET and the World of Work

Contemporary writers believe in the linkages between TVET and world of work. The fundamental restructuring of any country's education system needs to emphasize on attitudinal and skill preparation for the world of work and self-employment. Schools play significant roles in transforming students' work habits and skills to the world of work. The crucial issue in adjusting education system to the demands of knowledge based society relies on establishing appropriate the world of work and the world of education.

In line with, Carson (cited in Yekunoamlak, 2000:15) underlined the relationship between TVET and world of work is indivisible and contains the normal value of life and necessary part of human activity.

As man's demand for complicated production kept on increasing, work oriented education system essential entry to the world of work among other factors depends on the level of schooling. This shows that education system is to focus more on the marketable skills though the merit of qualification is necessary.

An important way to facilitate the integration of young people in to working life is to build closer link between schooling and work. In fact evaluation results of youth training schemes underline the need for intervening when young people are still at school. Two broad types of measures can outlined. First, attempts are being made to better integrate the realities of the work place in to the learning process. School-work integration, by including work-experience programmes in schooling process, constitutes a major step in that direction. Second, management reforms are advocated to drive the TVET system towards flexibility and responsiveness. Atchoarena (2000:8)

2.6.3 The Integration between MSE and TVET Sectors

A competitive global market economy requires technical and professional citizens trained in broad and specific occupation. This leads to have sectors, which can absorb the postgraduates of TVET. It's with this consideration the TVET institutions are believed as strategic centers for the development of marketable and entrepreneurial skills and as means for development. The MSE sectors are, therefore, host to intake the skilled and semi-skilled labour forces and a comprehensive human resource development programme aimed at strengthening its capacity. MOE (2006:11)

The integration of Technical and Vocational education and training and small and micro business sectors is crucial particularly in developing countries since unemployment and underemployment is high. Therefore, the TVET system has the mandate and takes responsibility for building a competent and adaptable workforce according to the needs different segments of the labour market with special emphasis to micro and small business enterprises. So, TVET is established to intensify productivity in this sector. And the linkages are often eternal and essential when thought employability and reduction of poverty.

Both TVET and MSE sectors can only exist when each depends on the other. It seems very difficult to establish TVET institutes with out the function of MSE while intended to alleviate unemployment and to design objectives for creating job opportunities and self-employment tasks. That is why, from the strategic point of the view, the TVET system of Ethiopia set objectives to make TVET be responsive to the needs the labour market; to improve access to TVET for all target groups in need of training in the small and micro business sectors; facilitate proper training for the progress of self-employment and the development of small and micro business which are integrated with other MSE development services; to facilitate research in liaison with MSE in order to support the increase in production, etc.

Hereby, the most important issuance stressed is the interdependence and oneness feature of the integration of TVET and MSE, which are the backbone of any developing countries to attain sustainable economic development. The institutions work together to enrich their missions and aims at obtaining the Millennium Development Goals (MDGS).

2.6.4 Employment Opportunities: Self-employment and Wage-employment

A large part of education services must consist of the development of human capital because in an economic sense. It is very much the same thing as investing in machines, building and other material capital. We invest in additional nonhuman capital whenever we think that it will generate enough additional products or output to more than repay the new investment costs (In-went, 1990:31).

In a context of social and economic uncertainty, the transition from school- to work represents a major concern for, notably, decision-makers but also parents and students. Today, nations as well as individuals tend to feel anxious for their future in the global economy. Increasingly, people who used to see education as a pass- port to employment can no longer take it for granted. Often what worries for them is not the lack of economic growth but rather the lack of job opportunities (Atchoarena, 2000:1).

It is necessary to examine the thematic concern of the integration of the youth into working life portrays a serious point in developing countries in the period of transition to a market economy; sustained propulsion explosion, social disintegration, economic stagnation and weak entrepreneurial system are the basic constraints which lead the youth involve transition into the world of work fruitless process.

Literatures on this issue underline the relationship between training and employment opportunities available to the youth; training and available jobs; the presence of high productivity; conducive and comprehensive educational issue of the public policy, which needs firm dedication of attain the intended outcome of self-employment.

According to Haan (in Yukunoamlak 2002/3:6), the existing vocational training in most developing countries is not tuned to the realities and needs of enterprise development. The programme focuses on pre- employment training limited number of trades and long- term courses with high opportunity costs. To this effect, the same author argues that training for self-employment requires major changes with regard to: labour market linkage training content relevance; flexible training delivery; and training follow- up (credit, marketing, business skills). Likewise, training for self- employment should involve analysis of local market and local culture,

more autonomy for training institutions, a reduced role for the state in provision of the training and greater involvement of employers in shaping training decisions.

According to Christian (2006: 26) it is universally acknowledged that training by itself will not create (self) employment and that other support services and in particular financial support is needed the training graduates to engage in self-employment and set up an informal sector venture. At the same time the literature appears to be generally in favor of a unsustainable and complex to manage (especially for training institutions). The general suggestion is for micro and small-scale Enterprise support organization to “network”; but no clear guidelines on how to initiate and operate such joint delivery of services have emerged yet.

In our context, self-employment and entrepreneurship training is a strategic interface of any TVET curriculum. This encourages graduates of this area with skills, which enable them to engage in income-generating activities. In line with, it improves the thorough development of the citizens' economy, encourages self-reliance and helpful for the betterment of profitability and good opportunity to enhance economic growth of the operators, enterprises, industries etc

2.7 Rationale of MSE

It's stressed that self-employment refers working for oneself; it encompasses different groups of people including professionals, technicians, business men and women, traders and so on and are identified in the areas of self-employment like, retail operation: provision of services; small-scale manufacturing, etc.

2.7.1 Definition of Venture of MSE

The ILO'S Global agenda for employment puts small enterprises in their proper place at the heart of job creation. The Micro and Small Enterprise (MSE) sector is considered as the natural home of entrepreneurs. In most successful economics, they are seen as an essential springboard for growth, job creation and social progress.

Even though there is no a clear-cut and universally accepted definition of informal sector micro and small enterprise, there is still a gap to specify:

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 and by the capital up to 20,000 birr; and
3. Small enterprise is defined by the total capital of up to birr 500,000 and the number of coop based operators are up to 20.

Notice, in Ethiopia, for instance, micro enterprises are those small business enterprises with paid-up capital of not more than 20,000 birr. On the other hand, small enterprises are business enterprise with paid up capital of more than birr 20,000 but not more than birr 500,000.

As to Guillermo (1999: 4) small enterprises (MSEs) require less legal producer and involve more labour, which is appropriate for developing countries where capital is scarce. Moreover, MSEs have high job creation potential in manufacturing sector, tend to create more jobs per unit capital than large enterprises. And they can adapt to unexpected changes (in the time of adversary) in the economy relatively better than large firms if they rely on domestic inputs and labour in their enterprises. MSEs also provide minimal risk as compared to big industries. They remain important job creation mechanism. Entrepreneurs engaged in MSEs create jobs using locally available inputs and labour for themselves and for others

Effective small enterprises formations involve three fundamental developments and are interrelated.

Essential for Youth Enterprise Development

Stage one selection	Stage Two Training	Stage three self- employment
<ul style="list-style-type: none"> ▪ Need assessment based on self initiation ▪ Target group designation 	<ul style="list-style-type: none"> ▪ Enterprise based on training ▪ Business development training 	<ul style="list-style-type: none"> ▪ Start- up support ▪ Follow- up- Support

Source: Adapted from Grierson (2000)

Accordingly, each has the identification of the needs of the young people prior to the commencement of the programme.

In order to begin a training programme for self-employment, Louks (1988) follow these considerations for recruitment training

1. Does the candidate have identified business opportunity?
2. Does he/she come from a background or environment, which stresses self- reliance?
3. Does he/she have relevant business or technical experience?
4. Does he/she have access to financing?
5. Does he/she demonstrate and determination?

The training stage incorporates both enterprise specific skill training and business development entrepreneurial training and which portrays and let them refrain from talking risks and creating new ideas (Ronan, 1998: 5).

The following benefit may be achieved: increased revenue or output; decreased expenses including reduced inaccuracies, wastage and absenteeism; intangible benefits including employee flexibility and improved morale.

The enterprise (self-employment) stage deals with the creation of enterprise needed follow-up support to make their own jobs.

According to Paust (2005), start ups for an entrepreneur include: friends and family; business angels (rich individuals); government grants and loans; venture capitalists; and partnership with large company.

2.7.2 The Paramount Importance and Roles of MSE Programme

The establishment and foundation of MSE in this global world particularly in the developing countries for mobilization of high population and invest small amount of resource is indispensable. MSE has a profound effect and has lion-share contribution in developing countries. It helps to intake the semi- skilled and skilled TVET/ graduates and other experienced people who have had long time practices.

The contributions of MSE to the economy are:

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 predicated increase in the number of the youth in the work force.

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 MSE must rely on innovation as a strategy to compete, survive, and prosper.

Competition: Monopoly is a threat to the market system. In addition to government legalization, MSEs check monopoly in the market place by providing differentiated products and Services.

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.

The small and micro enterprise sector has so many advantages; for instance, in having the inter-relationship linkage in the market system. It's widely spread across a nation and comprises a greater number of customers provide a variety of products and services that is often considered uneconomical by medium and large company.

In relation to this issue, Raymond (1981: 5) for the purpose of understanding the interrelationship of the market: consumer's demand for goods and services is supplied by co- op based job placement in micro and small enterprise; consumers also work as employees for micro and small enterprise; micro and small enterprise serve as supplies to large companies as distributors, whole sellers or retailers; and consumers, co-op based micro and small enterprises and large companies demand from and supply to each other goods and/or services.

The other significance of MSE sector is that it renders a career choice. Trainees are intended to join TVET institutes so as to improve their skills, develop their entrepreneurial concept for self-employment. Besides, they are trained to start their own co-op based MSE sector. Raymond (1987:7) asserted, “The most important advantages particularly to those who desire to be self-employed, is the challenge of doing by themselves, and the satisfaction of providing that they can do it.”

Of course, it is not always true to join the MSE sector as an operator is smooth and with no difficulty. Raymond (1998: 8) wrote: Although owning and operating your own or co-op based job placement provides challenge, financial incentives, and many other rewarding experiences, there are also disadvantages, including long working hours, financial and personal risks and irregular income.

This is, therefore, basic that the-would-be co-op members of MSE need the information/ or the lessons carefully before or while being in this area. At the same time, TVET, MSE sectors and any other concerned bodies work hard together so as to envisage the bright features of the needy more sounding and meaningful before they are engaged the sector casually.

2.7.3 Pertinent Conditions of Co-op based MSE Development in Addis Ababa

The attitude to establish and work hard on co-op based MSE sector was almost little. It hadn't been given due attention to the market driven information and job creation to alleviate unemployment and poverty reduction strategies by promoting micro and small enterprises and link with the TVET guidelines and missions and goals as a means of emancipating citizens free from backwardness and unemployment.

Improving productivity and promoting the MSE sector to develop individual's economic growth via current strategies is underlined.

There are now pertinent and basic conditions that disclose the government particularly the Addis Ababa city Administration has vowed solemn promise and political commitment to expand employment opportunities for youth is MSE development in six basic field areas. These are in construction, municipal activities, metal and woodwork, textile and garment, food processing, and

other income generating activities. Consequently, as it's discussed in the aforementioned discussions, so many efforts are made. The MSE agency, TVET institutions and TVET agencies are established. They are also believed to develop integration so as to let the youth be self-employer and wage employed.

There are also meaningful measures taken by the government. In light of this, MSE sectors, and administration offices are available in city, sub-city and kebele level micro and small enterprise development office for the creation of MSE job opportunities:

1. Provide loan for unemployed of graduates who are ready to be the member of MSE;
2. Organize beneficiaries voluntarily in cooperative form of the association;
3. Render, training, guidance and management assistance;
4. Supervise, evaluate, study and prepare income generating activities for the needy;
5. Perpetually to save and invest in productive ventures
6. Create market connections to sell their products with government and non-government enterprises, etc.

Besides, related sectors like Addis Ababa's housing projects, Ministry of Industry, etc have started similar theme in developing MSE, as it's the basic element for job creation to the unemployed youth.

Generally, one of the features co-op based MSE service sector gets dynamic. According to this idea Thomas Gerbards (2002:153) explained the globalization of industrial mass production will continue and MSE hardly compete with industrial products. More ever, 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.

Hence, these lessons give us cues that the only means to create more and more job opportunities is necessary and created by dynamic entrepreneur of services sector of micro and small enterprise. This also signifies that the role of TVET institutions in producing proper and labour market oriented work forces is important and it's often essential that the aim of MSE and TVET sectors are interdependent.

2.7.4 MSE in Ethiopia: Strength, Weakness, Opportunities and Threats

(SWOTs)

To fulfill for the overall missions and objectives in expanding and disseminating the invaluable strategy of MSE sectors; to play a role in alleviating unemployment and make the youth create job and satisfy their means of subsistence; accommodate capital and promote the country's economic growth as a whole needs truly dedication more in developing countries.

However, to make this issue more practical and meaningful, there are clearly strong and weak accomplishments. And there are still threats in the sector.

The strong sides include:

- Become a political issue;
- Established relevant administrative offices;
- Practicing responsibility and transparency;
- Micro finances and credit/ loan centers are employed;
- TVET institutions are thought to improve the problems of training for middle level and skillful work forces;
- Identified the main problems of the co-op based placement of MSE sectors;
- Sought to create labour market information and the like. In relation to this,

Study conducted in Ethiopia confirms that the MSE sector has the potential to contribute to the economic growth and inspire self-employment and poverty reduction. Nevertheless, there are severe problems in Ethiopia or in the capital, as described in the observation of the Ministry of Trade and Industry. According to Ministry of Trade and Industry (1997: 63), 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.

In short, there are so many weaknesses committed by government policies, the community, and the operators or from stakeholders, etc. These are: attitudinal problems (almost all say that the MSE enterprises hardly attain economic growth); the lack of skill; meager financial capital, loan policy;

lack of readiness to learn and change the problem; the presence of dependency; the presence of irregularity; be ambitious to be rich quickly; the mismatch of features of weak linkage of institutions in the world of work; lack of market information; the presence of corruption; lack of tracer studies; lack of supervision/guidance and counseling; and weak follow-up, etc. ILO (2004: 215) added that training can be used as one of the instruments together with other measures, to address the challenges of the micro and small enterprise.

As far as threats to MSE are concerned, it's to be considered and internalized the serious problems of operators of MSE, which inevitably bring destruction in the sectors. It can result in corruption, loss of confidence, misconception, unemployment, and discontinuity in the programme.

2.8 Major Causes and Effects of Unemployment

Literarily, the meaning for unemployment shows us the proportion of the labour force that doesn't have a job but is available to work. Decline in unemployment could occur either due to creation of jobs or shift from unemployment to inactive status. The major reason is that large number of educated unemployed might be the absence of proper market study/needs assessment and is in connection with stagnant nominal wages and low productivity.

The result of unemployment is obviously clear being idleness; committing suicide; dullness and others. The most important things that young generations are to be helped by are to set workable policy and strategies for the package implementation; creating awareness on the options/aspirations that can help them to be good citizenship by inspiring career option/ choices and prepare them to be confident in creating jobs and self-employment and expose them to be engaged in science and new technology.

