



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND TEACHERS
PROFESSIONAL DEVELOPMENT STUDIES**

**ASSESSMENT LINKAGE BETWEEN TECHNICAL VOCATIONAL
EDUCATION AND TRAINING AND MICRO AND SMALL
ENTERPRISE: THE CASE OF TVET INSTITUTION IN CHAGNI
TOWN.**

By: ATSEDE KEBEDE

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**A Thesis Submitted to
The department of curriculum and professional development
Studies in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Management of Vocational
Education**

**JUNE 2014
ADDIS ABABA**

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This is to certify that the thesis prepared by Atsede Kebede entitled: Assessment of the linkage between Chagni TVET institution and MSE sector in Awi administrative Zone, and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Management of Vocational Education) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee

Internal Examiner ----- Signature ----- Date -----

External Examiner -----Signature ----- Date -----

Advisor ----- Signature ----- Date -----

Chair of Departments or Graduate Program Coordinator

ABSTRACT

The purpose of this study was to assess the linkage between Chagni TVET institutions and MSEs in Awi Zone of Amhara National Regional state. The approach used in this research was a mixed approach which makes the use of both quantitative and qualitative description. To this end, questionnaire and interview tools of data collection were employed. The information gleaned through questionnaire from a sample of 30 trainers, 220 trainees and 380 operators. Face-to-face interviews were conducted with head of collage, head of MSE and head of MFI. The respondents of trainers, trainees and operators were selected using random sampling technique. While the interview questions were selected using purposive sampling techniques. Thus, the collected data were tabulated, presented and analyzed by using frequency and percentage distribution. The empirical study obtained that, there is a weak linkage between TVE and MSE sectors. Since (98.7%) respondents responded, there is no policies implementation on the ground in case of linkage, the relevance of curriculum with labour market is unfit and government support is poor. Based on the major findings, it could be concluded that there is a weak linkage between TVET and MSE sectors. To suggest that, there is a need for the endorsement of linkage policy as guidelines for implementing in both sectors to strengthening the partnership between TVET institution and MSE organizations, improving career guidance as necessary mechanism for helping students to select a marketable field of study and operators to strengthen their work effectively and producing the standardized curriculum that fits with the current markets.

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LIST OF ACRONYMS AND ABBRIVITIONS

AMSEDA	Amhara Micro and Small Enterprises Development Agency
ANRS	Amhara National Regional State
AU	African Union
CSA	Central Statistics Agency
ETB	Ethiopian Birr
FDRE	Federal Democratic Republic of Ethiopia
FMSEDPs	Federal Micro and Small Enterprises Development Promotion strategies
GDP	Gross Domestic Production
GTP	Growth and Transformation Plan
HASIDA	Handicrafts and Small Industries Development Agency
ILO	International Labor Organization
ITC	Industrial Training Centre
MDGs	Millennium Development Goals
MFI	Micro and Finance Institution
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
MoTI	Ministry of Trade and Industry
MoWUD	Ministry of Works and Urban Development
MSE	Micro and Small Enterprises
NGO	Nongovernmental Organization
NMSEDPs	National Micro & Small Enterprises Development Promotion Strategies
OS	Occupational Standards
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
SDPRP	Sustainable Development and Poverty Reduction program
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Education is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth. It seeks to nourish the good qualities in human and draw out the best in every individual. Education seeks to develop the innate inner capacities of man. It is clear that the great resource of any country is the potential of its citizens. As the result, due attention be given to the effective utilization of human resource. Education enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. One of the aims of education is to strengthen the individuals and societies problem solving capacity, ability and culture starting from basic education and at all levels (MoE, 1994).

In the case of Ethiopia, education and training contributes to sustainable development, and is recognized as a priority area of development intervention (MoE, 2005). The Ethiopian education passes through realignment on the basis of education and training policy of 1994 with intention of increasing enrollment. The development strategies and goals of Ethiopia in which priority is given for the success of sustainable development and poverty reduction program (SDPRP, 2002). This in turn hastens progress to millennium development goals (MDGs) with focus on poverty reduction and promoting education for development of human capacity to create healthy economy.

Expansion of education and training is among the active labour market policies (ALMP) that governments adopt to enhance the endowments of the poor and their entitlements. In view of this, Technical and Vocational Education and Training (TVET) programme is vital in furnishing skills required to improve access to employment opportunities, improve productivity, and raise income levels. UNESCO, the international centre for

TVET, in their framework of “what is TVET?” indicated that: “TVET is concerned with the acquisition of knowledge and skills for the world of work” (UNESCO 2010:1).

Vocational education implies the preparation of an individual for an occupation or career. This involves both the liberal and technical aspects of education. The liberal aspects include the philosophical, moral and cultural elements that an individual must possess to fit into a given society. Technical aspects include the knowledge and skills required to perform a job successfully. TVET is the major connecting link between the school system and the employment market, which means that developments in TVET are intimately linked to general trends in the economy (UNESCO, 1990).

The African Union (AU) has a vision of “an integrated, peaceful, prosperous Africa, driven by its own people to take its real place in the global community and the knowledge economy.” This vision is predicated on the development of the continent’s human resources. In its Plan of Action for the Second Decade of Education (2006 – 2015), the AU recognizes the importance of TVET as a means of empowering individuals to take control of their lives and recommends therefore the integration of vocational training into the general education system (Au, 2007). The Ethiopian development strategy of five years, Plan for accelerated and sustained development to end poverty (PASDEP) (2005/06- 2009/10) was prepared based on MDG targets and the government’s vision for Ethiopia’s development. Incidentally, resource was largely directed to pro-poor sectors such as: education and training, health, and infrastructure. The current development strategy, the Growth and Transformation Plan (GTP) (2010/11- 2014/2015) centers on job creating economic activities and achieving even-handed social development (MoFED 2010). The driving goal of the national TVET strategy of Ethiopia is to strengthen the culture of self-employment and support job creation in the economy (MoE 2008).

The vital intention of the TVET strategy, at present TVET institutions are increasing even more and more from time to time and develop capability of economy driving sectors like MSE sectors. TVET that enhance capability of MSE sectors, Micro and Small businesses are generally regarded as the driving force of economic growth, job creation, and poverty reduction in developing countries. Considering the mentioned fact, the Ethiopian

government sees TVET as an important factor in the process of human resource development in order to break the vicious circle of poverty that the country has been entangled. In-fulfilling these goals, significant policies in developing the TVET system and meet the sharply growing need of skilled manpower have been made. However, most of the development endeavors lack strategic moves to link micro and small enterprises with TVETs and very little has been done to study and analyze the effectiveness of the link contributing for the mutual productivity and growth of the economy. Thus by considering the critical role of the sector and problem faced by the MSE operators since 2004/2005 the government of Ethiopia decided to establish coordinating body at regional level.

The above crucial points underline the great expansion of training institution and their linkage and impact with the venture of and micro and small enterprises sectors in the world of work. The current condition of the link between vocational training and MSE sector involvement and interaction is not fully assessed whether the status of the world of work is effectively or not. Therefore, the researcher intended to assess the linkage between TVET and MSE sectors in world work effectively. Besides, researcher intended to identify and evaluate the current linkage between TVET and MSE sectors in Awi Nationality administrative zone in Chagni town administration.

1.2 STATEMENT OF THE PROBLEMS

Education is a tool to prepare young people for the job of tomorrow and means of country's economic development. TVET institutions are areas which education and training is given and have an important role to play in the future. Therefore, the primary objective of TVET should be to train skilled labour forces to the requirement of the labour market.

The integration of skills with labour market leads a person with experiencing to occupy a stable position in the employment system. TVET training by its nature has many practical applications whereby students could capture the culture of work, learn respect for their profession and develop attitude towards job creation rather than job seekers (MoE, 2006).

In 1996/1997 national micro and small enterprises strategy was developed by the government and the meaningful linkage between TVET and MSE as development and poverty reduction program in Ethiopia has been given due attention by government since 2004/2005. Until 2004/2005, the national strategy was implemented by federal MSEs development agency and organized only at national level because , it was very difficult to make the strategy practical in delivering business development services for MSE operators.

Thus by considering the critical role of the sector and problem faced by the MSE operators since 2004/2005 the government of Ethiopia decided to establish coordinating body at regional level. However, still TVET and MSE sectors did not contribute to the extent what was expected (Konjit 2012, Ageba 2009). So the researcher focuses on assessing the linkage between TVET and MSE by innovating the curriculum consultancies to improve the real situation in the study area. MSE operators have problems such as lack of finance, lack of market, lack of premises, lack of infrastructure, etc in their business activities.

Therefore in the view of the above statements researcher focus on investigating an assessment of the linkage between TEVT and MSE program implementation in selected government TEVT collages and MSEs of Chagni Town Administration. Based on the above statement of the problem study was attempt to address the following basic research questions.

1. What are the basic problems to link TVET with MSE effectively?
2. To what extent is the curriculum relevant to the local labor market needs?
3. How the government encouraged TVET and MSE organizations to achieve their objectives?

1.3 OBJECTIVES OF THE STUDY

1.3.1 GENERAL OBJECTIVE

The general objective of this study to investigate and assess the linkage between the TVET and MSEs sectors in unemployment and poverty reduction program and forward possible recommendation for future improvement in Chagni Town Administration.

1.3.2 SPECIFIC OBJECTIVES

The specific objectives of the study are:

- ❖ To examine the fundamental problems with regard to the linkage between TVET and MSE.
- ❖ To identify the relevance of TVET curriculum towards the local market needs.
- ❖ To assess the encouragement of government towards TVET and MSE organizations to achieve their objectives.

1.4 THE SIGNIFICANCE OF THE STUDY

This study is useful to examine the rule which determines the link between TVET and MSE leads to the problems associated with and rectifying schemes which ultimately alleviate poverty and unemployment in the town. Thus, the study is significant on the behalf as follows:-

- It may provide effective measure for strong linkages between TVET and MSE sectors,
- It may assist the training institutions to create close relationship with stakeholders consequently, plan for the training fields based on the demand and feedback so that relevant training and curricula will be enhanced.
- It may allow TVET institutions to know their contributions to the MSE for strengthening self-employment,
- It may help government which is working on the linkage of TVET and MSE to increase self-employment and productive those largely contribute to the growing economy.