Finally, the Ethiopian Education and Training policy has given particular emphasis to TVET to integrate with job creation and enterprising. The Ethiopian government has established Micro and Small Enterprise (MSE) development strategy in order to create long-term employment and facilitate growth and equitable development. MSE development is particularly aimed at supporting the National Agriculture-Led Development Industry Strategy that is providing necessary inputs and service for Agriculture diversification and growth together with intervention, i.e. credit provision, facilitations of linkages, marketing development, improvement of the institutional and regulatory environment etc. This strategy emphasizes the critical importance of TVET for MSE development and for economic growth.

CHAPTER THREE

3. PRESENTATION AND INTERPRETATION OF DATA

This chapter deals with the presentation of the relevant data and analysis of collected information. Of the three categories of questionnaires, the first category was employed to TVET staff/institutions comprising of principals, vocational counselors, trainers, TVET officials and/or management bodies.

The second category was administered to the Micro and Small Scale Enterprises (MSE) agencies such as city, sub-city and kebele management bodies, experts and supervisors. The third category was employed to MSE operators. Besides, interviews were conducted to gather information from a total of 41 officials, TVET Institute, MSE and development agency, MSE operators, Micro finance and credit/loan enterprises, Housing projects and NGOs.

Out of the total 370 questionnaires, 316 (85.4%) were filled in and returned. Specifically, of the total questionnaires distributed, 112 (86.2%) TVET staff out of 130, 54 (90%) MSE Administrators out of 60 and 150 (83.3%) MSE operators out of 180, respectively, filled in the questionnaires and returned them. Interpretation and analysis were made based on the basic questions raised in the preliminary chapter of the study.

3.1 Characteristics of Respondents

As is shown in Table 2, the gender distribution is biased towards male. 35 (31.2%), 12 (22.2%) and 49 (32.7%) of respondents in sample TVET staff, MSE Administrators and MSE operators, respectively, were females. The proportion of females to males is 96 (30.3%) and this signifies that the involvement of females in administration or the world of work is insignificant despite the positive concern and the government's affirmative action and gender mainstreaming initiatives for the empowerment of women. As a result, upgrading of women's participation needs due attention.

The age of the respondents falls between 20 and 60; 60 being the maximum retirement age. The major fields of the study for the respondents were variety and relevant in the area. The qualification of the respondents of the TVET staff includes diploma, 14 (12.5%), First Degree 88 (78.6%) and MA/MSc 10 (8.9%). However, TVET institutions are still suffering from getting standard and qualified trainers, resulting in negative effect on the quality of training. TVET

institutions are expected to have a minimum requirement of First Degree trainers. As is shown in the response, the educational background for the MSE administrators was: 19 (35.2%) Diploma holders, 32 (59.2%) First degree holders and 10 (8.9%) M.A/M.Sc holders. This indicates that the number of first degree holder employees were higher than any other employee in the group. However, the number of Diploma holders in the TVET staff 14 (12.5%) and MSE administrators 19 (35.2%) is still relatively huge when each sector is considered.

As far as the training programme level for the MSE operators was concerned, the majority, i.e., 68 (45.3%) were 10+2 members; however, observation both from the questionnaire and the interview administered disclosed there were still illiterates who hardly understood instructions and safety rules. This could be realized and needed further relevant training.

Table 2: Description of TVET staff, MSE Administrators, and MSE Operators by Sex, age and major field of study.

No.	Items	TVET Staff		MSE Admin.		MSE Operators		TOTAL	
		F	%	F	%	F	%	F	%
1	Sex								
	Male	77	68.8	42	77.8	101	67.3	220	69.6
	Female	35	31.2	12	22.2	49	32.7	96	30.4
	<i>Total</i>	<i>112</i>	<i>100</i>	<i>54</i>	<i>100</i>	<i>150</i>	<i>100</i>	<i>316</i>	<i>100.0</i>
2	Age								
	20 – 30	44	39.3	16	29.6	132	88	192	60.8
	31 – 40	30	26.8	23	42.6	14	9.3	67	21.2
	> 40	38	33.9	15	27.8	4	2.7	57	18.0
	<i>Total</i>	<i>112</i>	<i>100</i>	<i>54</i>	<i>100</i>	<i>150</i>	<i>100</i>	<i>316</i>	<i>100.0</i>
3	Major field of study								
	Language	14	3.5	2	3.7	0	0	16	9.6
	Management	12	10.7	6	11.1	0	0	18	10.8
	Accounting	21	18.75	11	20.4	0	0	32	19.3
	Industrial Tech.	20	17.85	6	11.1	0	0	26	15.7
	Electricity	8	7.1	3	5.5	0	0	11	6.6
	Automotive	15	4.5	4	7.4	0	0	19	11.4
	BED	6	5.35	6	11.1	0	0	12	7.2
	Construction	30	26.8	10	18.5	0	0	40	24.1
	Others	6	5.35	6	11.1	0	0	12	7.2
	<i>Total</i>	<i>112</i>	<i>100</i>	<i>54</i>	<i>100</i>	<i>0</i>	<i>0</i>	<i>166</i>	<i>100.0</i>

As can be shown in table 3 item 2 the respondents of TVET staff and MSE administrators involved in the study were in different ranges of year services that is it falls between zero years up to 16 service. Among this groups 67 (40.4%) of them were 5 and below 5 years. This indicated the employs were engaged in wage employment. On the other hand there were experienced

respondents who had been in the working environment and they were believed to give reasonable and reliable feedback and this help to obtain better information.

Table 3. : Description of TVET staff, MSE Administrators, and MSE Operators by Educational Qualification and Service years.

No.	Items	TVET Staff		MSE Admin.		MSE Operators		TOTAL	
		F	%	F	%	F	%	F	%
1	Educational Back ground								
	Diploma	14	12.5	19	35.2	0	0	33	19.9
	First Degree	88	78.6	32	59.2	0	0	120	72.3
	MA/MSc	10	8.9	3	5.6	0	0	13	7.8
	Others	0	0	0	0	0	0	0	0.0
	<i>Total</i>	<i>112</i>	<i>100</i>	<i>54</i>	<i>100</i>	<i>0</i>	<i>0</i>	<i>166</i>	<i>100.0</i>
2	Service Year								
	5 and below	50	44.6	17	31.5	0	0	67	40.4
	6 – 10	30	26.8	20	37	0	0	50	30.1
	11 – 15	20	17.8	10	18.5	0	0	30	18.1
	> 16	12	10.7	7	12.96	0	0	19	11.4
	<i>Total</i>	<i>112</i>	<i>100</i>	<i>54</i>	<i>100</i>	<i>0</i>	<i>0</i>	<i>166</i>	<i>100.0</i>
3	Training Program Level for MSE Operators.								
	10+1	0	0	0	0	38	25.3	38	25.3
	10+2	0	0	0	0	68	45.3	68	45.3
	10+3	0	0	0	0	30	20	30	20.0
	Others	0	0	0	0	14	9.3	14	9.3
	<i>Total</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>150</i>	<i>100</i>	<i>150</i>	<i>100.0</i>

3.2. Ways of Assessing the Linkages between the TVET and MSE Sectors on the World of Work

As far as the status and availability of Human resources in the sectors is concerned, 7 (6.25%) of the TVET staff said high, 58 (51.8%) said medium, whereas 47 (41%) of them said low, as indicated in Table 4. In relation to this reality, 2 (3.7%) the Micro and Small Enterprise administrators responded high, 13 (24.1%) of them said medium and the majority 39 (72.2%) of them said low. Generally, the status of the human resource in the institutes as indicated in Table 3 was low 86 (51.8%). This fact is supported by the interviewees they expressed both the TVET and MSE sectors weren't equipped with sufficient human resources. They claimed that the sectors not only had insignificant number of employees but also they were assigned with insufficient educational background. The extent for their academic competencies of the HRs had low performance. Out of them, 86 (51.8%) responded weak/low

Table 4: The views of TVET staff, MSE administrators and operators in the sectors.

No	Item s	Frequency of Responses											
		TVET staff			MSE Adm.			MSE operators			Total		
		F	F*Wt	%	F	F*Wt	%	F	F*Wt	%	F	F*Wt	%
1	<i>How do you rate the overall organization of the HR in your institute</i>												
	1. High	7	21	6.25	2	6	3.7	0	0		9	27	5.4
	2. Medium	58	116	51.8	13	26	24.1	0	0		71	142	42.8
	3. Low	47	47	41%	39	39	72.2	0	0		86	86	51.8
	Total	112	184	100.0	54	71	100.0	0	0		166	255	100.0
	<i>Mean</i>		<i>1.6</i>			<i>1.3</i>						<i>1.5</i>	
2	<i>To what extent are the academic competences of the HRS in your sectors efficient?</i>												
	1. High	6	18	5.4	3	9	5.6	0	0		9	27	5.4
	2. Medium	55	110	49.1	14	28	25.9	0	0		69	138	41.6
	3. Low	51	51	45.5	37	37	68.5	0	0		88	88	53.0
	Total	112	179	100.0	54	74	100.0	0	0		166	253	100.0
	<i>Mean</i>		<i>1.6</i>			<i>1.4</i>						<i>1.5</i>	
3	<i>How would you evaluate the relevance of HRS assigned to the sectors</i>												
	1. Excellent	12		10.7	2		3.7	0	0		14		8.4
	2. Very good	20		17.8	9		16.7	0	0		29		17.5
	3. Good	38		33.9	16		29.6	0	0		54		32.5
	4. Fair	42		37.5	27		50.0	0	0		69		41.6
	5. Not Good	-		-	-		-	-	-		-		-
	Total	112		100	54		100.0				166		100.0

NB: Wt (Weight) values (used to calculate mean values) are assigned as follows: High = 3; Medium=2; Low=1

The objective of vocational training is to prepare individuals for the world of work in self-employment. This will be practical when the assigned employees/trainers, principals, counselors, etc., are competent, efficient, proper, as well as relevant. However, 51 (45.5%) of the TVET staff and 37 (68.5%) of the MSE administrators responded low. Of the total average and out of the 166 respondents, almost half of the TVET staff, i.e., 69 or 41.7% and 88 (53%) of MSE Administrators, asserted medium and low, respectively. Besides, the mean average for TVET staff (1.6) and for MSE administrators (1.8) on one hand and their aggregate average mean of 1.7, which is below 2.0 on the other hand, is conclusive enough.

Respondents were also asked to justify the overall relevance of the HRs of the sectors: 69 (41.7%) said fair; 14 (8.4%) of them said excellent. Actually, this idea was supported by interviewees as well. They pointed out that the employees' academic competency, efficiency and relevance were at lower stage. They mentioned several issues: trainers lack the practical applications; there were still diploma holders in the sectors; counselors were assigned irrelevantly; no vocational guidance and counselors for vocational career; assignment of improper principals. At the same time there were no confident technological information transferor leaders or vocational management bodies in the

TVET institutions. For sure, this resulted in low attainment of vocational training programme, which suffered both in quality and appropriateness.

In relation to this fact, however, the Ethiopian TVET strategy stipulates the following requirements with regard to principals, trainers and counselors. These include: a minimum of Bachelor degree for trainers, principals and vocational counselors; a diploma holder for assistant trainers and sufficient personnel for administrative and financial departments (MoE 2002:51-52).

For the purpose of assessing the capacity of the MSE operators, relevant parties, including the MSE operators themselves were asked whether there were any constraints that affected the quality, relevance and effectiveness of the TVET training. As is indicated in Table 4, most of them answered yes: 82 (73%) of the TVET staff, 42 (78%) of the MSE administrators and 96 (64%) of the MSE operators, respectively, said yes. Likewise, 220 out of the 316 interviewees responded that there were problems or constraints which affected the quality, relevance and effectiveness of the TVET training.

In Table 5, Item 2, respondents disclosed affecting factors that caused the problems. As a result, 115(52.3 percent) of them said the mismatching between the training offered and skill needed in the labor market was high. As indicated in the mean average of 2.2, 2.7 and 2.4 for the TVET staff, MSE administrators and MSE operators, respectively, and the aggregate mean of 2.4, there was no significant perception difference among the respondents.

As contemporary and available literatures indicate, the capacity of MSE operators and other graduates could have problems in acquiring the necessary skills and confidence affecting the operators' progress and self-employment negatively. The lesson of relevance is the concern for so many people. The relevance for curriculum, which strengthen/and integrate relevant social, culture and economic attachment which pursuit of meeting the labor market and linking relevant teaching subjects becoming part of the major activity of TVET programme. In this regard, the lack of quality training, relevance of the thought, and the unavailability of resources in the programme lead to inefficient success of the operators.

Table 5: The belief of the TVET staff, MSE administrators and operators to the ways of assessing the capacity of the MSE operators.

No	Items	Frequency of Responses									Total		
		TVET staff			MSE Adm.			MSE operators					
		F	F*Wt	%	F	F*Wt	%	F	F*Wt	%	F	F*Wt	%
<i>Factors affecting the quality, relevance and effectiveness of the TVET Training</i>													
1	Are there any constraints that affect the quality, relevance and effectiveness of the TVET Training?												
	Yes	82		73	42		78	96		64	220		69.6
	No	30		27	12		22	54		36	96		30.4
	Total	112		100.0	54		100.0	150		100.0	316		100.0
<i>Factors affecting capacity problems</i>													
1	Mismatch between the training offered and skill needed in the labor market												
	1. High	30	90	36.6	32	96	76.2	53	159	55.2	115	345	52.3
	2. Medium	41	82	50	8	16	19	28	56	29.2	77	154	35.0
	3. Low	11	11	13.4	2	2	4.8	15	15	15.6	28	28	12.7
	Total	82	183	100.0	42	114	100.0	96	230	100.0	220	527	100.0
	<i>Mean</i>		<i>2.2</i>			<i>2.7</i>			<i>2.4</i>			<i>2.4</i>	
2	Standards of trainers												
	1. High	41	123	50	25	75	59.5	48	144	50	114	342	51.8
	2. Medium	31	62	37.8	10	20	23.8	30	60	31.2	71	142	32.3
	3. Low	10	10	12.2	7	7	16.7	18	18	18.8	35	35	15.9
	Total	82	195	100.0	42	102	100.0	96	222	100.0	220	519	100.0
	<i>Mean</i>		<i>2.4</i>			<i>2.4</i>			<i>2.3</i>			<i>2.4</i>	
3	Standards of curricula												
	1. High	37	111	45	21	63	50	42	126	43.7	100	300	45.5
	2. Medium	36	72	43.9	15	30	35.7	35	70	36.4	86	172	39
	3. Low	9	9	11.1	6	6	14.3	19	19	19.9	34	34	15.5
	Total	82	192	100.0	42	99	100.0	96	215	100.0	220	506	100.0
	<i>Mean</i>		<i>2.3</i>			<i>2.4</i>			<i>2.2</i>			<i>2.30</i>	
4	Efficient and available facilities , budget, mgt etc.												
	1. High	43	129	52.4	33	99	78.6	55	165	57.3	131	393	59.5
	2. Medium	36	72	43.9	7	14	16.7	26	52	27	69	138	31.4
	3. Low	3	3	3.7	2	2	4.7	15	15	15.7	20	20	9
	Total	82	204	100.0	42	115	100.0	96	232	100.0	220	551	99.9
	<i>Mean</i>		<i>2.5</i>			<i>2.7</i>			<i>2.4</i>			<i>2.5</i>	

The respondents agreed that the result eventually ended with weak performance, weak management, and fewer standards, never fit in the market competition. So, the need for alleviating the factors that affected the quality, relevance and effectiveness of the training was unquestionable.

The existence of a high degree of mismatch between the training and the skill need of the labor force in the labor market on the average was confirmed by 115 (52.3%) out of 220 respondents. Besides, 114 (51.8%) mentioned standard of trainer, 100 (45.5%) standard of curricular and the rest 131 (59.5%) of the respondents mentioned efficiency and availability of facilities, budget, management, etc, as having a high impact on the quality, relevance and effectiveness of TVET training.

Table 6: The feedback of TVET staff, MSE administrators and operators on the reaction how the problems of graduates being identified for their skills, knowledge and self reliance.

No	Item s	Frequency of Responses						Total	
		TVET staff		MSE Adm.		MSE operators			
		F	%	F	%	F	%	F	%
<i>Assessing sufficient knowledge</i>									
1	<i>Do you think the graduates have acquired sufficient skills, knowledge and self reliance</i>								
	Yes	32	28.6	22	40.7	45	30	99	31.3
	No	80	71.4	32	59.3	105	70	217	68.7
	Total	112	100.0	54	100.0	150	100.0	316	100.0
2	<i>If your answer is No, how is it possible to identify the problem? You can choose more than one</i>								
	1. By tracer study	80	100.0	32	100.0	90	85.7	202	93.1
	2. By action research	60	75.0	20	62.5	25	23.8	105	48.4
	3. By follow-up supervision	78	97.5	28	87.5	85	80.9	191	88.0
	4. By interview	36	45.0	16	50.0	45	42.9	97	44.7
	5. By focus group discussion	45	56.3	25	78.1	80	76.2	150	69.1
	6. By observation	65	81.3	30	93.6	75	71.4	170	78.3
	7. By report	15	18.8	10	31.3	18	17.1	43	19.8

In Table 6, respondents were asked to depict the state of MSE operators' acquaintance of skill, knowledge, and self reliance. On average 99 (31.3%) and 217 (68.7%) of the respondents asserted YES and NO, respectively. This disclosed that graduates from the institutes had still wide gaps in skill, knowledge and entrepreneurial weaknesses for creating employability. Consequently, the MSE co-op based placement operators would suffer from low productivity and be compelled to give up their work (enterprises). This will render them inefficient in fighting unemployment and poverty reduction. As is shown in Item 1 of Table 6, the majority (80 or 71.4%) of the TVET staff and 32 MSE administrators (59.3%) don't believe graduates have acquired enough skill and knowledge.

Meanwhile senior officials and the target group discussants mentioned the existence of critical problems in the enterprise and that the task forces have had serious problems in skill and entrepreneurial worth. They complained that the stakeholders, particularly, the TVET staff and MSE institutes, had hardly any concern about the MSE operators' challenges. This has resulted in operators being frustrated and losing confidence.

In Table 6, Item 2, the respondents were also asked about the ways they could possibly use to identify and detect the problems. They mentioned that the problems could have been easily distinguished and measures taken as appropriate. As to the method of problem identification, 202 (93.1%) suggested by tracer study, 191 (88.0%) by follow-up and supervision, 170 (78.3%) by observation, 150 (69.1%) by focus group discussion and 105 (48.4%) by action research, respectively.

On the issue of linkages, respondents were asked whether or not the TVET and MSE institutions had suitable and effective linkages with each other. As shown in Table 6, 72 out of the 112 TVET staff (64.3%), 39 out of 54 MSE administrators (72.2%) and 115 out of 150 MSE operators (76.7%) asserted NO. Overall, out of the 316 respondents, 90 (28.5%) and 226 (71.5%) said YES and NO, respectively. The majority of respondents clearly indicated the absence of an otherwise favorable linkage or inter-relationships between the sectors.

Table 7: The views of TVET staff, MSE administrators and operators to examine whether the TVET and MSE sectors have common issues to strengthen their linkages

No	Item s	Frequency of Responses							
		TVET staff		MSE Adm.		MSE operators		Total	
		F	%	F	%	F	%	F	%
<i>Assessing Sufficient knowledge</i>									
1	<i>Do your institutions have any linkage with the MSE sectors so as to do more on the World of work?</i>								
	Yes	40	36.7	15	27.8	35	23.3	90	28.5
	No	72	64.3	39	72.2	115	76.7	226	71.5
	<i>Total</i>	<i>112</i>	<i>100.0</i>	<i>54</i>	<i>100.0</i>	<i>150</i>	<i>100.0</i>	<i>316</i>	<i>100.0</i>
2	<i>Factors affecting problems</i>								
	<i>If your answer is yes, mark the rate of your agreement or disagreement, on the Common issue</i>								
	Strongly agree	3	7.5	0	0	2	5.7	5	5.6
	Agree	6	15.0	2	13.3	4	11.4	12	13.3
	Disagree	24	60.0	11	73.3	24	68.6	59	65.6
	Strongly disagree	7	17.5	2	13.3	5	14.3	14	15.5
	<i>Total</i>	<i>40</i>	<i>100.0</i>	<i>15</i>	<i>100.0</i>	<i>35</i>	<i>100.0</i>	<i>90</i>	<i>100.0</i>
3	<i>Exchange ideas</i>								
	Strongly agree	1	2.5	1	6.6	0	0	2	2.2
	Agree	2	5.0	4	26.8	3	8.6	9	10.0
	Disagree	24	60.0	9	60.0	30	85.7	63	70.0
	Strongly disagree	13	32.5	1	6.6	2	5.7	16	17.8
	<i>Total</i>	<i>40</i>	<i>100.0</i>	<i>15</i>	<i>100.0</i>	<i>35</i>	<i>100.0</i>	<i>90</i>	<i>100.0</i>
4	<i>Have common plan and perform, evaluate and give feedback</i>								
	Strongly agree	0	0.0	0	0.0	2	5.7	2	2.2
	Agree	4	10.0	3	20.0	8	22.8	9	10.0
	Disagree	30	75.0	11	73.3	18	51.4	63	70.0
	Strongly disagree	6	15.0	1	6.7	7	20.1	16	17.8
	<i>Total</i>	<i>40</i>	<i>100.0</i>	<i>15</i>	<i>100.0</i>	<i>35</i>	<i>100.0</i>	<i>90</i>	<i>100.0</i>
5	<i>Started alleviating problems which have been in the system</i>								
	Strongly agree	0	0.0	1	6.6	0	0.0	1	1.2
	Agree	9	22.5	4	26.8	7	20.0	20	22.2
	Disagree	25	62.5	9	60.0	22	62.9	56	62.2
	Strongly disagree	6	15.0	1	6.6	6	17.1	13	14.4
	<i>Total</i>	<i>40</i>	<i>100.0</i>	<i>15</i>	<i>100.0</i>	<i>35</i>	<i>100.0</i>	<i>90</i>	<i>100.0</i>

Contemporary writers believe in the linkages between TVET and the world of work. Yekunoamlak (2000:15) underlined their relationship as indivisible and containing the normal value of life and necessary part of human activity.

An important way to facilitate the integration of young people in to the work life is to build closer link between schooling and work. Though the practical application is questionable, the Ethiopian Education Policy and Training underlines the inseparable and everlasting feature as well as integration of TVET and MSE sectors.

Almost all interviewees asserted that the linkage between the TVET and MSE institutes was weak and didn't encourage the co-op based placement of MSE operators. The institutes didn't see critically what the country intends to achieve in the establishment of the sectors. They need to think over it and make the MSE operators be successful from the linkage and integration by way of creating skilled man power and filling the skill gaps within the MSE operators. The objectives of the sectors are to make them be responsible to the needs of the labor market; to improve access to TVET for all target groups in need of training in the micro and small scale enterprise sectors; enhancing proper training for the progress of self employment and the development of MSE which are integrated with other MSE development services.

It was also crucial to examine the extent of having common issues, exchange of ideas, having a common implementation plan and the practical stand of alleviating the problems, which have been in the system. Surprisingly, for each item, as seen from Table 6, the number and percentage of the respondents who said disagree stood at 59 (65.6%), 63 (70%), 63 (70%) and 56 (62.2%), respectively.

Table 8: The opinion of TVET staff, MSE administrators and operators' practical performances on the existing common Activities.

No	Item s	Frequency of Responses						Total	
		TVET staff		MSE Adm.		MSE oper.			
		F	%	F	%	F	%	F	%
1	<i>If your answer to Item 1 of Table 6 is YES what did trainers and others from your institutions perform? Determine the common activities from 1 to 5 accordingly.</i>								
	1. Study the need assessments of the MSE'S operators	10	25.0	4	26.7	11	31.4	25	27.8
	2. Develop tracer study	9	22.5	2	13.3	-	-	11	12.2s
	3. Support the MSE operators for their gaps in entrepreneurial skill and other related problems	20	50.0	8	53.3	24	68.6	52	57.8
	4. Help to revise and Improve the curricula in the institutes	1	2.5	1	6.7	-	-	2	2.2
	5. Being insisted on continuing on doing pertinent research	0	-	-	-	-	-	-	-
	<i>Total</i>	<i>40</i>	<i>100.0</i>	<i>15</i>	<i>100.0</i>	<i>35</i>	<i>100.0</i>	<i>90</i>	<i>100.0</i>

On the issue of support, almost half of the 40 TVET staff, 8 (53%) of the MSE administrator and the majority, 24 (68.6%) of MSE operator said that trainers and others supported the MSE operators. In Table 8, respondents were asked to rank the areas of activities performed by trainers and others in helping the co-op based job placement MSE operators. 52 (57.8%) out of 90 respondents said that they supported the MSE operators for the gaps in the entrepreneurial skill and

other related problems. Studying the MSE operators' problems through TVET and MSE sector need assessment stood second.

Available literature indicates the contribution of stakeholders as vital to the success of the MSE sectors: developing tracer study to impart the concept of entrepreneurial skills; developing and designing research to improve the sector in its organization, service and product; enhancing the opportunity of access to the market, getting market information; facilitating proper training for the progress of self-employment. The most important issuance stressed in the interdependence and oneness feature of the integration of TVET and MSE sectors as they are the backbone to attaining a sustainable economic development of any developing country.

Respondents were asked questions to highlight the roles of institutions to sustain the MSE operators. They were also asked if they know whether or not their institutes had any connections in working together with them. While 46 (41.0%) of the TVET staff said YES, the other 66 (59.0%) said NO. The response of TVET administrators shows otherwise; 36 (66.7%) believed that they were working together with the MSE operators. It is the researcher's opinion that the MSE administrators' response was not consistent and demands further investigation.

In Table 9, Item 2, respondents were also asked to identify the most popular sectors in terms of having good relationship. Respondents were given alternatives to prioritize. The rank of the sectors together with the number or percentage of respondents was as follows: Kebele and sub-city MSE administrators (40 or 25%), Addis Micro Finance and Credit/Loan enterprise (39 or 24.4%), TVET Agencies (36 or 22.5%). This disclosed that sectors had connections with other institutions despite their less interaction.

As to item 3 of Table 8, respondents were also asked to see the status of their relationship and what activities have been performed. While 26 (31.7%) out of the 46 TVET staff respondents rated for setting common issues and well implementation, 22 (26.8%) of them said they established common schedules to progress the enterprises. Besides, the respondents were questioned about the generalization and the rate of the overall support to the MSE operators' success by the stakeholders. Out of the 316 respondents, 134 (42.4%) and 108 (34.2%) answered and generalized the overall support as FAIR and GOOD, respectively. Only 23 or 7.3 of them characterized the support as Excellent. This signifies that a lot of work needs to be done to improve the MSE operators' overall standards. Otherwise, the conditions can lead to problems.

Table 9: The belief of respondents to the linkages of Institutions to sustain the development of MSE operators

No	Item s	Responses	Frequency of Responses						Total	
			TVET staff		MSE Adm.		MSE operators			
			F	%	F	%	F	%	F	%
1	<i>Do your Institutions have any connection with the MSE Operators?</i>									
	Do your institutions have any connections to work with other institutions to and improve the MSE operators' overall involvement besides the MSE sectors	Yes	46	41.0	36	66.7	78	52.0	160	50.6
		No	66	59.0	18	33.3	72	48.0	156	49.4
		Total	112	100.0	54	100.0	150	100.0	316	100.0
2	<i>If your answer to question number 11 is YES, which are the sectors?</i>									
	A. Employers		10	21.7	6	16.7	40	19.2	31	19.4
	B. Kebele & Sub-city MSE Administrator		8	17.4	10	27.8	22	28.2	40	25.0
	C. TVET Agencies		28	60.9	2	5.6	6	7.7	36	22.5
	D. House Projects		-	-	4	11.1	10	12.8	14	8.8
	E. Addis credit and loan micro finance		-	-	14	38.9	25	32.1	39	24.4
	Total		46	100	36	100.0	103	10.00	160	100.0
3	<i>If your answer to item 1 is YES, rate your opinion for the following. Hint 1 for the highest and 4 is the least activities. (For common activities to progress the MSE operators)</i>									
	A. Set common issues and implement well		15	32.6	11	30.6	-	-	26	31.7
	B. Establish common schedules		6	13.1	16	44.4	-	-	22	26.8
	C. Exchange constructive experiences		14	30.4	5	13.9	-	-	19	23.2
	D. Identify MSE's problems and seek to solve them		11	23.9	4	11.1	-	-	15	18.3
	Total		46	100.0	36	100.0	0	0	82	100.0
4	<i>How do you generalize and rate the overall support by stake holders to the MSE operators' success?</i>									
	1. Excellent		8	7.1	4	7.4	11	7.3	23	7.3
	2. Very good		10	8.9	12	22.2	29	19.3	51	16.1
	3. Good		40	35.7	18	33.3	50	33.3	108	34.2
	4. Fair		54	48.3	20	37.1	60	40.0	134	42.4
	5. Not good		-	-	-	-	-	-	-	-
	Total		112	100.0	54	100.0	150	100.0	316	100.0

Stakeholders' attitude towards the TVET and MSE programmes was one area of analysis in the study. As is indicated in Table 9, respondents were asked to suggest/identify the present level of peoples' attitude towards the sectors. Most of TVET staff i.e., 90 or 80.4%, 44 (81.5%) of MSE administrators and 120 (80%) of the MSE operators indicated that the people/stakeholders had negative attitude towards the TVET and MSE programs, i.e., a total of 254 (80.4%) of the respondents; whereas, the remaining 62 (19.6%) said it was positive. Literature in general and historically, particularly in Ethiopian, the prevalence of negative attitude towards the programme is common place. Little was known about the sectors. Establishing and working in the sectors was faced by many challenges. People hadn't given due attention to the market driven information and job creation to fight unemployment and poverty eradication strategies. There is still reluctance and

weak attitude to the systems. Vividly, in Ethiopia, involvement in such a black collar activities was undermined as such and treated as something evil.

Table 10: The responses of TVET Staff, MSE Administrators and Operators on the Attitude of Stakeholders' to the TVET & MSE Programs.