- Finally it may be used as source of information for other researchers that are interested in the area.

1.5 DELIMITATION OF THE STUDY

Because of its manageability the study is delimited to one TVET and MSE of Awi Zone in Amhara National Regional state. It is particularly delimited to Chagni TVET College and MSE. As the research was aimed at assessing the linkage of TVET institution and MSE, the target population of the study was the TEVT institution (Dean of collage, trainers and trainees), Head of MSE development and stakeholders (MIF Head). Since it is an aspect of academic study, the focus it would be on assessing.

1.6 LIMITATIONS OF THE STUDY

Even though different efforts have been made, the researcher faced some challenges while doing this study. To begin with, it is not possible to cover the whole aspects of the study with the available short period of time, resources and some respondents do not return questionnaires totally and some were not as such willing to fill the questionnaires.

1.7 ORGANIZATION OF THE STUDY

The thesis paper was organized as follows. Chapter One consists of, introduction, which includes, background of the study, statement of the problems, objective of the study, significance of the study, delimitation of the study ,limitation of the study, organization of the study and operational definition terms. Chapter two deals with review of related literature to the topic of the study. Chapter three comprises of the research design and methodology, sources of data, population and sampling technique, and tools of data collection. Under chapter four, data presentation, analysis and interpretation have been presented. The last chapter, chapter five contains the summary of the findings, conclusions and recommendations. In addition to these, references, questionnaires, questions of interviews are attached to the last part of the thesis.

1.8 OPERATIONAL DEFINITION OF TERMS

Education: the teaching and training of people in schools.

Training: teaching a person to do something which needs practice.

Vocation: a type of work or a way of life that you believe to be especially suitable for you.

Vocational training: connected with skill, knowledge, etc that you need to do a particular job.

Technical and Vocational Education and Training (TVET): refers to an education and training to” acquire the practical skills, know- how, and understanding necessary for employment in a practical occupation, trade or group of occupations or trades.”

Micro and Small Enterprises (MSEs): micro enterprises are those small business enterprises with a paid-up capital of not exceeding Ethiopian Birr (ETB) 20,000, and excluding high tech consultancy firms and other high tech establishments. While small enterprises are those business enterprises with a paid-up capital of and not exceeding ETB 500,000, and excluding high tech consultancy firms and other high tech establishments (MoTI,1997).

Occupational standard: is made up of clusters of related unites of competence that defines a particular scope of work resulting in a product, service or decision. They define the knowledge, skills and attitudes for effective performance in the workplace in specific industries (MOE, 2009)

Self-Employment: is defined as an optional occupation (individually or in partnership) to the TVET graduates that enables to earn one’s livelihood directly from one’s own venture (be it micro, small or medium enterprise) rather than working for somebody else or company so that contribute to the economy by increasing productivity and creating job opportunities.

Entrepreneurship: is the act or process of getting into and managing your own business enterprise.

Entrepreneurs: are people who have the ability to see business opportunities; together the necessary resources to take advantage of them; and to initiate appropriate action to ensure success.

Employment: the state of having a paid job.

Unemployment: the situation of not being able to find a job.

Poverty: the state of being poor.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter is dedicated to Literature Review. The first section deals with the theoretical framework. Explanations of the theory underpinning the study are clearly articulated. First, the chapter presents the concepts vocational and technical and training education and Micro and Small Enterprises. Then it highlights the facts obtained so far from various researches and other sources concerning the issue at hand and their respective roles. Finally, it addresses the linkage of TVET and MSE.

2.1 THE CONCEPTS OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Technical and Vocational Education and Training referred to (TVET) as "those 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 related to occupations in various sectors of economic and social life." (UNESCO and ILO, 2002). In recent years, the term 'skills development' has emerged in the development world for a concept that is synonymous with this broad definition of TVET (Netherlands Ministry of Foreign Affairs, 2009). In these definitions, TVET- sometimes also known as Vocational Education and Training (VET) or Career and Technical Education (CTE) - can be regarded as a means of preparing for occupational fields and effective participation in the world of work. VET is a comprehensive term referring to those 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 occupations in various sectors of economic and social life (UNESCO and ILO, 2002).

The World Bank Group's Education Strategy 2020 stresses the importance of skills and many more examples, both international and on the country level, could be given. To meet the growing demand for skills, many developed and developing countries are

adopting policies that clearly focus on skill development and TVET as means to ensure that people will be more employable, and more productive once they are employed (or self-employed). TVET policies cover the preparation of tomorrow's workforce for competitive labour markets, most of which are dominated by MSEs. In many countries MSEs amount to more than 90 per cent of the total number of enterprises, and employ more than two-thirds of the labour force (World Bank 2003).

Innovation in MSEs is crucial to their success and sustainability. Enterprises characterized by innovation are more likely to survive in the market than enterprises that do not innovate. Innovation should be the responsibility not only of entrepreneurs but of all employees, particularly in high-tech enterprises where many are typically TVET graduates. Some countries have already moved to link MSE and TVET. For example, in Kenya there is a Technical and Vocational and training programme and MSEs sectors. To sustain and develop MSEs must be integrated into TVET programmes to empower entrepreneurs and potential MSE workers as innovators (MoE, 2005).

2.2 CURRENT STATUS OF TVET IN AFRICA

TVET systems in Africa differ from country to country and are delivered at different levels in different types of institutions, including technical and vocational schools (both public and private), polytechnics, enterprises, and apprenticeship training centers. In West Africa in particular, traditional apprenticeship offers the largest opportunity for the acquisition of employable skills in the informal sector. In Ghana, the informal sector accounts for more than 90 percent of all skills training in the country (AU, 2007)

In all of Sub-Saharan Africa, formal TVET programmes are school-based. In some countries, training models follow those of the colonial power. In general however, students enter the vocational education track at the end of primary school, corresponding to 6 - 8 years of education as in countries like Burkina Faso and Kenya, or at the end of lower or junior secondary school, which corresponds to 9-12 years of what is called basic education in countries like Ghana, Nigeria, Mali and Swaziland. The duration of school based technical and vocational education is between three and six years, depending on the

country and the model. Some countries like Ghana, Senegal, and Swaziland in an attempt to expose young people to pre-employment skills have incorporated basic vocational skills into the lower or junior secondary school curriculum. Oversight responsibility for TVET is shared in general between the ministries responsible for education or technical education and labour or employment, although some specialized vocational training programmes (in agriculture, health, transport, etc.) fall under the supervision of the sector ministries (AU, 2007).

TVET in Africa is delivered by both government and private providers, which include for profit institutions and non-profit, NGO and Church-based institutions. In almost all countries, non-government provision of TVET is on the increase both in terms of number of institutions and student numbers. This trend is linked to the fact that private providers train for the informal sector (which is an expanding job market all over Africa) while public institutions train mostly for the more or less stagnant industrial sector. Private providers also target “soft” business and service sector skills like secretarial practice, cookery, and dressmaking that do not require huge capital outlays to deliver (AU, 2007).

2.3 TECHNICAL AND VOCATIONAL AND TRAINING IN ETHIOPIA

In May 1961, Ethiopia hosted the United Nations sponsored Conference of African States on the Development of Education. Among other things, the conference highlighted Ethiopia's educational deficiencies. The Ethiopian education system, especially in primary and secondary education, was ranked the bottom among African nations. There were school and teacher shortages, a high dropout rate, and low overall attendance rates; especially among females, non Christians and rural children. Embarrassed by this record, the Ministry of Education developed a new education policy, which was in effect until 1974 (Bulder Janneke, 2007). After the overthrow of imperial rule, the provisional military government dismantled the feudal socioeconomic structure through a series of reforms that also affected educational development. In 1975 the new regime nationalized all private schools, except church affiliated ones, and made them part of the public school system.

Additionally, the government reorganized Haile Selassie I University and renamed it Addis Ababa University. It also initiated reforms of the education system based partly on ESR recommendations and partly on the military regime's socialist ideology. However, no meaningful education occurred (except at the primary level) from 1975 to 1978 because of the social turmoil, which pitted the regime against numerous opposition forces, including students. Girma, Mchari and Nigatu (1990, 9-11) stated, long before modern education was introduced in 1908, Ethiopia has been running its educational system in religious institutions. These religious institutions were mainly interested to promote their respectation doctrines. This was going on until early twentieth century when modern education was introduced. Towards the end of the 19th Century, several things accentuated the need for modern education. Academic education continued to be provided until 1936 without the vocational curriculum (Girma, Mchari and Nigatu, 1990).

According to Grime's state in 1941, soon after the restoration period, the Ethiopia government was faced the need to construct what was destroyed during the Italian occupation in 1935-1941. Immediately after the liberation, there was an urgent demand for trained people to introduce modern management and launch a program of reconstruction. It needed technicians of all levels, managers, planners, engineers, and other economic oriented labor force. The immediate response to this urgent demand was the establishment of technical and vocational schools to train and supply the critically needed trained people in the various areas of technology (Girma, 2009:26-27).

TVET in Ethiopia followed the school based model of training beginning from the establishment of the system. The vocational and technical schools established in the years 1940s-1960s (Wanna, 1998:57) were Addis Ababa Technical School (1942), Addis Ababa Commercial School (1943), Addis Ababa Building Trade School (1946 (Phased out)), Ambo Agricultural School (1946), Jimma Agricultural School (1944), and Bahir Dar Polytechnic School (1964).

In 1962, an educational reform in the country was made which saw secondary schools curriculum transform to a more inclusive education and training. This made TVET more

available to students. Even though this reform was not well supported by the resources essential for its success, it was made with the intention that TVET will offer the chance for the secondary school students to join the world of work right after completion of secondary school. In reality, it was an alteration that offered the needed attention and credit for the significance of TVET in the education scheme. In 1963 the Bahir Dar Polytechnic Institute was established which further sustained the development of TVET in Ethiopia. This school was later upgraded to a higher education institution level and currently it offers Bachelor and Graduate degree level programs under the name Bahir Dar University. No major institutional expansions or development agenda intended at developing TVET took place in the educational scheme between the mid 1960s and the mid 1980s (Abebe 2010).