No	Items	Frequency of Responses							
		TVET staff		MSE Adm.		MSE oper.		Total	
		F	%	F	%	F	%	F	%
1	<i>What do you think is the attitude of stake holders /people to the programmes and the existence and linkage between the TVET and MSE sectors on the work of MSE operators?</i>								
	Positive	22	19.6	10	18.5	30	20	62	19.6
	Negative	90	80.4	44	81.5	120	80	254	80.4
	<i>Total</i>	<i>112</i>	<i>100.0</i>	<i>54</i>	<i>100.0</i>	<i>150</i>	<i>100.0</i>	<i>316</i>	<i>100.0</i>
2	<i>If your answer is Negative, Prioritize from 1 to 5 based on their negative attitude</i>								
	A. MSE operators	30	33.3	17	38.6	52	43.3	99	39.0
	B. The MSE officials	3	3.3	7	15.9	6	5.0	16	6.3
	C. The Gov't officials	2	2.2	2	4.5	4	3.3	8	3.1
	D. The community	40	44.4	10	22.7	50	41.7	100	39.4
	E. The Employers	8	8.9	5	11.4	6	5.0	19	7.5
	F. The TVET Society	7	7.8	3	6.8	2	1.7	12	4.7
	<i>Total</i>	<i>90</i>	<i>100.0</i>	<i>44</i>	<i>100.0</i>	<i>120</i>	<i>100.0</i>	<i>254</i>	<i>100.0</i>
3	<i>If your answer Negative, what do you think are the bottlenecks? Indicate the problems in relation to their effect.</i>								
	A. The inefficient skills of the MSE operators	16	17.8	7	15.9	21	17.5	44	17.3
	B. The policy of the government	4	4.4	0	0	8	6.7	12	4.7
	C. The lack of quality, relevance and effectiveness of the training	24	26.7	12	27.3	21	17.5	57	22.4
	D. Less quality of production and services of the MSE operators	12	13.3	11	25.0	18	15	41	16.1
	D. The Ethical problems of the members/MSE operators	20	22.2	12	27.3	19	15.8	51	20.0
	F. Lack of market	6	6.7	0	0	17	14.2	23	9.0
	G. Lack of awareness of the people	8	8.9	2	4.5	16	13.3	26	10.2
	<i>Total</i>	<i>90</i>	<i>100.0</i>	<i>44</i>	<i>100.0</i>	<i>120</i>	<i>100.0</i>	<i>254</i>	<i>100.0</i>

The results were conclusive of the discriminatory practices of society and the biased attitudes of social out look like the isolation and despise for craftsmen, black smiths, potters, who were wrongly viewed inferiorly. (Teklehaimanot, 2002:2)

As presented in Table 10, Item 2, respondents who answered negative were asked to prioritize the negative attitude of the agents. As shown in the table, similarly 100 (39.7%) each out of the 254 (100%) respondents of MSE operators by themselves and the community took the lion's share among other agents. The fact that the community stood out as having negative attitude is consistent with literature.

In Item 3 of Table 10, respondents were also asked as to why the negative attitude of agents prevailed. They were also asked what the bottlenecks were. The reasons according to the respondents for the bottlenecks were: the lack of quality, relevance and effectiveness of the training 57 (22.4%) and for poor quality of productions and services of the MSE operators 57 (22.4%). The third reason according to 51 (20.0%) of the respondents was the ethical problem of the members/MSE operators. The background reason for the bad attitude could have been so much but in this study, 44 (17.3%) respondents sited the inefficient skills of the MSE operators, 26 (10.2%) said lack of awareness of the people, 23 (9.0%) said lack of market and 14 (5.5%) respondents mentioned the policy of the government.

Attempt was made to investigate whether there were guidelines in the TVET training framework to be utilized for perpetual development and poverty reduction or not. 82 (73.2%) and 30 (26.8%) of the TVET staff, and 28 (51.9%) and 26 (48.1%) of MSE administrators confirmed YES and NO, respectively. Although the majority of the respondents asserted positively that the vocational guidelines were known, in the interview session the guidance and counselors of Higher 12 mentioned that the guidelines weren't known and they weren't sure about the presence of the guidelines. In the open ended questions to the knowledge and utilization of the guidelines, the TVET staff indicated that they hardly know and use it. This signifies the vocational guidance and counselors don't contribute to the trainer according to the intention of the programme.

Respondents were asked about the agents who supervised and helped the MSE members better. Out of the 112 TVET staff, 60 (53.6%) said the MSE operators were helped by trainers and department heads. However, out of the 112, only 10 (8.9%) of the respondents agreed that guidance and counselors helped the MSE operators. Even the overall respondents (126 out of 316 or 39.9%) as seen in Table 10, said the agents who helped the needy were the trainers/department heads, while only 42 (13.35) of the respondents believed that the vocational guidance and counselors helped the MSE operators. This hints that the vocational and guidance counselors didn't help the MSE operators as intended and as expected.

Table 11: The views of TVET Staff, MSE Administrators and Operators Concerning Guidelines in TVET Framework and the Effect of Vocational Guidance and Counseling.

No	Item s	Frequency of Responses							
		TVET staff		MSE Adm.		MSE Opera		Total	
		F	%	F	%	F	%	F	%
1	<i>Are their any guidelines in the TVET program framework to be utilized for sustainable development & poverty reduction?</i>								
	Yes	82	73.2	28	51.9	-	-	100	64.1
	No	30	26.8	26	48.1	-	-	56	35.9
	Total	112	100.0	54	100.0			156	100.0
2	<i>Who do you think are the agents who supervise and help the MSE members more?</i>								
	A. Trainers /department heads	60	53.6	24	44.4	42	28.0	126	39.9
	B. Principals/Deans	26	23.2	10	18.5	30	20.0	66	20.9
	C. Supervisors	16	14.3	12	22.2	38	25.3	66	20.9
	D. Vocational guidance and counselors	10	8.9	8	14.8	24	16.0	42	13.3
	E. No one	0	0	0	0	16	10.7	16	5.1
	Total	112	100.0	54	100.0	150	100.0	316	100.0
3	<i>Do TVET Institutes have Vocational counselors?</i>								
	Yes	20	17.9	28	51.9	45	30	93	29.4
	No	92	82.1	26	48.1	105	70	223	70.6
	Total	112	100.0	54	100.0	150	100.0	316	100.0
4	<i>If you say YES to item No 3, are they efficient, effective and appropriate for assignment in the institutions?</i>								
	Yes	4	20	15	53.6	15	33.3	34	36.6
	No	16	80	13	46.4	30	66.7	59	63.4
	Total	20	100.0	18	100.0	45	100.0	83	100.0
5	<i>If your answer is NO to item no 4, rank the reasons orderly 1 to 4 for their impacts.</i>								
	A. Lack of knowledge	2	12.5	1	7.7	3	10.0	6	10.2
	B. Lack of relevant assignment	8	50.0	2	15.4	7	23.3	17	28.8
	C. The absence of pertinent vocational guidelines	2	12.5	7	53.8	14	46.7	23	39.0
	D. The absence of reliable institutes to train vocational guidance and counselors	4	25.0	3	23.1	6	20.0	13	22.0
	Total	16	100.0	13	100.0	30	100.0	59	100.0
6	<i>To make the MSE operators more productive, what recommended duties should the vocational guidance perform? You can choose more than one</i>								
	A. Provide authentic information	60	53.6	46	85.2	122	81.3	228	72.2
	B. Render lessons to improve the quality of products and services	104	92.9	45	83.0	28	18.6	117	56.0
	C. Encourage operators to develop self confidence	110	98.2	50	92.6	150	100	310	98.1
	D. Have good Ethics and self reliance	78	69.6	44	81.5	130	86.7	252	79.7
	E. Help to learn from others and to scale up experiences	80	71.4	38	70.4	120	77.9	238	75.3

Another crucial question was also raised to the respondents if the TVET institutes had vocational and guidance counselors. Surprisingly, out of 112 respondents only 20 (17.9%) said Yes; whereas

the majority (92 or 82.1%) of the TVET staff responded No. On the other hand, the majority of the respondents (233 from 316, i.e., 70.6%) said the TVET institutes didn't have proper vocational and guidance counselors. Even one of the sample institutes, namely Berhan Ethiopia TVET institute didn't have any guidance and counselor, let alone the professional vocational and guidance counselor. It can be seen that the customers never gained the wisdom of vocational and guidance counselor's service resulting in low quality of the training.

A question was asked for those who chose YES in Table 11, Item 4, about the effectiveness, efficiency, appropriateness for the assignment of counselors made to the institutions. 16 (80%) confirmed that there had been a lot of limitations in the assignment of the counselors. They stressed in the open ended question and interview discussion that the so called guidance and counselors were irrelevant; besides, they didn't have any commitment to progress the trainees together with the MSE operators.

Those respondents who answered No in this item were also asked for the reasons. They believed the existence of the problem of irrelevant assignment and the absence of reliable institutes to train vocational guidance and counselors in the country. This also reflects the low level of attention given by the government as well.

To make the MSE operators more productive, respondents were asked to recommend on duties to be performed by vocational guidance. The majority of the TVET staff (110 or 98.2%), 50 (92.6%) of the MSE administrators and almost all of the MSE operators, i.e., 150 or 100% believed the vocational guidance and counselors could encourage operators to develop their self-confidence. The TVET staff underlined the best duty of the career and vocational guidance is to render lessons to improve the quality of products and services. And others added to get the lesson of vocational and counselors are to keep others to learn from one another and to scale up experiences.

On Item 1 of Table 12, respondents were asked to disclose the main source of labor market information. They believed the main source of labor market information was studies on the area by different organizations. Out of the 316 respondents, 102 (32.2%) confirmed the fact. Another question was raised on whether MSE operators got sufficient information about regional, national and international (global) market situations. The majority of respondents (247 out of the 316 or 78.2%) said No. Specifically, 90 (80.4%) of the TVET staff, 42 (77.8%) of the MSE administrators

and 115 (76.7%) of the MSE operators said that the MSE operators didn't get sufficient information about regional, national and global market situation.

Table 12: The responses of TVET Staff, MSE Administrators and Operators regarding Source of Labor Market Information.

No	Items	Frequency of Responses									Total		
		TVET staff			MSE Admins.			MSE Operators					
		F	F*Wt	%	F	F*Wt	%	F	F*Wt	%	F	F*Wt	%
1. Which are/is the main source of labour market information?													
A	Study on the area made by different organization	36		29.5	20		37.0	46		30.7	102		31.7
B	Ministry of labour and social affair	28		23.0	10		18.5	30		20.0	68		21.1
C	Ministry of Education and Mass media	46		37.7	14		25.9	38		25.3	94		29.2
D	Ministry of Education	12		9.8	10		18.5	36		24.0	58		18.0
	Total	122		100.0	54		100.0	150		100.0	322		100.0
2. Do MSE operators get sufficient information about regional, national and global market situation?													
	Yes	22		19.6	12		22.2	35		23.3	69		21.8
	No	90		80.4	42		77.8	115		76.7	247		78.2
	Total	112		100	54		100	150		100	316		100
3. If your answer to the question is no, rate the possible reasons.													
A	Lack of resource												
	High	25	75	27.8	12	36	28.6	30	90	26	67	201	27.1
	Medium	45	90	50	20	40	47.6	49	98	42.6	114	228	46.2
	Low	20	20	22.2	10	10	23.8	36	36	31.4	66	66	26.7
	Total	90	185	100.0	42	86	100.0	115	224	100.0	247	495	100.0
	Mean		2.1			2.0			1.9			2.0	
B	Lack of concern												
	High	45	135	50	17	51	40.5	31	93	27.0	93	279	37.7
	Medium	23	46	25.6	23	46	54.8	48	96	41.7	94	188	38.1
	Low	22	22	24.4	2	2	4.7	36	36	31.3	60	60	24.3
	Total	90	203	100.0	42	99.0	100.0	115	225	100.0	247	527	100.0
	Mean		2.3			2.4			2.0			2.1	
C	Lack of attitude												
	High	51	153	56.7	25	75	59.5	50	150	43.5	126	378	51
	Medium	24	48	26.7	15	30	35.7	38	76	33	77	154	31.2
	Low	15	15	16.7	2	2	4.8	27	27	23.5	44	44	17.8
	Total	90	216	100	42	107	100	115	253	100	247	576	100
	Mean		2.4			2.5			2.2			2.3	
D	Lack of skills and knowledge												
	High	49	147	54.4	26	78	61.9	60	180	52.2	135	405	54.7
	Medium	26	52	28.9	13	26	30.9	32	64	27.8	71	142	28.7
	Low	15	15	16.7	3	3	7.1	23	23	20	41	41	16.6
	Total	90	214	100	42	107	99.9	115	267	100	247	588	249
	Mean		2.4			2.5			2.3			2.4	

The respondents were again asked to rate the possible problem if they answered "No" to the aforementioned issue. The following conditions were rated: lack of resource, lack of concern, lack of attitude and lack of skill and knowledge. The respondents chose lack of skill and knowledge, though literature indicates otherwise, i.e., lack of concern. 56.7% of the TVET staff rated lack of attitude as high and ranked first. 61.9% of the MSE administrators rated the lack of skill and knowledge as high and ranked first, whereas 52.2% of the MSE operators rated the lack of skill and knowledge as high.

As far as the level of MSE operators getting sufficient entrepreneurial skill via training was concerned, while 99 (31.3%) said Yes, the other 217 (68.7%) of them said No (See Table 12). Besides, those who answered Yes were asked about the extent of the entrepreneurial skill acquired: 15.2%, 55.6% and 29.3% of the respondents rated high, medium and low, respectively. However, the fact that the mean average value is low, i.e., 1.86, is indicative of responses contrary to the response given for Item 1 of Table 13. This shows that the problem is still alive and valid.

Table 13: The belief of TVET Staff, MSE Administrators and Operators on the level of MSE Operators getting Sufficient Entrepreneurial skill via Training.

No	Items	Response	Frequency of Responses									Total		
			TVET staff			MSE Admins.			MSE Operators			F	F* Wt	%
			F	F* Wt	%	F	F* Wt	%	F	F* Wt	%			
1	Do the MSE operators get sufficient entrepreneurial skill via training	Yes	33		29.5	19		35.2	47		31.3	99		31.3
		No	79		70.5	35		64.8	103		68.7	217		68.7
		Total	112		100.0	54		100.0	150		100.0	316		100.0
2	To what extent are these if your answer is yes for the above question	High	8	24	24.2	3	9	15.8	4	12	8.5	15	45	15.2
		Medium	15	30	45.5	10	20	52.6	30	60	63.8	55	110	55.6
		Low	10	10	30.3	6	6	31.6	13	13	27.7	29	29	29.3
		Total	33	64	100.0	19	35	100.0	47	85	100.0	99	184	100.0
		Mean		1.9			1.8			1.8			1.86	
3	Are the MSE coop based operators skillful, qualified and got sufficient training from TVET institutions	Yes	26		23.2	14		25.9	45		32	88		27.8
		No	86		76.8	40		74.1	102		68	228		72.2
		Total	112		100.0	54		100.0	150		100.0	316		100.0

One of the serious constraints in the co-op based Micro and Small Enterprises business was inadequate income. Available literature teaches us that the confidence and the productivity of MSE operators based on correct entrepreneurial dissemination and concept. It was added in Raymond (1981:8) over 90% of all micro and small enterprises failures are attributable to inexperience and

poor management. In this aspect, the respondents were asked to reflect whether the MSE operators were skillful, qualified and got enough training designed and thought thoroughly by TVET institutes. The majority (86 or 76.8%) of the TVET staff confirmed No. 40 (74.1%) out of the 54 MSE administrators and 102 (68%) out of the 150 MSE operators, answered No. Hence, it is easy to infer that the co-op based micro and small enterprise members have been suffering from the lack of entrepreneurial wisdom which could have made the MSEs advantageous and more competitive in the area.