During the Derg regime (1974-1991), the MoE was cautioning the government of the educational crisis as early as 1980s, not only in terms of achieving Universal Primary Education (UPE), but also about the increasing unemployment of the secondary school graduates. The MoE had planned to reduce the pool of unemployment through the introduction of an 8-year universal polytechnic education that could help the student's transition to the world of work but the plan was not fully realized (Abebe 2010). After the down fall of the socialist Derg regime in 1991, the command economy was changed by the free market economy and the country was politically constituted as a Federal Democratic Republic country (Negash 2006).

The transitional government of Ethiopia introduced a new education policy that dramatically changed the education system was introduced in July, 1994. The policy included a major supply side push on TVET to support the school to work transition. It aimed at tackling the educational problems of access, equity, relevance, and quality with the regional governments of the FDRE guaranteeing the rights of their people to be taught in their language and work in the direction of achieving access to education for all age cohorts in their regions (Abebe 2010).

TVET was the most neglected area in the history of the Ethiopian Education System. However, since 2000/01 a massive expansion of this sub-sector has been operational. The strategic thinking behind the expansion of the TVET sub-sector is to meet the middle level human power demand of the industry, service sector, and commercial agriculture, which have become very essential to the overall development of the country. TVET is an instrument for producing technicians equipped with practical knowledge, who unlike in the past, would be job creators rather than expecting jobs to be provided by the government (Abebe 2010).

2.4 OBJECTIVES OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING.

As expressed in different ways, TVET has the objective of improving the livelihood of people by equipping them with the necessary knowledge, attitudes, and skills. UNESCO (in Berhanu, et al, 1992:2) has put down the objectives of TVET in relation to the educational process. The objectives are to contribute to the achievement of society's goals of greater democratization and social, cultural, and economic development, while at the same time developing the potential of individuals for active participation in the establishment and implementation of these goals; lead to an understanding of the scientific and technological aspects of contemporary civilization in such a way that men comprehend their environment and are capable of acting upon it while taking a critical view of the social, political, and environmental implications of scientific and technological change; to abolish barriers between levels and areas of education, between education and development, and between school and society, to improve the quality of life by permitting the individual to expand his/her intellectual horizons and to acquire and to constantly improve professional skills and knowledge while allowing society to utilize the fruits of economic and technological change for the general welfare, etc. Thus, UNESCO has placed high priority on TVET in promoting individual capability and national development (UNESCO in Befekadu, 1993:12).

2.5 THE TVET CURRICULUM DEVELOPMENT

Every formal government training establishment is responsible for developing their own training materials based on the centralized occupational standards (OS) facilitated, monitored and evaluated by regional TVET agencies. Model training materials is developed and disseminated by the Federal TVET Bureau to the regional TVET agencies in order for them to develop their training material based on their local market needs and surroundings. At the beginning of the TVET programme in 2002, all training materials were prepared centrally and used by all institutions. Those materials were prepared for 10+1, 10+2 and 10+3 but the programme was changed shortly by Occupational Standards (OS) in 2004 (MoE,8).

This curriculum reform aimed to ensure quality and relevance of TVET by facilitating the setting of National Occupational Standards which is fairly equivalent to international standards and organizing an occupational assessment and certification system which offers National Occupational Qualification Certificates to those who have proven, in an assessment, that they are competent in accordance with the defined occupational standards. The development of the occupational standards has been recognized into five levels now that is Level 1, Level 2, Level 3, Level 4 and Level 5 packages. The Level 1 and Level 2 packages are short term training packages and are developed for those not entitled to enroll in the 10+1, 10+2 and 10+3 program i.e. students who drop out before completing grade 10 (MoE,2005).

Ethiopia's National TVET Strategy seeks to address these gaps in TVET provision through a number of different measures. The purpose of the TVET system reform is to develop a coherent and comprehensive TVET system that allows Ethiopia to train the middle level workforce it needs to boost the country's economic growth and competitiveness in global markets. Ethiopia's National TVET Strategy reflects best international practice regarding governance, management, delivery and financing. TVET reform is a long term process a journey in which Ethiopia is joined by other countries worldwide (MoE, 2008)

2.6 TECHNICAL AND VOCATIONAL TRAINING EDUCATION IN AMHARA REGION

Amhara National Regional State is one of nine constituent regions of the Federal Democratic Republic of Ethiopia which is located in the north western and north central part of Ethiopia, ANRS shares common borders with the state of Tigray in the north, Afar in the east, Oromiya in the south, Benishangul /Gumuz in the south west, and the Republic of Sudan in the west. As a result of the Federal Governments' decentralization policy and empowerment to Zones and Woredas, the Regional Government consists of 11 Administrative Zones and 113 Woredas. Out of which 3 Zones are structured as National Zones. The poverty index of the Amhara Region is 56.7%, which is also the second lowest in the country. This measures the number of the total population living below the poverty line that is, the proportion of population falling below the poverty. Even though, there are no studies currently conducted, which show the level of unemployment in the Region, it is quite evident that unemployment is very high specifically, for those who have completed 12th grade and below. About 80% of the population of the Amhara Region is unable to read and write and the participation rate in primary schools was about 50.0% at the end of 2000, which is far below the national average. Likewise, the high school participation rate is as low as 8%. This situation shows that the Regional Government has to work more on education (ANRS, 2002).

The economic solutions for the critical socio-economic problems of the Amhara region must be searched not solely in the sector of agriculture but also in other sectors. General education, being one of the most important sectors to create capacities for the new generation, technical and vocational education and training (TVET) is one sector that creates and widens horizons of skills and competencies for employment. However, there are a lot of problems in making it effective. The lack of clear and feasible policy and strategy has affected negatively TVET. There were also other problems and constraints such as lack of: commitments of the government and authorities of the sector at different levels, integration of TVET to the development plan, up-to-date curricula and efficient instructors, guidelines, facilities like proper buildings, equipment, machines and funding sources (MoE, 2002).

However, the experiences so far gained, the establishments of TVET institutions and the identification of shortcomings concerning TVET are positive sides which can help in recon-ducting the present TVET system. Furthermore, the socio-political change in Ethiopia in 1991 has created the opportunity for the issuance of the 1994 education and training policy. In the new policy it has been stated that "A vocational /technical training system parallel in the academic system shall be established and will have its independent structure but with appropriate linkage to the academic system, students who discontinue the formal academic education and who wish to acquire a trade will be trained in different vocations or techniques at a level and competence corresponding to their education background (MoE, 2002).

2.7 THE CONCEPT OF MICRO AND SMALL ENTERPRISES

Micro and small enterprise is considered to be any entity engaged in an economic activity irrespective of its legal form (Robinson, 1982; Young, 1985). This includes, in particular, sole proprietorships and family businesses engaged in craft or other activity and partnerships and associations regularly engaged in economic activity. People in different countries tend to define MSE in different ways. The category of MSE in Europe is made up of enterprises which have fewer than 250 full-time employees and which have either an annual turnover not exceeding 50 million Euros, or an annual balance sheet total not exceeding 43 million Euros (Jensen, 2000). There is still no clear definition of MSE. World Bank Group-MSE (2002) created their own MSE definition for countries in the world. The intent is to define MSE growth in terms of employment, income generation, social balance, country development, regional integration, and global development (World Bank, 2004).

Micro and Small Enterprise (MSE) sector development is one of the recent key issues in developing countries. As a developing country, the development of the MSE sector is important. The assistance of MSE as a support industry helps to strengthen the large industries (LIs). MSE development is the future candidate of LI because every large enterprise (LE) has had the experience of starting their business as MSE. The future of

the LE is dependent on the development of MSE. MSE development is also an important issue for the labor market because it employs the labor force and offers wages to workers (Kirchhoff, 1994). The development of the MSE sector is not only a key issue for the industry development, but also for the socio-economic development of the country.

The role of MSE has been recognized as important by every nation around the world. It is considered an engine for growth and poverty reduction for the country through the creation of jobs and incomes for the people (World Bank Group, 2004); domestic production and export (McMillan & Woodruff, 2002); entrepreneurial skills and industrial linkages (Mohd Shariff, 2003); and individual collective initiative and social values (Clapham, 1985). MSE development is also considered as a tool for economic survival during the country's crises (Frank & Landstrom, 1997). Moreover, MSE are increasingly becoming more important for poor and developing countries (Khan, 2002).

Similarly, in Ethiopia there is no uniform definition at the national level to have a common understanding of the MSE sector. Ministry of Trade and Industry (MoTI) and the Ethiopian Central Statistics Authority (CSA) have defined MSEs separately. While the definition by MoTI uses capital investment, the CSA uses employment and favors capital intensive technologies as a yardstick. The definition used by MoTI, which uses capital investment as a yardstick, has been developed for formulating MSE development strategy (MoTI, 1997:8-21).

According to the official definitions of MoTI, micro enterprises are businesses enterprises found in all sectors of Ethiopian economy with a paid up capital of not more than Birr 20,000, but excluding high technology consultancy firms and other high technology establishments. Small enterprises are business enterprises with a paid up capital of more than Birr 20,000 but not exceeding Birr 50,000 and excluding high technology consultancy firms and other high technology establishments (MoTI, 1997:8-21).

2.8 THE MICRO AND SMALL ENTERPRISE SECTOR IN ETHIOPIA

MSE have been defined according to size, turnover, activity, ownership and legal status. There is, however, an emerging consensus that size (i.e., number of employees) may be the most appropriate defining characteristic, given the heterogeneity of enterprises operating in this sector. Micro and Small Enterprise Development Program in Ethiopia meaningfully has been given due attention by government since 2004/2005. Of course, in 1996/97 National Micro and Small Enterprise Strategy was developed by the government. However, the degree of recognition to the sector with regards to job creation and the alleviation of abject poverty among impoverished youth and women were not sufficient. Until 2004/2005, the national strategy was implemented by Federal MSE Development Agency organized only at national level. Because of this, it was very difficult to make the strategy practical specially in delivering business development service for SME operators. Thus, by considering the critical role of the sector and the constrained faced by MSE operators since 2004/2005 the government of Ethiopia decide to establish MSE coordinating body at regional level (MoE,2005).