In Table 14, Item 1, respondents were asked about the degree of motivation on overall activities of co-op based micro and small scale enterprise operators and if they believed that MSE operators were motivated: while 76 (67.8%) of the TVET staff said No, 32 (59.3%) of the MSE administrators also believed otherwise. Surprisingly, 75.3% of the MSE operators themselves answered No. Particularly during the focal group discussions, the MSE operators mentioned several problems. They said the sub-city and the kebele management bodies didn't encourage them for the market access through continuous visit; their products weren't sold quickly; supervisors didn't mind the operators getting good profit as they mostly ignored them; they only visited whenever their boss told them to do so. This shows that the supervising exercise was not supportive enough.

Other respondents supported the idea of the MSE operators as well. They were asked to indicate and rate the extent of the problems, if their answer to the question was No. They prioritized the problems and the extent. First, 56.6% of the TVET staff and 62.5% of the MSE administrators rated as high, respectively. But 46.9% of the MSE operators rated high. It seems their perception may not be the same with the other groups; they mentioned and rated as high lack of leadership and being ambitious to earn more profit quickly and immediately. The second difficulty they confirmed and rated as high were lack of motivation and commitment and the lack of getting initial start-up capital, etc., respective

Table 14: The views of TVET Staff, MSE Administrators and Operators' to the MSE Operators' Motivation

No	Items	Response	Frequency of Responses									Total		
			TVET staff			MSE Adm.			MSE Operators					
			F	F*Wt	%	F	F*Wt	%	F	F*Wt	%	F	F*Wt	%
1. What do you think about the MSE operators' motivation? Are they motivated by poverty alleviation?														
		Yes	36		32.1	22		41.0	37		25.0	95		30.1
		No	76		67.9	32		59.0	113		75.0	221		69.9
		Total	112		100	54		100	150		100	316		100.0
2. If your answer to Item 1 is NO, indicate and rate the extent of the problems.														
A	Lack of leadership skill to operate	High	43	129	56.6	20	60	62.5	53	159	47.0	116	348	52.5
		Medium	20	40	26.0	8	16	25.0	38	76	34.0	66	132	29.7
		Low	13	13	17.0	4	4	13.0	22	22	20.0	39	39	17.8
		Total	76	182	100	32	80	100.0	113	257	100	221	519	100
		Mean		2.4			2.5			2.3			2.3	
B	Lack of motivation and commitment	High	45	135	59.0	18	54	56.0	44	132	39.0	107	321	48.4
		Medium	20	40	26.0	9	18	28.0	39	78	35.0	68	136	30.8
		Low	11	11	15.0	5	5	16.0	30	30	27.0	46	46	20.8
		Total	76	186	100	32	77	100	113	240	100	221	503	100
		Mean		2.4			2.4			2.1			2.3	
C	Lack of reasonable profit	High	30	90	40.0	15	45	47.0	38	114	34.0	83	249	37.6
		Medium	28	56	37.0	9	18	28.0	44	88	39.0	81	162	36.7
		Low	18	18	24.0	8	8	25.0	30	30	28.0	57	57	25.8
		Total	76	164	100	32	71	100	383	503	100	221	468	100
		Mean		2.2			2.2			1.3			2.1	
D	Being ambitious to earn more profit quickly and immediately	High	43	129	57.0	18	54	56.0	55	165	49.0	116	348	52.5
		Medium	22	44	29.0	10	20	31.0	27	54	33.0	59	118	26.7
		Low	11	11	15.0	4	4	13.0	31	31	28	46	46	20.8
		Total	76	184	100	32	78	100	113	250	109	221	512	100
		Mean		2.4			2.4			2.2			2.3	
E	Lack of getting initial capital for start up	High	36	108	47.4	17	51	53.1	43	129	38.0	96	288	43.5
		Medium	29	58	38.1	9	18	28.1	37	74	32.7	75	150	33.9
		Low	11	11	14.5	6	6	18.8	33	33	29.3	50	50	22.6
		Total	76	177	100	32	75	100	113	236	100	221	488	100
		Mean		2.3			2.3			2.1			2.2	
F	Difficulty for paying back their loan	High	32	96	42	16	48	50	42	126	37	90	270	40.7
		Medium	24	48	32	10	20	31	38	76	34	72	144	32.6
		Low	20	20	26	6	6	19	33	33	29	59	59	26.7
		Total	76	164	100	32	74	100	113	235	100	221	473	100
		Mean		2.2			2.3			2.1			2.1	
G	Lack of sufficient market information	High	34	102	45	15	45	47	46	138	41	95	285	42.9
		Medium	22	44	29	10	20	31	37	74	33	69	138	31.2
		Low	20	20	27	7	7	22	30	30	27	57	57	25.8
		Total	76	166	100	32	72	100	113	242	100	221	480	100
		Mean		2.2			2.3			2.1			2.2	

Congruent to the same reply to the problem, the MSE operators stressed that there have been a number of MSE operators compelled to close their enterprises. They explained this bitterly. Some of them were not able to meet their own survival needs and to satisfy their means of subsistence. Some ran on loss; some others ran away from their area so as not to payback the loan. Of course, luckily, there were some others who enjoyed more and thanked/appreciated the programme because they earned more money and felt happy.

It is possible, therefore, to infer from this discussion that the enterprises may or may not be effective depending on the factors and the endeavors made by the support rendered and the effort of the MSE operators by themselves. It's learnt from this that the need for support and follow-up by concerned bodies and stakeholders to the sector is invaluable and indispensable.

As presented in Table 15, Item 1, respondents were asked to identify and recommend the ways by which the MSE operators joined the sectors of the world of work. The respondents answered differently. However, proportionally, out of the 316 respondents, 104 (32.9%) said the TVET graduates joined the sectors by the kebele and sub-city administrators, 88 (27.8%) said by the MSE sectors, 72 (22.8%) of them said by the TVET institutes and the remaining 52 (16.5%) of the respondents believed by the MSE operators' parents or family. From this, one can deduce that trainees didn't benefit from the proper career orientation(s) from the TVET institutes before their graduation. Their responses substantiate the fact that most of them (46 or 30.7%) and 38 (25.3%) said they joined the MSE sector by kebele and sub-city administrators and MSE institutes, respectively, instead of the TVET institutes in which the foundation of vocational career is established in career aspiration and goal set up.

In Table 15, Item 2, respondents were asked to determine the rate of the overall accomplishments of the MSE venture and the competitive market. To this end, 73 (23.1%), 90 (28.5%) and 153 (48.4%) respondents asserted high, medium and low, respectively. The data disclosed the degree of competition of the coop based on the job micro and small enterprise operators was weak to be competitive enough.

Likewise, in Item 3 of the same table, respondents were asked to evaluate the level of customers' satisfaction on the quality of MSE operators' products and services delivered. Accordingly, more than half of the TVET staff (60 or 55.4%) confirmed the level of satisfaction to be weak. Overall,

out of the 316 respondents, 143 (45.3%) agreed the satisfaction as weak. This idea was supported by the MSE operators by themselves. In the discussion, the members of the micro and small enterprises pointed out that there were some limitations which didn't stimulate the customer. Members lacked good attitude, the products lacked quality, most of the members focused on quick gain with no effort. Consequently, the MSE members defeated the purpose of the sector and by so doing dug their own graves. They needn't have used improper materials and services to their customers. This behavior, in turn, was considered as adding fuel to fire on the prevailing negative attitude towards the sector. Supervisors underlined that local customers' attitude towards quality of products and services by co-op based job placement was not satisfactory and was the major problem of the enterprises.

Table 15: The views of TVET Staff, MSE Administrators and Operators' to the Ways of Joining the MSE Operators to the Sectors

No	Items	Response	Frequency of Responses									Total		
			TVET staff			MSE Adm.			MSE Operators			F	F*W t	%
			F	F*W t	%	F	F*W t	%	F	F*W t	%			
1. How did the MSE operators join the sectors? Recommended to join														
A	By the VET institutions	26		23.2	10		18.5	36		24	72		22.8	
B	By the MSE sectors	30		26.8	20		37.1	38		25.3	88		27.8	
C	By kebele and sub-city administrators	40		35.7	18		33.4	46		30.7	104		32.9	
D	By their parents or family	16		14.3	6		11.1	30		20	52		16.5	
Total		112	0	100	54		100	150		100	316		100	
2	How do you rate the overall accomplishment of the MSE venture and the competitive market?	High	30	90	26.8	10	30	18.5	33	99	22	73	219	23.1
		Medium	34	68	30.4	16	32	29.6	40	80	26.7	90	180	28.5
		Low	48	48	42.8	28	28	21.9	77	77	51.3	153	153	48.4
		Total	112	206	100	54	90	70	150	256	100	316	552	100
Mean			1.8			1.7			1.7			1.7		
3	How do you feel about the customers' satisfaction on the quality of products and services delivered by the MSE operators?	Excellent	12		8.9	5		9.3	16		10.7	33		10.4
		V .good	18		16.1	10		18.5	28		18.7	56		17.7
		Good	22		19.6	16		29.6	46		30.6	84		26.6
		Weak	60		55.4	23		42.6	60		40	143		45.3
		Not good	-		-	-		-	-		-	-		-
		Total	112		100	54		100	150		100	316		100

This indicates that lack of market linkage and weak economic capacity of local community, i.e., the community's low demand to purchase and use articles produced by the MSE operators, were the major problems which made working in co-op based job placement a challenge.

Table 16: The views of TVET Staff, MSE Administrators and Operators' on the Supports delivered to MSE coop based Job Placement

No	Items	Response	Frequency of Responses									Total		
			TVET staff			MSE Adm.			MSE Operator			F	F*	%
			F	F*	%	F	F*	%	F	F*	%			
1. What are the main supports delivered by the government to MSE coop based placement?														
A	Market availability	High	30	90	26.8	12	36	22.2	30	90	20	72	216	22.8
		Medium	34	68	30.4	16	32	29.6	48	96	32	98	196	31.0
		Low	48	48	42.8	26	26	48.2	72	72	48	146	146	46.2
		Total	112	206	100	54	94	100	150	258	100	316	558	100
		Mean		1.8			1.7			1.7			1.8	
B	Financial support	High	32	96	28.6	11	33	20.4	36	108	24.0	79	237	25.0
		Medium	36	72	32.1	14	28	25.9	44	88	29.3	94	188	29.7
		Low	44	44	39.3	29	29	53.7	70	70	46.7	143	143	45.3
		Total	112	212	100	54	90	100	150	266	100	316	568	100
		Mean		1.9			1.7			1.8			1.8	
C	Training	High	34	102	30.4	20	60	37	40	120	26.7	94	282	29.7
		Medium	38	76	33.9	21	42	38.9	46	92	30.7	105	210	33.2
		Low	40	40	35.7	13	13	24.1	64	64	42.7	117	117	37.0
		Total	112	218	100	54	115	100	150	276	100	316	609	100
		Mean		1.9			2.1			1.8			1.9	
D	Tax exemption	High	40	120	35.7	22	66	40.7	44	132	29.3	106	318	33.5
		Medium	42	84	37.5	19	38	35.2	52	104	34.7	113	226	35.8
		Low	30	30	26.8	13	13	24.1	54	54	36.0	97	97	30.7
		Total	112	234	100	54	117	100	150	290	100	316	641	100
		Mean		2.1			2.2			1.9			2.0	
E	Land for projects	High	35	105	31.6	23	69	42.6	47	141	31.3	105	315	33.2
		Medium	50	100	44.6	10	20	18.5	63	126	42.0	123	246	38.9
		Low	27	27	24.1	21	21	38.9	40	40	26.7	88	88	27.8
		Total	112	232	100	54	110	100	150	307	100	316	649	100
		Mean		2.1			2.0			2.0			2.1	
F	Technical support	High	37	111	33.0	18	54	33.3	58	174	38.7	113	339	35.8
		Medium	53	106	47.3	18	36	33.3	48	96	32.0	119	238	37.7
		Low	22	22	19.6	18	18	33.3	44	44	29.3	84	84	26.6
		Total	112	239	100	54	108	100	150	314	100	316	661	100
		Mean		2.1			2.0			2.1			2.1	
2	Who do you think takes the lion's share of supporting the MSE operators?	Gov't	82		73.2	30		55.6	69		46.0	181		57.3
		Private Enterprises	20		17.9	14		25.9	31		20.7	65		20.6
		NGOs	10		8.9	10		18.5	50		33.3	70		22.2
		Total	112		100	54		100	150		100	316		100
		Mean												

The focus of the presentation in Table 16 was to identify and rank the supports delivered to the MSE co-op based placement. The support provided to the sector is crucial as the MSE operators are at start-up stage. In each case, as indicated in the discussion, almost all respondents marked that the government supported the MSE operators in many ways than one. Technical support was ranked as the leading. The extent of the other support types delivered in most cases was medium. During the interview session, some mentioned the government even went as far as establishing the micro finance and credit enterprise. Not only the members got financial support from the credit, but also there were materials for the credit. According to officials, the clients preferred the machines for their operation. The credit institute purchased these materials/machines and handed it over to them. The arrangement was such that the operators were to assume ownership of the machines after completion of payment if organized in cooperatives. The practical aspect, though, was not as successful; some sold the machines, misused them or rented them to others. This act was irresponsible and abused the agreement.

In Item 2 of Table 16, respondents were asked to identify who took the lion's share in supporting the MSE operators'. 82 (73.2%) of the TVET staff, 30 (56.6%) of the MSE administrators and 69 (46%) of the MSE operators of said government; particularly the TVET staff believed government took more responsibility to support the MSE operators. Overall, 181 (57.3%) out of the 316 respondents confirmed that government's support to the sectors was high. The support of private enterprises and NGOs stood at 20.6% and 22.1%, respectively. The support provided by the later two is not as significant and as expected.

This is in line with the standpoint of developing countries that government often supports the low income citizens so as to keep the principle of equity.

Table 17: The views of TVET Staff, MSE Administrators and Operators' to The Extent of Self-Employment and the Constraints.

No	Items	Response	Frequency of Responses						Total		
			TVET staff		MSE Adm.		MSE Adm.		F	%	
			F	%	F	%	F	%			
1	How do you conceive the extent of self-employment possibilities for coop based placement-operators in Addis Ababa?	Excellent	14	12.5	8	14.8	15	10	37	11.8	
		Very Good	26	53.9	14	25.9	30	20	70	22.2	
		Good	30	7.8	15	27.8	40	26.67	85	26.9	
		Fair	42	10.9	17	31.5	65	43.33	124	39.1	
		Not good	-	-	-	-	-	-	-	-	-
		Total	112	100.0	54	100.0	150	100.0	316	100.0	

The intention of Table 17 was to know the extent of self employment in Addis Ababa. 37 (11.8%), 70 (22.2%), 85 (26.9%) and 124 (39.1%) of the overall respondents said excellent, very good, good and fair, respectively. Of course, the majority 124 (39.1%) of the 316 and 85 (26.9%) replied fair and good, respectively. The fact that the majority said good and fair needs to be reviewed as it is indicative of problems and difficulties in employability.