Accordingly, MSE development Agencies are set up in all regions, even sub-branch offices at zone/district level/. The system helps to support a lot of MSE and thereby to create job opportunity for unemployed youth and women. Currently the government amends MSE strategy with the objective of that in addition the sector play alleviating poverty and reducing unemployment, to help out the sector to play its pivotal role as a base to medium and large scale industry. The strategy is implemented all over the country. In amending the strategy a lot of experiences had took from different countries especially from India, Japan and Malaysia (Konjit, 2010).

The five-year Growth and Transformation Plan (GTP), Ethiopia has given particular attention to the expansion and strengthening of micro and small-scale enterprises. The sector is believed to be the major source of employment and income generation for a wider group of the society. The major objective of this program, which is creating and promoting MSEs in urban areas, envisages reducing urban unemployment rate (MoWUD, 2007:17-28).

2.9 MICRO AND SMALL ENTERPRISE DEVELOPMENT STRATEGY

MSEs Development in Ethiopia came late after 1950s. Teshome (1994) points that the focus of government policy was to lay foundation of basic administrative and institutional infrastructure of the state during the 1940's and 1950's, in order to consolidate the gains of reforms to accelerate the process of industrialization. As a result, several reforms related to the development of MSEs were made during this period. Enterprise promotion efforts have traditionally focused on urban based and MSEs. In the 1960s and early 1970s, a department within the Ministry of Industry and Tourism was responsible for coordinating promotion activities which basically consisted of providing training on business management (United Nations, 2002:101-103). The Public Enterprises Proclamation No.20/1975 (amended by Proclamation No.35/1975) further strengthened the Ministry of National Resources Development by mandating it to reorganize, consolidate and manage nationalized and new public enterprises.

As stated by United Nations report (2002:101-103): In late 1977, the Handicrafts and Small Scale Industries Development Agency (HASIDA) was established by Proclamation No. 124/1977 to provide training mainly in management and technical skills and to serve as coordinating agency for Government policy on small enterprises. The objective of HASIDA was to give further boost to the development of the public economy by encouraging cooperative development in the small scale sector. Since mid-1999, the government has revisited the whole issue of small and medium enterprise promotion in Ethiopia but with more focus on micro and small enterprises. A major study was conducted with the support of a donor agency which resulted in the preparation of a National Micro and Small Enterprises Development Promotion Strategy (NMSEDPS).

Following policy failure over two decades, the Derg, declared a new program of mixed economy development. Accordingly, it issued two declarations in succession: the Small Scale Industry Development Special Decree No.9/1989 allowed establishment of small-scale enterprises by business organizations, cooperatives and individual entrepreneurs and Special Decree on Investment No.17/1990, both by Council of State. The Derg was overthrown in 1991. The new régime led by the Ethiopian People Revolutionary

Democratic Front (EPRDF), immediately proclaimed the Emergency Recovery and Reconstruction Program (ERRP) and started a program of private sector development. In 1991, the ERRP, with the support of the World Bank and the international community to bring about economic stabilization, launched public sector reform and private and market economy development. Proclamation No.41/1993: Definition of Powers and Duties of the Central and Regional Executive Organs of the Transitional Government of Ethiopia provided for the establishments of Industry and Handicrafts Bureaus in the Regional Governments has replaced the HASIDA proclamation (No.124/1977).

The EPRDF adopted Agricultural Development Led Industrialization (ADLI) and private sector development strategy in 1995. An element of these strategies was focused on MSEs development: Federal Micro and Small Scale Enterprises Strategy (FMSES) and Regional Micro and Small Scale Enterprises Strategies (RMSES) were formulated in 1997. Federal Micro and Small Scale Enterprises Development Agency (FMSEDA) and Regional Micro and Small Scale Enterprises Development Agencies (RMSEDA) were established by the Council of Ministers of Ethiopia Regulation No.33/1998, and supportive financial sector reforms were made. In order to operationalize FMSEDA and RMSEDA and address the major issues and problems constraining MSE development, the government issued an Industrial Development Strategy in 2003, which was aimed at providing a package of material and technical government support to the MSE.

At the early 2000's, the World Bank introduced poverty reduction strategy for Less Developed Countries which is in line with the Millennium Development Goals. For Ethiopia, the program has two phases: the Sustainable Development and Poverty Reduction Program (SDPRP) and the Plan for Accelerated and Sustained Development to End Poverty (PASDEP). SDPRP was aimed at creating an enabling environment for accelerated development and attainment of improvements in the standard of living of the people and it lasted from year 2000/01 to 2003/04. PASDEP is designed for the years 2005 to 2010 and identified development of MSE as a best venue for job creation and to mitigate the pervasive youth unemployment observed in the country. According to PASDEP, MSE would get extended basic trainings, upgraded business development

services and enhanced market linkages with foreign importers through FMSEDA and RMSED as in the planned period. GTP, which is the successor of PASDEP and the current development strategy of Ethiopia (MoFED, 2010 -2015), has also given a priority to MSE development. The GTP has put the MSE development as one of the seven identified growth pillars of the country. The MSEs to be a development pillar, they have to be formal to get the necessary support (MoFED, 2010)

2.10 GENERAL OVER VIEW OF MSE IN AMHARA REGION

We are convinced that the MSE in ANRS play a crucial role in our economic improvement, because they utilize relatively less capital, it's a home of entrepreneurship, can create substantial job opportunity, utilize cheap and local raw materials, and produce goods and services. Which save hard currency for the country in general and for the region in particular and the very important point is that it is creating opportunities for the population to earn (generate) income, which by itself create the way to reduce the poverty. Comparing with large enterprises MSE maintain a closer relationship with its customers, employees, it's based on lower overhead and have greater flexibility, because their size allows them to adopt new processes, services, materials and products (Wendimu & Waleligne, 2002)

Moreover, Amhara National regional state based on the proclamation No 42/1999 has formulated a strategy for MSEs development in the region knowing the enormous importance that this sector can bring for the society of the region in such as, create employment opportunity, bring rapid economic growth, produce wide range of goods and services which are accessible and cheaper for huge number of persons of the region. The role of Micro and Small Enterprises to the creation of jobs and to the alleviation of poverty has increasingly been appreciated by many developing countries. MSEs in these countries are the predominant features of their economy. Despite their large numbers, MSEs are often seen as low income activities that do not contribute to the economy. For example as Daniels (1995) puts it, some writers report that, "as agents of economic development, very small enterprises are, to put it bluntly, of little interest". Others have

emphasized that MSE have an important role to play in the development process (Liedholm, White and Daniel, (1999).

The regional government has formulated the MSE regional strategy and put in place institution to implement the strategy, little is achieved so far. MSEs are still facing sever constraints in their activities and their promotion and development are, therefore, hampered. These Micro and Small Enterprises are unable to address the problems they faced on their own, even in and effectively functioning market economies. The constraints relate to each other, the acquisition of skills and managerial expertise, access to appropriate technology, access to infrastructure, and in some cases discriminatory regulator practices, the legal and regulatory environments, access to market, finance, business information, business premises.

Since there have not been any organized policy and support systems that voter for the sector MSE have been confronted by the various problems which are of policy, structural and institutional in nature, lack of smooth supply of raw materials and working premises were the major bottlenecks for Micro and Small manufacturing industries to commence their activities. On the other hand negative attitude of the public to the importance of the sector due to cultural influence is another constraint to the development of MSEs, due to these reasons, training services to MSEs is fairly young and weak. Only insufficient formal counseling, information and training services are given and they are often given freely and are not demand driven and lack of knowhow on adequate skills and experience (Wendimu & Walelign, 2002).

2.11 LINKAGE OF TVET TO THE MICRO AND SMALL ENTERPRISES

The World Bank, undated, had argued at the time that the cost of technical and vocational education was too high compared with the returns to the economy, that the quality of training was poor and that there was considerable mismatch between training and the needs of industry. National TVET systems therefore need to develop the knowledge and skills that will help the workforce become more flexible and responsive to the needs of local labour markets, while competing in the global economy. Some countries have

introduced TVET reforms that endeavor to integrate work-place-based learning and training into the vocational education curriculum. To address this, research and development is widely accepted as a powerful and effective method of helping to bridge the gap between education and the world of work, as well as between TVET institutions and society (A joint message from UNESCO and ILO, 2002). Since the ultimate objective of TVET is employability and employment promotion, it is necessary to link training to the needs of the labour market. TVET must be relevant and demand driven, rather than supply-driven and a stand-alone activity.

TVET institutions have to be well informed about the local market demand to solve the problem of the mismatch between training and labor market. In view of this, UNEVOC (2009) reported that the role of TVET is to develop human resources to match the labor requirements at national and international levels. This has been a challenging task since the labor needs is keep changing. Changes in demography, business environments and technology affect the quantitative and qualitative needs of labor.

The rapid changes in labor demand require the TVET to respond fast. Therefore, planning and implementation of TVET sector requires analysis and forecasting of labor requirements. In order to create positive relationship between TVET and labour market, it is quite advisable to make the training job oriented that advocates self-employment as well. By and large, as stated by Wanna (1992: 61); Robert (1975: 123) for TVET to be highly related to the labour market and addressing both individual and societal demands, it has to be appropriate to the situation, relevant to the system, efficient to the trainee realizing his or her interest and be a system that re-examining its program in the light of the new relationship between man, his work and his education and training.

The vertical and horizontal linkage could contribute to the development of the MSEs in its further competitive environment. The ultimate aim of vocational training is employment. VET programmes therefore have to be linked to the job market. In this way, the socioeconomic relevance of TVET can be enhanced. Micro and Small Enterprises play a vital role in poverty reduction, employment generation as well as economic

development in poor countries. It is one of the institutions given recognition in the country's industry development plan and is the fact that it serves as vehicles for employment opportunities at urban center and as it underpin the economic development. MSE serves as sources for sustainable job opportunities not only for developing countries, but also for developed countries like USA. Thus they should be given prior attention as they are important and serve for sustainable source of job opportunities to our country. To organize, capacitate and make functional the TVET system with ability to deliver skills and service provision reform, and training and consulting and feed the institutions with improved technology (Dinesh, 2007).

The TVET systems should create and develop integration between education, training and development, and it is the only system that provides crucial support for the development of MSE. They are also sources of manpower for medium and higher institutions. As a result we definitely choose the TVET system as best mechanism/means for promoting urban development. Hence we devised/designed best TVET strategy based on international best practices/experience (Dinesh, 2007).

The global economy is increasingly becoming 'knowledge based'. And as Okada (2006, pp. 71-72) notes, "as technological change occurs at unprecedented speeds, it becomes increasingly important for developing countries to develop institutional mechanisms that can foster skills formation at both national and firm levels, to become globally competitive and to promote economic development". Carnoy (1999) argues that globalization is having a major impact on education. A real impact on the organization of work and the work people do, worldwide.

Developing countries are thereby pressed to enhance spending on education to produce more educated labour force that attracts global financial capital. With increased flow of goods and services across the countries, the global markets have thrown new challenges for survival and growth of MSE. To survive, they need to be globally competitive, as competition has transcended geographical boundaries. In many ways, liberalization and the emerging globalization have changed the business environment drastically. Factors,

like the emergence of World Trade Organization (WTO); various trade blocks like the North American Free Trade Agreement (NAFTA), The European Communities (Single Market), the other country Free Trade Zone, are impacting business processes of MSEs significantly. Yet other factors that make it necessary for MSEs to generate competitiveness to excel in the global environ are: the fast changing demand pattern on account of rising incomes; communication and information technology revolution; major shift towards knowledge economy; the pace at which innovations are taking place reducing the life cycle of products and prices; emerging demand for solutions and not for products; demanding customers, increased out reach of firms, changing skill requirements and demand for skilled workers, etc. These indicate the extent of induced competition that will have a far reaching impact on MSEs (Dinesh, 2007).

Technical and vocational training as also high end technical qualifications, Micro and Small enterprises (MSEs) are considered to be the 'pivot of growth', the world over. They account for more than 90 percent of all the enterprises both in the developing and developed countries. The MSE has a major presence in the industrial structure of developed as well as developing countries, irrespective of their size, economic system and level of industrialization. Skill and Competitiveness of MSE, Education is considered as a form of investment that contributes to the future growth of a nation, by increasing productive capacity of its population. Technical and Vocational Education and Training (TVET) is an integral part of the education system across the world, that contributes to competitiveness of MSEs (Dinesh, 2007).

Ensuring the Human Resource Development and Technological growth (HRD) and technological growth of MSE is the responsibility and function of TVET centers. The centers serve mainly as:, Technology centers that support MSE development based on technology transfer, Serve as center and actors to develop entrepreneurs outlook, solve skill problems and develop managerial skills, providing training and consultancy services and technology information sources and development, Provide technological support and transfer products that can be produced by the sector especially by recognizing, sampling and producing products that substitute imported commodities, making clear intention that

the objective is creating industrialists who run the country's development by organizing the educated youth and the youth in general, Creating wide range change in perception through trainings given by educational institutions, and activities exerted by youth association and families, Developing sense of self initiation by giving due attention for developing entrepreneurship thought and knowledge, and making them free from dependency and the sector would be not only center for job creation but also for upgrading and transferring technology, and expansion of modern management system.

Technological development and Growth is important that enabling MSE to enhance productivity and quality, to be competent and transforming to medium and higher industry by substituting the old factor of production with new one and appropriate materials. Technological support incorporates appropriate technology, production and distribution and producing project profiles that enable to support MSE, these activities are carried out by TVET, and they are. The major aim of TEVT program is to prepare trainees for the world of work, establishing close relationship with the MSE is essential. This needs a joint action that the TEVT collage and the MSE should have to take for the mutual benefits of both parties. Contemporary writers` believes in the linkage between TEVT and MSE. The fundamental restructuring any countries education system needs to emphasize on attitudinal and skill preparation for the micro and small enterprise and self-employment. Schools play significant roles in transforming students work habits and skills to the world of work (Dinesh, 2007).

National TVET systems therefore need to develop the knowledge and skills that will help the workforce become more flexible and responsive to the needs of local labour markets, while competing in the global economy. Some countries have introduced TVET reforms that endeavor to integrate work-place-based learning and training into the vocational education curriculum. To address this, research and development is widely accepted as a powerful and effective method of helping to bridge the gap between education and the world of work, as well as between TVET institutions and society (A joint message from UNESCO and ILO, 2002). Since the ultimate objective of TVET is employability and employment promotion, it is necessary to link training to the needs of the labour market.

The linkage of TEVT and MSE is crucial particularly in developing countries since unemployment and underemployment is high. Therefore, the TEVT system has the mandate takes responsibility force according to the needs different segments of the labour market with spatial emphasis to micro and small business enterprises. So, TEVT is established to identify productivity in this sector (UNESCO and ILO, 2002). However, still TVET and MSE sectors did not contribute to the extent what was expected by bringing linkage (Konjit 2012, Ageba 2009). And the linkage is often everlasting and essential when thought employability and reduction of poverty. Here by the most important issue stressed in the independents and one feature of the linkage of TEVT and MSE which are the back bone of any developing countries to attained sustainable economic development. The institutions work together to enrich their mission and aims to obtain the millennium development goals (MDGs) (MOFED, 2010).

Generally it is very important to link TVET and with MSE in our country. TVET institutions produce a trained manpower that plays a great role in creating job opportunity in the society. The inter-linkage were highly recommended and applied in the other country (Dinesh, 2007). The linkages were observed with the relevance of curriculum given in the TVET which satisfy the need of the MSE to acquire and create job in their surroundings. The interrelation of theoretical training with practical with content, coherence as well as giving align to each other also influence the linkage of TVET and MSE, that as the trainers acquire tangible skill and knowledge they create job in their surrounding and need to work collabritely with TVET. These make both institutions to link each other. Regardingly support given by the government to both TVET and MSE also has a great role for both institutions are to have linkage to each other. In other ways the failures of governmental support and trainees which are dominantly trained theoretical have less skill and willing to create job and structural limitation and insufficient implementation of the police that influence the linkage of TVET and MSE.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In order to analyze the assessment of linkage between TEVT and MSEs, this study was making use of a research methodology. This section provides an overview of the study's research approach which relay on the mixed methods strategies. The chapter discusses procedures and activities under taken, focusing on namely the study's research design, by purposeful selection from designed population and through purposeful sampling techniques, data sources, tools of data collection and method of data organization.

3.1 RESEARCH DESIGN

The approach used in this research was a mixed approach which makes the use of both quantitative and qualitative methods. Quantitative method was used to apply frequency and percentage of respondents' based on data collected through questionnaire. Quantitative analysis involves data ranging from simple counts such as: frequency of occurrence to more complex data (Saunders, Lewis and Thorn hill, 1997:287). Qualitative method was also being employed to describe and analyze the information obtained through interviewing.

3.2 POPULATION AND SAMPLE SIZE

In Amahara region of Awi zone, there are 6 technical and vocational educational training collages that provide training program at the Awi National Zone of Amhara National Regional State/ANRS/. From those collages, The TVET college of Chagni town administration was selected for the study. The sample size was planned purposefully to be 50% of the total target population of 1266 selected for the study area.

To this end, the target populations of the study was selected trainees from level 1 to level 4, TEVT staff (head of collage, teachers), the micro and small business enterprise sector, MSE operators and stakeholders. The sample was planned to be 50% of the total population of 1266. The tools of data collection used in this techniques' was through questionnaire and interview with designed targeted groups like trainees, trainers, operators and administrative parts to acquire primary and secondary data. The size of sample designed was believed to be representative for the researcher's convenience based on resources limitation.

Table 1: Target Population and Sample Size

No	Respondents	Population size	Sample size
1	Trainees	440	220
2	Trainer	60	30
3	Operators	760	380
4	Head of collage	2	1
5	MSE office Head development	2	1
6	Stakeholder/Micro Finance administrative head	2	1
7	Total	1266	633

3.3 SAMPLING TECHNIQUES /PROCEDURES

There are 6 TVET institutions in Awi Nationality administrative zone. Among those one TEVT which has been located in Chagni town was selected by purposeful selection. The MSE sector is also selected from the specified town. So that, the randomness could be involved by using a randomly considered starting number to pick up the unit with which to start (Kothari, 2004: 62). Trainees, trainers and operators are selected by random sampling techniques to give them an equal chance and conducted through questioners. On the other hand collage dean, MSE office Head development, and stakeholder (MFI) are used as subjects for interview and taken as a sample by purposive sample techniques.

3.4 SOURCE OF DATA

Primary and secondary sources would consult to obtain information about the subject under study. Primary data was gathered through questionnaires and interview from

trainees, instructors, MSE operators, collage Dean, MSE office Head development and stakeholder(MFI), while the secondary data was gathered from colleges unpublished documents, relevant books, and proclamation, website and relevant literatures which help to make the study more reliable.

3.5 TOOLS OF DATA COLLECTION

In this study, both questionnaires (closed-ended and open-ended) were employed to collect relevant data from TEVT trainers, trainees of the college and MSE operators. Besides, interview was employed to collect data from employing Dean of the college, Micro and small enterprise development office head and stakeholders. Therefore, the major primary data sources were trainees, trainers of the college and MSE operators are respondents through the constructed questionnaire. Finally the field observation was employed into the study.

3.5.1 QUESTIONNAIRE

A structured questionnaire was considered as a major data collection tool and it was administered to the sample subjects (trainees, trainers and operators). It is structured because it was prepared to rate sets of a given variables using by rating scale and other labels of rating scale which were closed-ended type. It also invited free response at the end of a given set of variables just to add if missed points were felt by the respondents.

This tool was assumed to be important since the target population was relatively large and diversified in fields of studies, in their addresses and the sectors where they had been working. In this regard, questionnaire was believed to be advantageous that it is possible to assess a relatively large sample widely spread geographical; it gives freedom for the respondent in filling it and avoids bias of the interviewer; and it is less costly (Kothari, 2004:10).As far as the content of the questionnaire is concerned, three sets of questionnaire: one for trainees, trainers and operators respondents. The set of questionnaires consists of three parts: items on background information of respondents, multiple choice alternatives and open ended. The questionnaires was developed

depending on the literature (in chapter two) and the basic research questions designed at the beginning (chapter one). In addition to these sets of interview guide questions were constructed for Dean of the college, Micro and Small Scale enterprise development head and stakeholder (MFI). Questionnaires prepared for respondents were translated into Amharic to avoid inconvenience due to language barrier. The responses generated were interpreted using frequency and percentage followed by necessary discussions.