Most of the respondents, in the open ended questions, responded that there was a mismatch between the number of graduates and the demand of the market. There were problems like capacity of fresh graduates and low initiation for work. Basically, the role of stakeholders in generating employment opportunities was weak. Much effort is needed to provide new entrants with work opportunity and solve all problems which hinder employability and self reliance. Besides, the co-op based job placement MSE operators strongly and repeatedly mentioned frequently that access to credit, raw materials, market, assignment of relevant supervisors with deep concerned leadership is essential to progress self employment. This will help improve in attaining the intended goals of poverty reduction and unemployment alleviation.

Table 18: The Views of TVET Staff, MSE Administrators and Operators' on the Constraints faced by the MSE Operators

No	Items	Frequency of Responses						Total	
		TVET staff		MSE Adm.		MSE Adm.		F	%
		F	%	F	%	F	%		
<i>1. What are the severe constraints faced by the MSE's operators? Rank and determine the seriousness of the problems from the highest to the lowest order from the following.</i>									
A	The problem of attitude or dedication	26	23.2	11	20.4	25	16.7	62	19.6
B	The lack of market opportunity	13	11.6	7	13.0	22	14.7	42	13.3
C	Lack of work place	12	10.7	8	14.8	21	14.0	41	13.0
D	Low quality of products	14	12.5	6	11.1	23	15.3	43	13.6
E	Weak management or leadership	20	17.9	10	18.5	24	16.0	54	17.1
F	Lack of Finance	17	15.2	9	16.7	20	13.3	46	14.6
G	The Inflexibility nature of the TVET institution	10	8.9	3	5.6	15	10.0	28	8.9
Total		112	100.0	54	100.0	150	100.0	316	100.0

As indicated by the available literature, the job of employability is not a simpler task; several obstacles exist that make it unfruitful and non-engaging. Hence, respondents were asked to identify

the severe constraints faced by MSE operators and to determine their problems and their seriousness (Refer to Table 18). They distinguished and ranked them. The first problem asserted by 62 (19.6%) of the respondents was the problem of attitude or dedication to the program; weak management or leadership stood second according to 54 (17%) of the respondents; the third problem determined by 46 (14.5%) of the respondents was lack of finance; the fourth constraint said by 43 (13.6%) was low quality of products; 41 (13.2%) of the respondents said the lack of market opportunity. If we see again the TVET staff, 26 (23.2%) out of the 112 respondents said the problem of attitude, whereas the minority (10 or 8.9%) stressed the inflexible nature of the TVET curriculum. The MSE administrators even asserted that the problem of attitude/ dedication was the most serious problem. The MSE operators also stressed the lack of attitude as the most problematic.

3.3 Data Analysis for Interview Themes

In the open ended questions and interview sessions, the respondents enumerated a more or less similar set of problems in the sector: inefficient work experiences of the members, lack of training facilities, lack of qualified trainers, inadequate work place, lack of entrepreneurial skills and absence of hope or motivation. The assignment of officers from sub-city or kebele was either mostly inappropriate or weak. The assignees lack any experience with and connection to the sector. On top of this, the MSE operators agreed that both TVET and the MSE institutes lack a clear agenda and are incapable of solving the gaps. They merely sent us and they hardly understood the problem domain; for sure the operators questioned the trust the assignees have on the programme as they didn't strive to help the.

From this, one can infer that there are serious problems as respondents put them based on their perception. Among the major problems that respondents prioritized and qualified similarly were: the problem of attitude or dedication; lack of good management and leadership; lack of finance; lack of quality products or service; and lack of market opportunity. These were the severe bottlenecks that the MSE co-op based job placement operators encountered and as a consequence of which they suffered.

All respondents and interviewees were also asked to state the critical problems and suggested solutions to the problems in the MSE operators' progress towards self employment and fighting unemployment. The majority of the respondents put the problems according to their weight. They mentioned several things; however, the most critical ones were worth mentioning.

They explained the problems were lack of quality training, low quality of market demand, insufficient human skill, less concern to the sectors and bad attitude towards the problem not only by the stakeholders but also by the users (co-op based job placement MSE operators themselves); weak connection between the TVET and MSE institutes to work together for the betterment of the world of work; less entrepreneurial skill; the absence of needs assessment and tracer study, lack of supervision and at the same time the supervisors who work in the sub-city, kebele, etc., were not fit and were not interested in the area and were irresponsible; lack of coordination; poor management; lack of good governance; lack of commitment; lack of financial resources; lack of transparency; lack of improved service delivery; shortage of materials and electric power; lack of ownership; etc. Most of them stressed that the TVET institutes don't consider that the MSE sectors are their host or backbone for retaining their graduates to generate their income and become self employable. The TVET Institutes hardly visit the sectors to see what difficulties the MSE operators encountered. They didn't set influential and design common issues which could have been necessary to work together. And this may have helped them to assess their institutes' overall status, true conditions, and goal setting and evaluate the features of the demand driven policy as it is intended to yield the sector.

They suggested the causes of the problems could be lack of professional human power who conducts research about job opportunity. The society doesn't trust the MSEs operators knowledge, skills and ethical values. The people don't yet envisage the modern way of thinking. The institutes don't follow the country's belief that the sector is a major instrument to achieve the desired development through strong linkages with the needs of the labor market and the requirements of the nation's economy. Hence, they didn't give due attention to the integration between the TVET and MSE sectors, though the government's trust is visionary and correct.

On the solution aspect, the respondents suggested the training programme should be based on the MSE's goals and be able to fit to the labor market by upgrading the capacity of the training institutions, giving awareness for the society about the aims of the TVET and MSE sectors; thinking about career vocational counselors in that the youth can develop work desire, aspiration, option, etc., beginning from the grass root; strengthening the linkages between the TVET and MSE sectors for the world of work; establishing common guideline and principles which can govern to their unity. Develop needs assessment and tracer study. Publicize and scale up for the best results attained from other model enterprises, etc.

And finally, respondents in the open ended questions and interviewees in the interview sessions commented crucial points as to what the Addis Ababa city government should do in the linkages between the TVET and MSE institutes, their strong and weak sides as well as suggestions for the solutions to the problems.

The strong sides of the city government are: it identified the serious problems of the youth, i.e., poverty; it designed in its educational sector that the indispensable tools of TVET and MSE sectors as strategies in eradicating unemployment and poverty; offices were established from the city level down to kebele; the Micro-finance and loan (credit) institutions were established widely to alleviate financial problem; technical supports were given to the operators; TVET guidelines were designed and land access for demonstration of products was arranged.

However, the major of problems they repeatedly underlined were: inefficient linkages between the TVET institutes and MSE sector which can do more in the world of work; little concern of higher officials to the sector; lack of efficient, proper and relevant human power assigned to the areas; lack of creating systems and utilizing tracer studies or developing research and minimizing problems accordingly. The solutions suggested were to buy-in and to trust the strategy and be loyal to solve the problems. Striving to work with stakeholders and the community and developing transparency, responsibility and attaining good governance, etc.,. Besides, establishing linkages between labor market providers, strengthening awareness creation activities for the society about the importance of the sectors which are instrumental to fight poverty and sustain self employment.

CHAPTER FOUR

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Summary

The purpose of this study was to trace and explore the linkage between the Technical and Vocational Education and Training (TVET) institutes and Micro and Small Enterprises (MSEs) sector in the world of work, believing that their inseparable interaction is hoped to obtain considerable results in the MSE sectors. Therefore, the chief objective of the study was to undertake a meaningful assessment of what TVET, MSE and other stakeholders do for the betterment of co-op based job placement in micro and small enterprise programme in the alleviation of unemployment. In the study, an attempt was made in the introductory part to address the following basic research questions:

1. Do both TVET institutes and MSE sectors have common issues to strengthen the co-op based job MSE operators?
2. Do TVET institutes develop guidance and counseling procedures to make the MSE's operators effective and productive?
3. How ready are the TVET and MSE sectors to apply the principle of need assessment and tracer studies and solve problems; if any, for solutions?
4. What are the critical constraints, if any, affect the relationship between TVET and MSE sector? What are the main features that affect the quality, relevance and effectiveness of the TVET training?
5. What is the attitudinal status of each stakeholder in the establishment of TVET and MSE sectors fighting for the reduction of unemployment and poverty?

Thus, the final part of the study deals with the summary of the major findings of the research questions, the conclusion reached and the recommendations forwarded on the basis of the findings. As the result of data analysis using percentages, frequency, other statistical tabulations, observations of actual settings, focus group discussion, etc, the following significant findings were obtained.

1. The participation of female employees among the respondents is low. In the findings, out of 166 TVET staff and MSE administrators, only 47 (28.3%) of them are female. Besides,

- out of 150 Micro and small enterprise co-op based job placement operators, 49 (32.7%) were female.
2. As far as the academic profile of the employees of the institutes is concerned, the educational background is low; for TVET institutes it is First Degree. However, there were 14 (12.5%) and 19 (35.2%) diploma holders in the TVET and MSE sectors, respectively.
 3. The factors affecting the quality, relevance and effectiveness of the training were identified that 220 (69.6%) confirmed to the existence of a mismatch between the training offered and skills needed in the labor market.
 4. The problems for standards of trainers, curricular and efficiency and availability of facilities and management were found to be high(69.7).
 5. According to the study findings, the respondents asserted that the graduates from the TVET institutes acquired insufficient skills, knowledge and self reliance.
 6. As far as the identification of the problems for improving the quality of training was concerned, 80 (71.4%), 32 (59.3%) and 90 (60%) of the TVET staff, the MSE administrators and the MSE operators, respectively, singled out by tracer study; followed by regular follow up, supervision and observation.
 7. In the finding, the respondents asserted that there were no linkages between the TVET and MSE sectors. Most of them (71.5%) said no connection between the sector. All had almost a similar feedback, i.e., 72 TVET staff (64.3%), 39 MSE operators (72.2%) and 115 MSE administrators (76.7%). Correspondingly, 66.6%, 70%, 65% and 62.2% of respondents disagreed for having common issues, exchanging ideas, getting feedback and starting to alleviate problems, respectively. Stakeholders and enterprises didn't work to improve the linkage between institutions so as to sustain the development of the MSE operators.
 8. In relation to the overall support of technical, financial, material, etc., to the MSE operators success by concerned bodies was fair (42.4%) but not excellent (7.3%).
 9. The attitudinal status of each and every stakeholder towards the establishment of the TVET and MSE sectors was negative (80.4%). And the behavior was revealed mostly by the community and the operators by themselves. And the reason for the problem was believed to be the low quality, relevance, and effectiveness of the training. The other critical reason was the insufficient skills of the MSE operators. Moreover, the lack of awareness of the community was worth mentioning.
 10. As to the guidelines in TVET institutes, there were guidelines; however, the role of vocational counselors was found to be weak and wasn't implemented to the intended level.

They said the present ones weren't considered as vocational and guidance counselors. They also said that they were inefficient and didn't thoroughly help the MSE operators.

11. It was said that the source of labor market information for TVET institutions was weak. Hence, the MSE operators didn't get sufficient information about regional, national and global market situation. The reason for the failure was both lack of skills and knowledge and lack of attitude.
12. Considering the effect of the entrepreneurial concept to the MSE operators' belief for the MSE co-op based job placement, the study depicted that the respondents asserted that the MSE operators didn't get entrepreneurial concept via training. 68.7% of them confirmed this. Graduates of the institutes and the MSE operators confirmed that they got less skill, knowledge and awareness creation.
13. Regarding to the MSE operators' motivation, 75.3% of the respondents said that the MSE operators didn't get motivation despite the government's instruction or publication. The reasons were lack of leadership skills, being ambitious to earn more profit quickly and immediately, and lack of sufficient market information.
14. The study disclosed that the extent of self employment possibilities for co-op based job placement in Addis Ababa was fair (39.2%) in general.
15. In the summary, respondents asserted that the constraints faced by the operators from the highest to the lowest order was the problem of attitude/dedication (62%); weak management or leadership (17.1%); lack of finance (14.5%); low quality of product or service delivered (13.6%); lack of market opportunity (13.2%); lack of work place (13.0%).

4.2 Conclusions

As a result of this study, so many crucial things have been realized and comprehended. The national education and training policy and strategy is designed to expand and enhance technical and vocational training to produce middle level skilled workforce and demand driven youth so that it can meet the demand of the labor market and to generate their own income. In most cases available literature hint us that both the TVET institutions and Micro and small enterprise sectors never exist without one another. The Micro and Small Enterprises (MSEs) sector is considered as the natural home of entrepreneurs and the host of TVET sector. In most successful economies, they are seen as an essential springboard for growth, job creation and social progress.

Nevertheless, in light of the major scientific findings of the study, the following conclusions were drawn.

According to the findings of the study, the overall organizations and competencies of human resources and relevance to the assignment were found weak and questionable. The equity of female employees' involvement in the areas was problematic and at a lower level.

So far, the linkage between the TVET and MSE institutes to function on the world of work and progress the co-op based job placement MSE operators was insignificant. In the findings of the study, both the TVE and the MSE sectors hardly have had common issues and commitments so that the MSE operators could have been supported and become successful, though the theoretical and the confidence of the government and the Addis Ababa City Government has been affirmative.

Based on the summary the study findings, the job of vocational and guidance counseling service to the MSE operators or to disseminate complete thoughts to the needy people in the TVET sector or on the world of work has been irrelevant, weak and ineffective.

It was inferred that the readiness of the TVET and MSE institutes to apply the principle of needs assessment, tracer studies, and any mechanism to examine the co-op based job placement/MSE operators' problems and to overcome them wasn't encouraging.

So many constraints have been realized that affected the relationship between the TVET and MSE sectors. The main features that affected the areas were the quality, relevance, and the effectiveness of the TVET training. This, in turn, has influenced the practical application of the co-op based job operators and the success for self employment became unfruitful. This disclosed that both the TVET and MSE sectors did not have strong linkage so as to improve the quality ,relevance and effectiveness of the TVET training.

The findings of the study also revealed that the attitude status of stakeholders including the MSE operators themselves to the TVET and MSE programmes in alleviating unemployment and poverty reduction was high. Besides, the linkage between the TVET institutes and labor market information for employment opportunity in the city was deduced low, too. In addition, the support delivered by the government to the MSE operators in many ways has been remarkable; however, there were critical problems which require the government's intervention to improve the status of the co-op based job MSE operators' product and service quality and market linkages, for their products and service in the local market were inconsistent and needs due attention.

4.3 Recommendations

Based on the information gathered, the analysis conducted and the conclusion drawn, the following suggestions are worth underlining to enhance and meet the intended objectives of the linkages between the TVET and the MSE sectors on the world of work and progress self employment in Addis Ababa city government.