3.5.2 INTERVIEW

It is optimal for collecting data by semi-structure interview on individuals' personal histories, perspectives, and experiences particularly when sensitive topics are being explored. Accordingly, a semi-structured type of predetermined questions were prepared and conducted with Dean of the college, Micro and Small-Scale development office and stakeholders (MFI) to get relevant and in-depth information. Thus, the key respondents who have different work experience and profession were participated in the interview. This tool was favored that it has relatively better advantage than other tools. According to Kothari (2004:98-99), some of the benefits of interview are: It allows us to get more information in greater depth; since it is conducted in face to face, it has greater flexibility that gives opportunity to avoid misinterpretation and additional information can be obtained; and thus, Suitable to small group of respondents.

3.6 METHOD OF DATA ORGANIZATION AND ANALYSIS

Whereas, data gathered from questionnaires and interview was carefully encoded and the result generated was tabulated and entered into a computer specifically. Thus, frequencies and percentages of the counted responses of the variables were used for descriptive analysis of the data. Interview responses were described and combined with the questionnaire response descriptions. Hence, qualitative and quantitative data analysed and, as a result, interpretation of the implication of the data were described. Based on these analysis and interpretation, conclusions and recommendation were drawn.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter, the presentation and analysis of data collected from sample respondents are presented and interpreted. Most of the data collected were analyzed by using tables followed by discussions. For the sake of convenience, related questions were treated together. Interview responses' obtained from Dean of Chagni TVET College, MSE development head office and stakeholders (MFI) were incorporated to substantiate the data obtained using questionnaire. Based on the data collected by two methods (questionnaire and interview), the respondents' characteristics, the presentation and interpretation of the data are presented as follows.

4.1 Characteristics of Respondents

Table 2 presents the characteristics of respondents by their Sex, Age, Qualification, Year of Service, Field of study and educational level.

6	Field study of	Metal manufacturing	-	-	-	-	-	-	203	-	-	-	-	-	-
		Electricity	-	-	-	-	-	-	53	-	-	-	-	-	-
		Textile & Garment	-	-	-	-	-	-	-	-	-	-	-	-	-
		Automotive	-	-	-	-	-	-	58	-	-	-	-	-	-
		Total	-	-	-	-	-	-	200	100	-	-	-	-	-

As shown in Table 2, out of a total 633 respondents, majority of the respondents 444 (70.03%) are females while 189(29.97%) of the respondents are males. Three of the interview respondents were males. Regarding Chagni TVET trainees, out of a total 220 respondents, 150 (68.2%) of them are females while 70 (31.8%) of them are males. This indicates that the numbers of female trainees was greater than the number of males in the institution. Now number of females enrollment TVET is more and more.

Observing from total, of 258(40.7%) of the respondents were between 24 and 30 years while, 186(29.3%) of them were below 24 years old and age between 31-38. Regarding Chagni TVET trainees and operators age in specific, majority of the respondents 180 (81.8%) of them were below 24 years old and 210(55.3%) of them where in between age of 24-30 respectively while the age of collage dean between 39-45 years old, head of MSE the age between 31-38 years old and head of MFI are above 39. This seems that the numbers of young age (below 24 years old) respondents of trainees and between 24-30 respondents of operators are greater than the other ages. The ages of leaders are matured age. This is used for to analysis and well implemented the given job. The third question was posed to all the respondent excluding the trainees was concerning the educational qualification. Accordingly, observing in general, it was found that 365 (90.8%) of them were TVET graduate and 18 (4.8%) of them were first degree holders, while 1(0.2%) of them holds MA holders.

As far as Chagni TVET trainer's qualification profile is concerned, out of a total 30 instructors, 15 (63.5%) of them were first degree holders while 10 (33.3%) of them were diploma holders and also 5(16.7%) of them were respondent as TVET graduated. Thus, it is considered to be below the standard set by education and training policy. With regard to the work experience of the respondents, the table shows that majority of the respondents 316(76.3%) have 0-5 years of experience in their work. It is also clear that

19.8% and 3.9% of the respondents have an experience of 6-9 year and greater than 10 years respectively. As the service year is concerned excluding the trainees it was found that 316(76.3%) of the respondents indicated that they have below 5 (five) years of work experience, while 82 (19.8%) and 16 (3.9%) of the respondents indicated that they have the experience 6-9 and 10 and above years of work experience respectively. This shows that majority of the respondents have below 5 (five) years of work experience.

Table 2 displays the level of trainees. Item one asks about the level of training of trainees. 110 (50%) of the trainees were in level I while 60 (27.3%) and 50(22.7%) were enrolled in level II and level III respectively. This implies that most of the occupational areas provided are in level I

The other aspect of respondents' background characteristics was regarding the field of study (department). The representation in terms of department ranges from 109 (49.5%) in Metal manufacturing, 58 (26.3%) in Automotive and 53(24.1) in Electronics/electricity none of the respondents were Construction and Textile and Garment. According to our survey the educational levels of the MSE operators are; 367(96.59%) TVET graduate, 2(0.53%) do not read and write where as 4(1.1%) do read and write, 2(0.53%) are elementary school and 5(1.32%) 2ndry school. The above figure clearly shows that MSEs offer greater opportunities of creating employment not only for educated people but also unable to read and write and low skilled labor force and it also implies that most of the MSE operators are TVET graduate to get in to competition of modern business.

As shown in Table 2, 290(76.32%) of the respondents surveyed are females and 90(23.68%) of the MSE operators are males. The above figure signifies that most of the respondents are females & this implies that females own most of the MSEs. From the data in Table 2, it can be observed that the age ranges of the MSE operators surveyed are: below 24 (0.53%), 24-30 (55.30%), and 31-38(44.20%) years of old. The above figure clearly indicates that most of the MSE operators surveyed are young and productive people. This implies that MSEs are important sectors for generating employment opportunities for young citizens.

Table 3. Trainees' information about, choice, and interest in TVET training

No	Items	Trainees	
		No =200	%
1	What was your education ability and readiness up to grade 10 th ?		
	high	20	9.1
	medium	90	40.9
	low	110	50
	Total	200	100.0
2	Had you any information about the institution before you joined it?		
	Yes	79	35.9
	No	141	64.1
	Partially yes	-	-
	Total	200	100.0
3	Why did you choose to make your study in TVET institution?		
	family influence	4	1.8
	own choice	35	15.9
	lack of other alternatives	180	81.8
	better income from the field	-	-
	friends convinced me	1	1
	Total	200	100.0

Table 3 portrays trainees' information about, choice, and interest in TVET training the background of their educational ability and readiness. Item 1 is about the background of their educational ability and readiness, 110 (50%), 90 (49.4%), and 20 (9.1%) responded as 'low', 'medium', and 'high' respectively. Almost 50% the respondents were low educational ability and readiness. So this indicates that most of the trainees seem TVET collage as alternative institution. According to the response obtained for item 2 of the

same table, information about, choice, and interest in TVE training. Item 2 is about trainees' information about TVET training. 141(64.1%) and 79 (35.9%) responded as 'no', and 'yes', respectively. This indicates that majority of the trainees did not have information about TVET institution. According to the response obtained for item 3, 180 (81.8%), 35 (15.9%), and 4 (1.8%) of the trainees responded as 'its access for further education', 'lack of other alternatives' own choice' and 'family influence, respectively. To make a chose to enter in TVET institution shown respondent, in Table 3, item 3 were the trainees those who have not a chance to enter the higher education/university/.

Table 4 Availability of services

No	Item	Trainers N=30		Trainees N=220		Operators N =380	
		No	%	No	%	No	%
1	Do you know TVET supervisors support MSE operators?						
	yes	-	-	217	98.6	-	-
	No	-	-	3	1.4	-	-
	Total	-	-	220	100.0	-	-
2	Short and long term capacity trainings that are given to the teachers?						
	yes	-	-	-	-	-	-
	No	30	100.0	-	-	-	-
	Total	30	100.0	-	-	-	-
3	Do TEVT render guidance and counseling service to trainees and operators?						
	Yes	-	-	-	-	-	-
	sometimes	4	13.3	-	-	-	-
	No	26	86.7	-	-	380	100.0
	Total	30	100.0	-	-	380	100.0
5	Does the TVET institution gives short training to develop the skills of those who are on the job?						
	it gives training	-	-	-	-	-	-
	sometimes	-	-	-	-	4	1.1
	it does not give training	-	-	-	-	376	98.9
	Total	-	-	-	-	380	100.0
6	The involvement of government to organize the graduates in Micro and small scale enterprise to create his/her own job is:						
	Very high	-	-	-	-	-	-
	High	-	-	-	-	-	-
	Medium	-	-	-	-	67	17.6
	Low	-	-	-	-	89	23.4

Very low	-	-	-	-	224	58.9
Total	-	-	-	-	380	100.0

Table 4 above presents the availability of services. As shown in Table 4, 217(98.6%) respondents responded, TVET supervisor is not provide support service for MSE operators.3 (1.4%) respondents responded as TVET supervisor support operators. Majority of the respondents in item 1, trainers were respond the institute is not provides supporting services to MSE operators.

According item 2, 30 (100%) respondents responded as there is not short and long term training is given by TVET institution. That is the instructors /trainers/ surveyed replied that they have not been encountered with sustainable training. Interview results conducted with head of Chagni TVET collage disagree these responses. TVET head explained it as: there is a short term training that given by the institution to trainers to develop their skills. But there is not long training is given to the trainers. Because of there is shortage of budget (interview response, March 3, 2014). This indicates that all most all, any training is not offered by the institution.