1. As presented in the study findings, the revelation to the promotion of females' participation in the Human Resource Development opportunity in the study areas was below average. Therefore, the question for the empowerment and provision of equal access to females, on one hand, and gender sensitivity on the other, should be considered by the TVET and MSE Agencies.
2. It was realized that the profile of employees of the institutes and their educational background was low. Although the minimum requirements for trainers at middle level TVET programme is a University degree and a second degree for TVET colleges, the study findings depicted there have been irregular profile and assignments below the minimum. Therefore, the TVET and MSE institutes need to think over and improve the recruitment of employees so as to provide and maintain quality training and produce skillful workforce.
3. Almost all of the existing TVET institutes had improper guidance and counselors. They didn't have vocational career counselors, some institutes even didn't have any focal person to provide the service and the other problem faced was that the so called vocational and guidance counselors didn't make any effort & aren't concerned enough to make any research to link the TVET with the MSE sectors and identify common issue and share ideas and solve problems of the MSE'S operators. Hence, the Addis Ababa TVET agency needs to review the issue critically; otherwise, the TVET institutes will continue producing ineffective trainees in entrepreneurial wisdom resulting in less confident graduates who would be problematic citizens in the world of work. It's suggested that concerned bodies take appropriate measures: start to facilitate the vocational and career guidance counselors training from junior secondary schools so that school population can have career orientations for work respect and work choice. Likewise, the TVET institutes should be led by Management of vocational education graduates.

4. The quality, relevance and effectiveness of training in the TVET institutes is questionable; the problems for standards of trainers, curricula and the availability and the efficiency of facilities and management were rated high; there was also the mismatch between the training offered and the educational qualification of trainers: at middle level TVET programme the minimum requirement is a university degree and a second degree for TVET colleges; the study findings revealed there were 14 diploma holder trainers (12.5%) and 10(8.9%) masters degree holders in the colleges. In other development, the assignment of vocational and guidance counselors was found to be irrelevant. They weren't trained in the area of vocational career discipline. On top of this, a training center was found in the middle level TVET program which has not had any vocational guidance for the last years. Another TVET institute was found without having a vice principal intended to transfer the technology. It was noticed again almost all principals were assigned from general education and some were from other academic fields of study. All institutions under the study area weren't led by any management of vocational education graduate. So, the TVET Agency and concerned bodies must improve this.
5. In relation to the MSE operators, most of them were from the training institutes, though there were 15(9.3%), co-op based job members who didn't attend in the training programme level. Therefore, standard trainings are necessary. The MSE sector agencies need to enhance the linkages among enterprises and TVET institutes.
6. As is indicated in the summary findings, the status of the Human Resource Development in the sectors was low: 47 (41.96%) in the TVET institutes and 39 (72.2%) in MSE sectors. 51 (45.5%) of the TVET institute staff said their academic competencies were inefficient and 37 (68.5%) of the MSE sector respondents and 27(50%) in the MSE administration said the relevance of the assignment to the sectors were fair; 42(37.5) in TVET. It was very simple to deduce that the aforementioned findings confirm to the critically low quality, relevance and effectiveness of the skills needed in the labour market. Therefore, the Addis Ababa TVET Agency should consider this and develop a comprehensive study and fit the appropriateness and the match between the training offered and skills needed in the labour market.
7. In the study findings, it was believed that the competencies of graduates from TVET institutes who have been involved in the world of work were weak and inefficient in

knowledge, skills and self reliance. The suggested solution for the problems is developing and conducting tracer study and needs assessment. Therefore, both TVET and MSE institutes should work together and improve their linkages so that they can develop the tracer study and take appropriate measures; revise and improve the way that the MSE operators can fill the gaps and attain the necessary outcomes.

8. One important finding of this study paper was the fact that the status of attitudinal inclination among stakeholders and between institutes to the strategy of the TVET and MSE sectors programme is negative. The community and the co-op based job placement MSE operators themselves didn't trust in the programme as making the members prosperous and effective. The reasons as to why stakeholders behaved as such were the lack of awareness, lack of quality in products and services rendered, lack of concern, lack of ethical irregularities of the MSE operators and others. However, to make the programme influential, relevant bodies, such as the Addis Ababa city Government, the TVET Agency and the Micro and Small Scale Enterprises Development Agency should first internalize the vivid problems and consolidate the higher officials' concern and commitment to achieve the goals. They need to popularize agenda let the stakeholders have a strong relationship and contribution to the programme.
9. The overall support for the better accomplishment of the co-op based job MSE operators in technical, financial, access to credit, market availability and the like was found weak. So, higher officials, the sub-city/kebele officials should improve their endeavors and provide them with reasonable support. Besides, the MSE operators didn't get timely motivations. Therefore, both moral and material incentives/rewards should be administered and launched so that they may develop their courage.
10. In relation to this study, most respondents and the interviewees underlined the limitations of the young MSE operators. They expected to earn more profit quickly and immediately; they expect the government had to facilitate everything and spent so much money unwisely etc. Moreover, some sold their machines, and ran away; some didn't feel the sense of ownership; others asked for money without working; some took credit and spent the money on things outside of the intended programme. These calls for all concerned bodies and the city government to provide solutions to the problems. Supervisors, trainers, vocational counselors, etc., must work hard because the extent of the problems are more of political

affairs/commitments and need a lot of dedication to diminish the problems and enhance employability. The MSE operators need also entrepreneurial skill and deep concern so that they can enjoy the enterprise and improve their income and be models in alleviating unemployment and poverty reduction.

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Appendix 1

Observation checklist to assess the co-op based job placement MSE operators' sites conditions, organizations, workshop facilities and other activities.

- I. Legality of the Enterprises
- II. Standardization
- III. Facilities
- IV. Kinds of Support
- V. Their communication and interaction
- VI. Their plan, performance, output, evaluation
- VII. Critical problems, if any,
- VIII. Division of work
- IX. Overall activities of the MSE operators
 - Work plan and feedback and supervision
 - Their accounting system, and the like.

Appendix 2

Addis Ababa University

School of Graduate Studies

Department of Business Education

Interview Guide to TVET Institute, TVET Agency and MSE administrators/ officials at regional, sub-city and kebele levels and MSE operators in Arada, Yeka, Gullele, sub- cities in Addis Ababa city administration.

The purpose of the interview is to get necessary data that enable to examine and survey the linkages between the TVET and MSE sectors working together on the world of work in Addis Ababa city Administration.

- 1) Do you think that both the TVET Agency and MSE sectors have strong linkages to alleviate problems on the world of work? How?
- 2) Would you explain the MSE co-op based placements face problems when they seek to attain self- employment? And what are the key solutions, if any.
- 3) What would you state the extent to which the stakeholders have the attitude to the contemporary programme that MSE operators are key agents to fight poverty and increase employability?
- 4) How do you explain the role of the government to progress the MSE programme for the enterprises? Please, specify and comment
- 5) Do you think that TVET and MSE institutions have common issues and contribute the MSE operators to be effective and efficient in attaining their goals? How would you specify them?
- 6) Do MSE operators acquire sufficient skills and knowledge, which can help them now?
- 7) What do you comment about the TVET vocational guidance and counselors tasks in relation to employability? And do TVET Institutions have vocational counselors?
- 8) Please, explain the main problems of the MSEs' operators clearly if any and explain their possible solutions for?

- 9) Are there any guidelines and principles designed in TVET institutions to alleviate unemployment and poverty reduction? Are they convenient and strategic? How? And what are they?
- 10) How do you rate the status (level) of customers' satisfaction on the quality of products and/ or services of MSE operators?
- 11) What do you feel about the present status of the MSE's members in the competitive market, labour market information and entrepreneurial facts?
- 12) Do you think that the programme that the TVET institutions and MSE sectors are relevant, and qualitative to both the world of work and country's development/
- 13) How do you explain the SWOT of MSE and TVET programmes?
- 14) What are the critical constraints, if any, affect the relationship between TVET and Small and Micro Enterprise sectors?
- 15) What is the attitudinal status of each stakeholder in MSE sectors' establishment against the reduction of unemployment and poverty?

THANK YOU.

Appendix 3

Addis Ababa University
School of Graduate Studies
Department of Business Education

Questionnaire to be filled by TVET Institutes principals, Vocational Guidance and Counselors, Trainers, and Administrators.

Directions:

The purpose of this questionnaire is to collect data that enable to examine the linkages between the TVET and MSE sectors on the world of work. The fulfillment of this study relies on your responsible, sincere and timely response.

Please note that:

- You don't need to write your name
- Stick to the instruction. Where alternative answers are given please mark your answer using a "✓" mark in the box.
- Please, explain clearly/ describe well in answering the open- ended questions.

Thank you so much for rendering your precious time to complete this questionnaire

I. Back ground of Respondents

1. Name of the institution

2. Sex a. Male b. Female

3. Age a. 20- 30 b. 31- 40 c. above 41

4. Major field of study: _____

5. Your position: _____

6. Department: _____

7. Qualification: a. Diploma

b. First Degree

c. MA/ MSC -.

d. Others

8. Service year:

- a. 5 years and below
- b. 6-10
- c. 11- 15
- d. 16 years and above

9. Related questions, which can help to assess the linkages between the TVET and MSE sectors on the world of work.

1) How do you rate the overall organization of the human resources in your institutes?

- A. High B. Medium C. Low

2) To what extents are the academic competences of the Human Resources (HRs) in your sectors are efficient

- A. Highly competent B. competent c. incompetent

3) How would you evaluate the relevance of HRs assigned to the sectors?

- A Excellent B. Very good C. Good
 D. Fair E. Not good

4) Are there any constraints that hinder/ affect the quality, relevance and effectiveness of the TVET training?

- A. Yes B. No

5) If your reply to question 4 is yes, indicate the factors, which affect more

Problems	High	Medium	Low
a. Irrelevance/ mismatch between the training offered and skills needed in the labour market			
b. Standards of trainers			
c. Standards of curricula			
d. Efficient and available of facilities, budget, mgt, etc			

6) Do you think that the postgraduates acquire sufficient skills, knowledge and self-reliance?

- A. Yes B. No

7) If your response is No. How are possible to identify the problems? Rank the following.

Ways of identifying problems	High	Medium	Low
a. By tracer study			
b. By action research			
c. By follow up- supervision			
d. By interview			
e. By target group discussion			
f. By observation			
g. By report			

Specify, if any _____

8) Do your institutions have any linkages with the MSE sector so as to do more on the world of work? A. Yes B. No

9) If your answer to question 8 is yes, please, mark the rate of your agreement or disagreement

Activities done together	Strongly agree	Agree	No Comment	Disagree	Strongly disagree
a. Have common issues					
b. Exchange ideas					
c. Have common plan and perform, evaluate and give feedback					
d. Started alleviating problems which have been in the system					

Specify, if any _____

9. If your reply to question number 8 is still yes, what trainers and others from your institutions perform particularly. Rank accordingly

Trainers and others done activities	High	Medium	Low
a. Study the need assesMSEnts of the MSE's operators			
b. Develop tracer studies			
c. Support the MSE operators for their gaps in entrepreneurial, skill, and other related problems			
d. Help to revise and improve the curricula in the institutes.			

e. Being insisted on continuing on doing pertinent research.

11) Do your institutions have any interactions/ connections to work with other institutions to sustain and improve the MSE operators' overall involvements besides with the MSE sectors?

A. Yes B. No

12) If your reply is yes, which are these sectors?

A. Employers B. Kebele and sub- city MSE administrators

C. TVET Agencies D. House projects

E. Addis credit/ Loan micro finance

13) If your response to question number 11 is yes, rate your opinion on the following;

14) What do you generalize and rate the overall support to the MSE operators' success by stakeholders?

A. Excellent B. Very good C. Good D. Fair E. weak

15) What do you think is the attitude of stakeholders/ people to the programme and the existence and linkages between the TVET and MSE sectors on the world of work of MSE operators?

A. Positive B. Negative

16) If your reply to question number 15 is Negative, rank for the following agents.

Agents	High	Medium	Low
a. MSE operators themselves			
b. The MSE officials and workers			
c. The government officials			
d. The community			
e. The employers			
f. The TVET society			

Specify, if any _____

17) If your answer to question number 15 is negative what do you think are the bottleneck and rank them. These are because of:

The bottlenecks/ the problems	High	Medium	Low
a. The inefficient skills of the MSE operators			
b. The policy of the government			
c. The lack of quality relevance and effectiveness of the training			
d. Less quality of production and services of the MSE members			
e. The Ethical problems of the members or the MSE operators			

f. The lack of market opportunity			
g. Lack of awareness of the people			

18) Are there any guidelines in the TVET program frame- work to be utilized for perpetual development and poverty reduction?

A. Yes B. No

19) If your reply to question number 18 is yes, react and rate the following for their effect in the TVET frame- work.

Guidelines/ principles	High	Medium	Low
a. Develop decentralization			
b. Demand- orientation to the needs of the labour market			
c. Integration in different level of training			
d. Pursuing partnership and stakeholders			
e. Accessible to all people			
f. The need of coordination			
g. Modular design to make the programme more flexible			

20) Who do you think are the agents who supervise and help the MSE members more? Rank accordingly.

Agents	High	Medium	Low
a. Trainers/ department heads			
b. Principals/ Deans			
c. Supervisors			
d. Vocational guidance and counselors			
e. No one			

21) Do TVET Institutes have vocational counselors?

A. Yes B. No

22) If your answer is yes, do you think the assignment of the vocational guidance and counselors being in the TVET institutions are contextually appropriate?

A. Yes B. No

23) If your reply to question number 22 is No, what do you think are the reasons for and determine their extents.

Reasons for their inappropriacy	High	Medium	Low
a. Lack of enough knowledge			
b. Lack of relevant assignment			
c. The absence of pertinent vocational guidelines			
d. The absence of reliable institutes to train vocational guidance and counselors or career guidance			

Specify, if any _____

24) To make the MSE's operators more productive, what recommended duties are the vocational guidance to do? Please, you can choose more than one.

- A) Provide authentic (recent) market information
- B) Render lessons to improve the quality of products and services
- C) Encourage to develop self- confidence
- D) Have good ethics and self- reliance
- E) Help to learn from others and to scale up experience
- F) Specify, if any _____

25) What is the main source of labour market information?

- A) Different organizations' study on the area
- B) Ministry of Labour and Social Affairs
- C) Ministry of Education
- D) Ministry of Education and Mass media
- E) Specify, if any _____

26) Do MSE operators get sufficient information about regional, national and global market situation?

- A) Yes
- B) No

27) If your answer to question number 26 is no rate and mark the problems could be;

Possible problems	High	Medium	Low
a. Lack of resource			
b. Lack of concern			
c. Lack of attitude			
d. Lack of skill and knowledge			

Please, specify if any _____

28) Do the MSE operators get sufficient entrepreneurial skill via training?

A) Yes B) No

29) To what extent are these if your reply is yes for question 28?

A) High B) Medium C) Low

30) Are the MSE coop based operators skillful, qualified and got sufficient training from TVET institutions? A) Yes B) No

31) What do you think about the MSE operators' motivation? Are they motivated being in these sectors to alleviate poverty? A) Yes B) No

32) If your reply to question number 30 is no, please, rank the problems for?

Problems vs motivation	High	Medium	Low
a. Lack of leadership skill to operate			
b. Lack of motivation and commitment			
c. Lack of reason able profit			
d. Being ambitious to earn more money quickly and immediately			
e. Lack of getting initial capital for start up			
f. Difficulty for paying back for their loan			
g. Lack of sufficient market information			

Specify, if any, _____

33) How did the MSE operators join the sectors?

A) By the TVET institution

B) By the SME sectors

C) By kebele and sub- city administrators

D) By their parents or family

E) Specify, if any _____

34) How do you imagine the overall accomplishment of the MSE venture and the competitive market?