In the 3rd item, that is, guidance and counseling services, 26 (86.7%) of trainers replied that they do not perform the activity and 4 (13.3%) of them responded sometimes they perform the activity and accordingly out of a total 380 respondents, 380 (100%) of the respondents rated as ‘no’. This seems to show that at all, vocational and career guidance and counseling service is not given through TVETs. This indicate that, the TVETs have not provide guidance and counseling service in all manner particularly MSE operators. However, according to (Stuth and Kuhn, 2005), the benefit of vocational guidance for young people is apparent from the greater success achieved in selecting a career which matches their potential and better matching with the needs of the economy and young people also have self confidence in the world of work.

Interview results conducted with Chagni dean of TVET institution and MSE Head Office Development agree these responses. Head of macro and small enterprise and dean of collage explained it as: there is no guidance and counseling service providing by the

institution to trainees, trainers as well as the MSE sector and operators (interview response, March 3, 2014).

Table 4 item 5 clearly portrays the short term training that deliver for operators in TVET institution. As shown item 5, 376(98.9%) respondents responded, as it does not give training for MSE operators and 4(1.1%) sometimes the institution gives the training for operators. Interview results conducted with Chagni TVET Office Development agree these responses. Head of TVET institution explained it as: there is no training is given to the operators after accomplishment of their training. The reasons is that, there no fund to facilitate the training (interview response, March 3, 2014).

This implies that the range of relevant training on vocational, technical and business skills made available to micro and small enterprises is poor and it also implies that MSE operators lack awareness about the already existing training facilities and what they offer to this sector. Item 6 is about the involvement of the government to organize after success in Micro and small scale enterprise 224 (59.8%), 89(23.4%) and 67 (17.6%) of respondents responded as very low, low and medium respectively. So the majority the respondents responded, the role of the government to organize after accomplishment of their training is very low.

Table 5 views about the TVET Police, Objective and Relevance of the Curriculum

No	Item	Trainees N=220		Trainers N =30		Operators N=380	
		No	%	No	%		
1	How do you evaluate the relevance of TVET curricula to the needs of the local labour market demand?						
	Highly relevant	-	-	-	-		
	Relevant	-	-	-	-		
	Moderately relevant	-	-	8	26.7		
	Less relevant	-	-	22	73.3		
	Total	-	-	30	100.0		
2	In your opinion the training program in your area of training was/is:						
	Highly effective						
	Moderately effective	78	34.5	14	46.7		
	Not effective	142	64.5	16	53.3		
	Total	220	100.0	30	100.0		
3	Have you been adequately orientation about the purpose, police and strategy of TVET?						
	yes	17	7.7	-	-		
	no has orientation	203	92.3	-	-		
	Total	220	100.0	-	-		
4	Contribution of entrepreneurial course						
	High	-	-				
	Medium	62	28.2	12	40		
	Low	118	53.6	18	60	112	29.5
	Very low	40	18.2	-	-	260	70.5
	Total	220	100.0	30	100.0	380	100.0

The first question raised to the trainers (item 1) was to know the extent of the relevance of the curriculum to the local market needs. Accordingly, it was found that majority of the respondents 22(73.3%) reacted as 'less relevant', while 8(26.7%) of them reacted as 'moderate' and none of them rated 'highly relevant and relevant'. This indicates that, the relevance of TVET curricula to the needs of the local labor market demand is less relevant. As to the effectiveness of the training program in the training area item 2, 142(64.5%) of the trainees and 16(53.3%) of the trainers answered that it is not effective. 78(34.5%) of the trainees and 14(46.7%) of the trainers replied that is moderately effective. This is an indication that the training program in the training area is not much as possible highly effective. Still obstacles related to supply of raw materials, awareness of enterprise owners, scarcity of enterprises that take part in the program, and efforts undertaken by TVET institutions to work in relationship with enterprises as cited by trainers and trainees. As stated under Table 3 the purpose, policy and strategy of TVET orientation provide for trainees. 203(92.3%) and 17(7.7%) of respondents replied 'no' and 'yes' respectively. This indicates that the majority of the trainees have not any information about the policy, purpose and strategy of TVET and those trainees have not known what was given the institutions and after accomplished their training. Due to theses they are unwilling to do the work effectively.

The questions and responses in item 4, is concerning the contribution of the support services to the entrepreneurial course. Accordingly out of 220 respondent of trainees, 118 (53.6%) of the respondents rated as 'low', 62 (28.2%) of the respondent rated as 'medium' while 40 (18.2%) of the respondents rated as 'very low'. And out of 30 respondent of trainers, 12(40%) and 18 (60%) of respondents responded as 'medium' and 'low' respectively. This seems to show that the Contribution of the support services to the entrepreneurial course given is not satisfactory given by the institution. The respondents mentioned that most of the entrepreneurship course is not given attenuation in the institution. It is not intended necessarily to have young people begin their careers as entrepreneurs. Rather, it is meant to give them some practices of the opportunities, challenges, procedures, characteristics, attitudes and skills needed for successful entrepreneurs (ILO 2003:48). This shows that, entrepreneurship education in TVET

institution is a very important course for the trainees to create their own business after accomplishment of their training / that. As TVETs are training centers, they are expected to equip trainees with the necessary skills, knowledge and attitudes through formal, informal or non formal basis. Entrepreneurship training enables individuals create to own businesses rather than seeking employment in any organization. To strengthen such a culture, TVETs are providing entrepreneurship training to the youth. Even though in the same item, out of the total 380 operators, 260(70.5%) of respondents responded ‘very low’ and 112(29.5%) of respondents pointed ‘low’. This indicated that, entrepreneurship training is not given to them by TVET College. Therefore, giving adequate time and paying due emphasis for the course should be the role of TVET institution.

Table 6: The contribution of Chagni TVET College towards the trainees

No	Items	Trainees	
		No	%
1	Adequacy of quality training offered with the wants of the market		
	Very high	-	-
	High	-	-
	Medium	16	7.3
	Low	38	17.3
	Very low	166	75.5
	Total	220	100.0
2	Guidance and counseling offered during training		
	Very high		
	High	-	-
	Medium	-	-
	Low	3	1.4
	Very low	217	98.6
	Total	220	100.0
3	There are adequate equipment, machinery and training materials		
	Very high	-	-
	High	-	-
	Medium	10	4.5

Low	22	10
Very low	188	85.5
Total	220	100.0

According to the data in Table 6, concerning item 1 regarding quality of training provided, out of a total 220 respondents, 166 (75.5%) respondents rated as ‘very low’, 38 (17.3%) of the respondents rated as ‘low, while 16 (7.3%) of the respondents rated ‘medium’. This indicates that the quality of training provided is considered to be ‘very low’ that is given by the institution.

Item 2 in Table 6 is vocational and career guidance and counseling service provided in the institution. Accordingly, out of a total 220 respondents, 217 (98.6%) of the respondents rated as ‘very low’, while 3 (1.4%) of the respondents rated as ‘low’. This seems to show that vocational and career guidance and counseling service found to be inadequate/ not satisfactory in the institution. Against the response obtained, vocational guidance and counseling service is essential for the goals of TVET to be fully realized and that they should for that reason be fully integrated with all TVET programming. According to (Stuth and Kuhn, 2005), the benefit of vocational guidance for young people is apparent from the greater success achieved in selecting a career which matches their potential and better matching with the needs of the economy and young people also have self confidence in the world of work.

In Table 6 item 3, the respondents rated on the item practical training materials, machinery and equipment. From the total sample population 188 (85.5%), 22 (10%), and 10 (4.5%) rated ‘very low’, ‘low’ and ‘medium’ respectively. On these ideas the researcher obtained additional facts through observation revealed that there is shortage of practical training materials and equipments in the selected TVET colleges. In addition to this from the respondent’s those rated very low and low constitutes 95.5 %. Therefore, the result of the researcher observation together with the respondent’s response clearly revealed that there is lack of practical training materials and equipments in the institutions as well as there is no practical training that is not given by institution.

Table 7 Problem that faces the respondents

N0	Items	Operators	
		No	%
1	What is the problem that hinders to enter in to work after the accomplishment of the college training?		
	loans	160	42.1
	shade/ work place/	65	17.1
	Material	57	15
	Support	98	25.8
	Total	380	100.0
2	What are the problems that you face after entering into the job?		
	provision of new technology	99	20.1
	market linkage	101	26.6
	support	145	38.2
	Shade	35	9.2
	Total	380	100.0

Concerning item1, the problem that faces the trainees after accomplishment. Out of a total 380, 160 (42.1%) pointed out that is 'loans', 98 (25.8%) is responded as 'supporting service', 65 (17.1%) shade/ work area while 57 (15%) of the respondents pointed out that is 'material'. This indicates that majority of respondents pointed that problem that hinders young people to enter in the work after the accomplishment of the college training is loans and in same extant the work area. Lack of support and working place also includes a problem where operators can easily reach them or work in rented houses, which are very expensive in terms of cost. According to my survey lack of premises / working place and supporting service are a problem of MSE operators in response to the question whether they encounter with lack of premises or not. This implies that the

supporting service and constructed commercial premises are not sufficient /enough/ for the MSE operators and the existing land acquisition procedures do not consider accessibility of land for MSE operators and support that is given by operators is poor.

In the same table item 2, the problem that seems entering the job. Out of the total 380 respondents, 145(38.2%) of respondents responded 'support', 101(26.6%) of respondents pointed 'market linkage', 99(20.1) of respondents responded 'provision of new technology' while 35(9.2%) of respondents responded 'shade/work area/'. This seems to show that support of concern body to words the operators is limited or very low.

Table 8.the Supports given by TVETs to MSEs

No	Items	Operators	
		No	%
1	I have got marketing training from TVETs		
	strongly agree	-	-
	agree	-	-
	undecided	-	-
	disagree	112	29.5
	strongly disagree	260	70.5
	Total	380	100.0
2	I have got Technology supports		
	strongly agree	-	-
	agree	-	-
	undecided	-	-
	disagree	158	41.6
	strongly disagree	222	58.4
	Total	380	100.0
3	I have got work area from MSE sectors		
	strongly agree	-	-
	agree	55	14.5
	undecided	-	-
	disagree	183	48.2
	strongly disagree	142	37.4
	Total	380	100.0
4	I am satisfied with the financial access given by micro finances and other lending institutions.		
	strongly agree	-	-
	agree	113	29.7
	undecided	-	-
	disagree	230	60.5
	strongly disagree	37	9.7
	Total	380	100.0

In item 1, providing of marketing training from TVETs 260(70.5%) and (1.93) and 112(29.5%) of the respondents replied as 'strongly disagree' and 'disagree' respectively. A support to MSEs in relation to marketing training is also weak. This clearly shows that respondents do not agree with marketing trainings supports from TVETs. Interview results conducted with dean of Chagni TVET institution and Chagni Town MSE Head Office Development agree these responses. Head of collage and Head of macro and small enterprise explained it as: there is no market training if offered by TVET institution. The reasons is that, head of TVTET said the institution is new. So there is no enough materials and human power (interview response, March 3, 2014).