A) Higher B) Medium C) Lower

35) Do you feel the position customers' satisfaction on the quality of products and services the delivered by the MSE operators?

A) Excellent B) Very good C) Good D) Fair E) Not good

36) What are the main supports delivered by government to MSE co-op based placement?

Supports delivered	High	Medium	Low
a. Market availability			
b. Financial support			
c. TAX exemption			
d. Training			
e. Land for projects			
f. Technical support			

Specify, if, any: _____

37) Whom do you think take the line share for the supporting the MSE co-op based operators?

A) Government B) Private enterprises C) NGOs

38) How do you conceive the extent of self -employment possibilities for co-op based placement operators in Addis Ababa?

A) Very good B) Good C) Fair

39) What are the severe constraints/ confrontations faced by the MSEs' operators? Please, rank and problems for.

Constraints	High	Medium	Low
a. The problem of attitude or dedication			
b. Lack of market			
c. Lack of land / work place			
d. Low quality of products			
e. Weak management/ leadership			
f. Lack of finance			
g. The inflexibility future of the TVET institution			

Specify, if, any: - _____

40) What serious difficulties do you realize in the involvement of MSEs' progress/ self-employment and fight for an unemployment _____

41) Please specify the solutions for the problems you mentioned above

42) What strong and weak sides do you think have in the linkages between the TVET and MSE programmes in the world of work in the capital in general?

Strong sides: - _____

Weak sides: - _____

Solution for the problems, Please: -

THANK YOU.

9. ወደ ሥራ ከመግባታችሁ በፊት በቂና የተሽለ አራንቴሽንና ትምህርት ተሰጥቷችሁ ነበርን?

- A. ተሰጥቶናል B. አልተሰጠንም

10. ለጥያቄ 9 መልስዎ «ተሰጥቶናል» ከሆነ የግንዛቤ ማስጨበጫው ትምህርት የሰጣችሁ ክፍል ማን ነበር?

- A. የቀበሌ/ የክፍለ ከተማ ጥቃቅንና አነስተኛ ተቋም አስተባባሪ
 B. የቴክኒክና ሙያ ማሰልጠኛ ተቋምና ከጥቃቅንና አነስተኛ ተቋም አስተባባሪ ም ት/ት ክፍል
 C. ሌሎች ካሉ ይገለጹ -----

11. ማህበራችሁ ከቴክኒክና ሙያ ማሰልጠኛ ተቋምና ከጥቃቅንና አነስተኛ ተቋማት ጋር የሶስትዮሽ ግኙነት አለውን?

- A. አለው B. የለውም

12. ለጥያቄ 11 መልስዎ «አለው» ከሆነ ከሚከተሉት ድጋፎች ውስጥ መጠናቸውንና የድጋፍ ደረጃቸውን የ«✓» ምልክት በማስቀመጥ ለዩ

	የድጋፍ ዓይነቱ	አጅግ.ቢ.ጥሩ	በጣም ጥሩ	ጥሩ	ደካማ	በጣም ደካማ
A	የክህሎት ክፍተት መሙላት					
B	የምክር አገልግሎት					
C	በሒሳብ አያያዝ					
D	በዕቅድ አስፈላጊነት					
E	በወቅታዊ የገበያ ፍላጎት					
F	በምርትና የአገልግሎት ጥራት					

13. ለጥያቄ 12 መልስዎ «አለው» ከሆነ ቋሚ የምክክር ፕሮግራም እና በጋራ ዕቅድ አውጥቶ ለመስራት የሚታወቅ የግንኙነት ጊዜ አለን?

- A. አለ B. የለም

14. ለጥያቄ 13 መልስዎ «አለ» ከሆነ አጠቃላይ በሶስትዮሽ ግንኙነትና የምክክር ፕሮግራም ሥራ ላይ ምን ያህል ጠቀሜታው የጎላ ነው?

- A. በጣም ከፍተኛ B. ከፍተኛ
 C. መካከለኛ D. ዝቅተኛ E በጣም ዝቅተኛ

15. በቴክኒክና ሙያ ማሰልጠኛ ተቋማት ጥቃቅንና አነስተኛ ተቋም ውጪ ከሌሎች ተቋማት ጋር ቁርኝት አላችሁ?

- A. አለ B. የለም

16. ለጥያቄ 15 መልስዎ «አለ» ከሆነ ድጋፋቸውን በደረጃ በ«✓» ምልክት አስቀምጡ

	የተቋሙ ስም	ከፍተኛ	መካከለኛ	መጠነኛ
A	የመንግስት ድርጅቶች			
B	አዲስ ብድርና ቁጠባ			
C	ቤቶች ልማት ፕሮጀክት			
D	መንግስታዊ ያልሆኑ ድርጅቶች			

17. ለጥያቄ ተራ ቁጥር 15 መልስዎ «አለ» ከሆነ ከሚሰጣችሁ ድጋፎች በደረጃ በ«✓» ምልክት አስቀምጡ

	የድጋፍ ዓይነቶች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
A	የብድር አገልግሎት					
B	የገንዘብ					
C	የገበያ ትስስር					
D	የቁሳቁስ					
E	የሰልጠና እና የክህሎት					
F	የልምድ ልውውጥ					
G	የምክር አገልግሎት					

18. በአጠቃላይ መንግስታዊ እና መንግስታዊ ያልሆኑ ድርጅቶች የሰጡት ድጋፍ ሲመዘን

- A. በጣም ከፍተኛ B. ከፍተኛ C. መካከለኛ
 D. መጠነኛ E. በጣም ዝቅተኛ

19. መንግስት ለድርጅቶችሁ የሚያደርግላችሁ እገዛ አለ?

- A. አለ B. የለም

20. መልስዎ «አለ» ከሆነ ለሚከተሉት የድጋፍ ዓይነቶች በደረጃ በ«✓» ምልክት አስቀምጡ

	የድጋፍ ዓይነቶች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
A	የመሰሪያ ቦታ አቅርቦት					
B	የብድር አቅርቦት					
C	የሰልጠና አቅርቦት					
D	የቁሳቁስ አቅርቦት					
E	የገበያ ትስስር					
F	የባለሙያ ክትትልና ድጋፍ					
G	ከታክስ ነፃ የሆነ የገበያ አገልግሎት					

21. በቴክኒክና ሙያ ማሰልጠኛ ተቋማችሁ እያላችሁ ያገኛችሁትን የሙያ ዕውቀትና ክህሎት ወደ ሥራ ዓለም ከገባችሁ በኋላ ምን ያህል ጠቅሞናል ትላላችሁ?

- A. በጣም ከፍተኛ B. ከፍተኛ C. መካከለኛ
 D. መጠነኛ E. በጣም ዝቅተኛ

22. በዚህ ስራ እንቅስቃሴ እያላችሁ የሚያጋጥሟችሁ የውስጥ ችግሮች አሉን?

- A. አለ B. የለም

23. ለተራ ቁጥር 22 ጥያቄ መልስዎ አለ ከሆነ በውስጣችሁ ያሉባችሁን ችግሮች በደረጃ በ«✓» ምልክት አስቀምጡ።

	የድጋፍ ዓይነቶች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
A	የአመለካከት፣ የቁርጠኝነትና የዝግጁነት					
B	የክህሎት፣ የአሰራር እና የዕውቀት					
C	የግብዓት፣ የአቅም፣ የመንቀሳቀሻ ካፒታል					
D	የሰልጠና እና አቅምን አሟጦ አለመጠቀም					
E	የሰነ-ምግባር እና ባለቤትነት ስሜት ማጓደል					

ሌላ ካለ ይጠቀስ -----

24. ማህበረሰቡ ለጥቃቅንና እና አነስተኛ ኢንተርፕራይዞች ያለው አመለካከት ምን ይሆናል ብለው ያስባሉ?

- A. አዎንታዊ B. አሉታዊ

25. መልስዎ አሉታዊ ነው ብለው ካሉ የዚህን ምክንያት ምን ሊሆን ይችላል ብለው ያስባሉ?

- A. የምርታችን ጥራት ማነስ
 B. ማ/ሰብ በመስኩ ላይ ያላቸው ግንዛቤ እናሳ መሆን
 C. በምንሰጠው አገልግሎት ላይ ማራኪ አለመሆን
 D. የግንዛቤ እጥረት
 E. ሌሎች ካሉ ይግለጹ -----

26. በጥቃቅንና አነስተኛ ተቋም በግል ሥራ ላይ ወይም በማህበር ተደራጅቶ በመንቀሳቀስ ማህበረሰቡ አዋጭነት አለው ብለው ያምናሉ ይላሉ?

- A. አለው B. የለውም

27. ለተራ ቁጥር 26 መልስዎ የለውም ከሆነ ከነዚህ ህብረተሰብ በይበልጥ የትኞቹ መሆናቸውን በደረጃ አስቀምጡ::

	የማህበረሰቡ ክፍሎች	ክፍተኛ	መካከለኛ	ዝቅተኛ
A	የጥቃቅንና አነስተኛ ሥራ ተጠቃሚዎች			
B	የመንግስት ኃላፊዎች			
C	ነዋሪዎች			
D	የቁሳቁስ			
E	የአንቀሳቃሽ አባላት ቤተሰቦችና ባህሪዎች			
F	በዚህ መስክ የተሰማሩ ኃላፊዎች እና ባለሙያዎች			

28. በጥያቄ 27 በሚታየው የአመለካከት ችግር ይፈታሉ ብለው የሚሏቸውን መፍትሔዎች ጥቀሱ -----

29. በጥቃቅንና አነስተኛ የስራ መስክ ተደራጅተው ወደ ስራ የገቡት በገበያ ተወዳዳሪ ሆነው በቀጣይነት ውጤታማ ሆነው ይዘልቃሉ ብለው ያምናሉ?

- A. አምናለሁ B. አላምንም

30. ለጥያቄ 29 መልስዎ አላምንም ከሆነ ችግሮቹን ምንድናቸው ይላሉ? ከአንድ መልስ በላይ መምረጥ ይቻላል::

- A. የገንዘብ ችግር/ የብድር ችግር B. የክህሎት ችግር
 C. የክትትል እና ድጋፍ ችግር D. የአባላቱ የስነ-ምግባር ችግር
 E. የገበያ ትስስር ችግር F. የመስሪያ ቦታ ችግር
 G. ሌላ ካለ ይጠቀስ -----

31. ለጥያቄ 29 ችግር ተጠያቂው ማን ሊሆን እንደሚችል በደረጃ አስቀምጡ::

	የችግሮቹ ተጠያቂ	ክፍተኛ	መካከለኛ	ዝቅተኛ
A	መንግስት			
B	በስራ ላይ ያሉ አባላት/ አንቀሳቃሾች			
C	የቴክኒክና ሙያ ማሰልጠኛ ተቋማት			
D	የጥቃቅን እና አነስተኛ ተቋማት			
E	መንግስታዊ ያልሆኑ ድርጅቶች			

32. ድርጅታችሁ ለማህበረሰቡ በምታቀርቧቸው ምርቶችና አገልግሎቶች የማህበረሰቡ ዕርካታ ምን ይሆናል ብላችሁ ታስባላችሁ?

- A. በጣም ከፍተኛ B. ከፍተኛ C. ዝቅተኛ

33. አጠቃላይ የድርጅታችሁ የገቢ መጠን ሲታይ ያለው እውነታ

- A. በጣም ከፍተኛ B. ከፍተኛ C. ዝቅተኛ

34. ማህበራችሁ ከሌሎች አቻ ማህበራት ጋር ቁርኝትና ትስስር አለው?

- A. አለው B. የለውም

35. ለተራ ቁጥር 34 ጥያቄ አለው ከሆነ በቁርኝቱና በአሰራሩ ያገኛችሁትን ጠቀሜታ በደረጃ በ«✓» ምልክት አስቀምጡ

	የተገኙ ጥቅሞች	ከፍተኛ	መካከለኛ	ዝቅተኛ
A	በገበያ ትስስር			
B	የአሰራር ዘይቤ			
C	የተነሳሽነት፣ የቁርጠኝነትና የዕምነት			
D	የአብሮነትና ችግርን በጋራ የመቅረፍ			
E	ሌላ ካለ			

36. ከዚህ በፊት በነበራችሁበት የስልጠና ተቋም የሞያ ምክር እና ድጋፍ አገልግሎት በባለ ሙያ ይሰጣችሁ ነበር?

- A. ነበረ B. አልነበረም

37. ይሰጣችሁ ከነበረ በማን አማካኝነት ነበር?

- A. በአሰልጣኝ መምህራ B. በተቀዳሚ መምህራን
 C. በተቋሙ ኃላፊዎች D. በቮኪሽናል ጋዳንስና ካውንስሊንግ ባለሙያዎች
 E. በሌላ -----

38. ለጥያቄ ተራ ቁጥር 36 ነበረ ከሆነ ይሰጣችሁ የነበረው የምክር አገልግሎት አሁን በስራ መስኩ ከተሰማራችሁ በኋላ ቀጣይነት አለውን?

- A. አለው B. የለውም

39. ለተራ ቁጥር 38 መልስዎ «አለው» ከሆነ የስራ ላይ የምክር አገልግሎቱን እንዴት ይመዝኑታል?

- A. በጣም ከፍተኛ B. ከፍተኛ C. መካከለኛ
 D. ዝቅተኛ E. በጣም ዝቅተኛ

40. በሚሰጣችሁ ትምህርትና ምክክር ውስጥ በየትኞቹ ጉዳዮች ነበር? ከአንድ መልስ በላይ መመለስ ይቻላል።

- ሀ. በወቅታዊ የገበያ ፍላጎት አቅርቦት
 ለ. በምርትና በአገልግሎት ጥራት አስፈላጊነት
 ሐ. በአንቀሳቃሾቹ ቅንጅትና ውህደት እና ህብረትና በልቦ ሙሉነት
 መ. በመልካም ስነ-ምግባርና ተቆርቋሪነት መርሆች
 ሠ. የዕለት ተዕለት የገበያ መረጃ የግንኙነት ብቃት
 ረ. ሌላ -----

41. በግል ስራ ፈጣሪና በማህበር ተደራጅታችሁ በመስራታችሁ ምን ጥቅም አገኛችሁ? -----

42. በማህበር ተደራጅታችሁ በመስራታችሁ ያጋጠማችሁ አንኳር ችግሮች ካሉ ግለፅ -----

-----::

43. በጥቃቅንና አነስተኛ ተቋማት ተደራጅታችሁ በግል/ በማህበር የስራ ዕድል ፈጥራችሁ በመንቀሳቀስ ባላችሁበት ወቅት ችግሮች የሚባሉትን በትክክል ይዘርዝሩ

❖ በመንግስት የሚታዩ -----

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❖ ከማሰልጠኛና ተቋማት በኩል -----

-----::

❖ ከማህበረሰቡ አንጻር -----

-----::

❖ ከራሳችሁ ከተጠቃሚዎች አንጻር -----

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44. ለችግሮቹ መፍትሔ ይሆናሉ ብላችሁ የምትገምቷቸውን ሃሳቦች (አስተያየቶች) በትክክል አስቀምጡ::

-----::

በድጋሜ አመሰግናሁ!

Declaration

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

Name : Tadesse Molla Abebe
Signature : 
Date of Submission : June 2010

This thesis has been submitted for examination with my approval as a University advisor.

Name : _____
Signature : _____
Date of Approval : _____