In the same table item 2 to support technology, out of the total, 222(58.4%) of respondents responded as 'strongly disagree' while 158(41.6%) of respondents responded as 'disagree'. This seems that, the provision of technology support is not give through TVET collage. Interview results conducted with Dean of Chagni TVET institution agree these responses. Because of lack of budge and human resources the new technology is not produce (interview response, March 3, 2014).

In the same table item3, provision of work place.183 (48.2%), 142(37.4%) and 55(14.5%) of respondents reacted as 'disagree', 'strongly disagree' and 'agree'. Majority of the respondents responded there is no support to provide work area through MSE sectors. Interview results conducted with Chagni Town MSE Head Office Development disagree these responses. Head of macro and small enterprise explained it as: there is work place which is support to operators (interview response, March 3, 2014).

Table 8 above item 4, is organized to identify whether there are favorable conditions for the operators to get loan and what major challenges did the operators face to get loan are raised to the operators. Interview results conducted with Chagni Town MSE Head Office Development agree these responses. However head of MFI disagree responses, Head of macro and small enterprise explained it as: there is no provision of loan to operators. But head of MFI explained there is loan provision to MSE operators (interview response, March 3, 2014).

Accordingly, out of a total 380 respondents, 230 (60.5%) of the respondents said 'disagree', 113 (29.7%) of the respondents said 'agree' while 37(9.7%). This seems to show that there was no conducive and easy loan provision service for the operators so as to help the operators to create their own venture. Interview results conducted with Chagni Town MFI Head Office Development disagree these responses. Head of macro and finance institution explained it as: we provide loan provision in suitable manner and provide on time. However, Chagni Town MSE Head Office Development by giving interview, he did not support his idea. But he did support the response of the operators. MSE Head Office Development explained it as: MFI sectors are one of our stakeholders by providing loan for MSE operators. But in his interview time, he said that there is not satisfactory loans providing for operators through IF sectors (interview response, March 3, 2014). In this view, we conclude that there is not satisfactory loan provision provide for the operators.

Table 9, Evaluation of the Linkage

No	Items	Trainees		Trainers		Operators	
		No	%	No	%	No	%
1	How do you evaluate the linkage between Chagni TVET College and MSE sectors?						
	Very high	-	-	-	-	-	-
	High	-	-	-	-	-	-
	Medium	-	-	-	-	-	-
	Low	-	-	6	20	-	-
	there is no linkage	-	-	24	80	-	-
	Total	-	-	30	100	-	-
2	Do the TVET and MSE linked together give support to operators in organized manner?						
	Satisfactory	-	-	-	-	-	-
	not satisfactory	-	-	-	-	43	11.3
	there is not support	-	-	-	-	337	88.7
	Total	-	-	-	-	380	100.0
3	Do you have linkage to the TVET collage in all aspects?						
	yes	-	-	-	-	-	-
	sometimes	-	-	-	-	41	10.8
	there is no linkage	-	-	-	-	339	89.2
	Total	-	-	-	-	380	100.0
4	Do you think there is a linkage between theory and practice in the curriculum and the training which is given on time?						
	yes	-	-	-	-	-	-
	sometimes	8	3.6	-	-	-	-
	no	212	96.4	-	-	-	-
	Total	220	100.0	-	-	-	-
5	What are the problems that hinder the linkage between TVET and MSE sectors to provide effective work?						
	Structural limitation and inefficient implementation	180	90	25	83.3	260	86.6
	Environmental situation is not conferment	-	-	-	-	-	-
	Both institutions do not give attention for linking	20	10	5	16.7	40	13.4
	Total	200	100.0	30	100.0	300	100.0

As show Table 9 item 1 the indicate linkage between TVET and MSE. Out of the respondents, 24 (80%) and 6(20%) of respondents indicated as ‘low’ and ‘medium’ respectively. This seems there is unsatisfactory linkage between both sectors because there is structural limitation and inefficient implementation of the police on the ground. Interview results conducted with Chagni Town MSE Head Office Development supported this response idea. MSE Head Office Development explained it as: there is not any relation for anything between us. Lastly he recommended that, we should be strongly linked to achieve the government policy that is reducing poverty through the cooperative efforts. So TVET to provide the necessary trainings to the selected entrepreneurs, proved new technology and giving guidance and counseling service to develop their self confidence in the world of work. And; micro finances to give financial supports. He said if we linked together we achieve the final goal and win the poverty. From the discussion carried out, one can apparently understand that there is no the linkage between TVET institutions and MSE sectors as well as MFI.

Finally interviewer said, (MSE, TVET leaders and micro finance managers) they will designed that MSEs, to perform the recruitment and selection of entrepreneurs in MSEs; TVET to provide the necessary trainings and new technology to the selected entrepreneur and micro finances to give financial supports. In order to achieve these shared responsibilities, a common steering committee that includes members from all (college dean, MSEs Process owner and micro finance manager) will be formed they said. As the interview results show, the committee will be regular meeting period; plan tasks together and follow up their achievement jointly.

Item 2, in the same table both TVET and MSE support operators in organize manner. Out of 380,337(88.7%) and 43(11.3%) Of respondents remarked as ‘there is not support’ and ‘not satisfactory’ respectively. This shows that, there is no linkage between both sectors as respondents responded item “1” above, and then, there is a weak support that provide by the TVET institution.

In Table 9 item 3, the TVET collage linkage with operators. 339(89.2%) of respondents responded as 'there is no linkage' and 41 (10.8%) of respondents responded as 'sometimes'. So the majority of respondents responded there no linkage between them.

The item 4 is about the linkage between theoretical training with practice. Out of the total respondents, 212(96. %) and 8(3.6%) Of the respondents responded as 'no' and 'sometimes'. This indicate practical training is no given through TVET institution. Interview results conducted with Chagni Town Dean of collage supported this respondent's idea. He explained that, there is no practical training given for the trainees the trainees training by theoretical only. He said, we should be give attention for this program for future (interview response, March 3, 2014).

As show Table 9 item 5, the problem that hinder the linkage between TVET and MSEs. Out of the total respondents, 180(90%), 25(83.3%) and 260(86.6%) of trainees, trainers and operators respectively responded as there is no linkage between them. The problem is structural limitation and inefficient implementation of the police as respondents responded. while 20(10%), 5(16.7%) and 40(13.4%) trainees, trainers and operators respectively responded as there is no attention given by TVET and MSE sector for linking. Interview results conducted with TVET collage Dean and MSE Head Development office agree this idea. They said that, there is no well organize structure to implement the police. Besides this, there is no attention given by the implemented body. However, as study indicated that even if there is a police, there is no the implemented on the ground.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This is the fifth and the last chapter. It deals with summary, conclusions, and recommendations

5.1 SUMMARY

Education is a tool to prepare young people for the job of tomorrow and means of country's economic development. TVET institutions are areas which education and training is given and have an important role to play in the future. TVET training by its nature has many practical applications whereby students could capture the culture of work, learn respect for their profession and develop attitude towards job creation rather than job seekers. Micro and small enterprise is considered to be any entity engaged in an economic activity irrespective of its legal form.

In 1996/1997 national micro and small enterprises strategy was developed by the government and the meaningful linkage between TVET and MSE as development and poverty reduction program in Ethiopia has been given due attention by government since 2004/2005. Until 2004/2005, the national strategy was implemented by federal MSEs development agency and organized only at national level because , it was very difficult to make the strategy practical in delivering business development services for MSE operators.

The main purpose of this study was to assessment the linkage between TVET and MSE sectors in selected TVET institution of Awi zone Chagni tow administration. To identify these problems in regards of status of linkage between TVET and MSE, do curriculum of TVET fit with demands of MSE, do TVET and MSE organizations encouraged to achieve their objectives, and is prevailing productivity of Operators is fortunated.

The approach used in this research was a mixed research approach which makes the use of both qualitative and quantitative description. To this end, questionnaire and interview methods of data collections were employed. In conducted analysis of the results in identified problems,

5.1.1 Background Characteristics of Respondents

Regarding the sex profile of the respondents is concerned; the number of female's respondent is higher than males. This indicates that the numbers of females' trainee's trainers and others was greater than the males in the institution and were successful in employment. Regarding the academic profile of Chagni TVET College trainers, majority of the trainers are degree holders which is fit the standard set by education and training policy. The ages of the respondents (trainees, trainers and operators) are work age. And majority of the respondents are below 5 years of work experiences.

5.1.2 The linkage between TVET and MSE

The linkage of TEVT and MSE is crucial particularly in developing countries since unemployment and underemployment is high. Therefore, the TEVT system has the mandate takes responsibility force according to the needs different segments of the loubere market with spatial emphasis to micro and small business enterprises. So, TEVT is established to identify productivity in this sector (UNESCO and ILO, 2002).

As all the linkage between the TVET and MSE play a great role in community to development and acquire skill, better knowledge and create job opportunity in their area by modifying the lower level and middle level technology adoption. But in Chagni town the linkage between both institutions is not have got emphasis, that results both institution have no guidelines, procedure (ways of communication) to each other. This leads the TVET has not consider what job opportunity in the Chagni MSE ,and has also not consider what type of training will be needed with trainees and not plan how to help the trained MSE to improve their skill. In the other way MSE also not give accurate and timely feed back to the TVET regarding the need of training, the gap of training and not work cooperatibly as much as possible.

In general there is no a strong relationship between both institutions and also with supportive sector micro and finance institution. Even if the police address the issue of these organizations to meet the interests of communities with collaboration to each other, the identified problems those reflects implementation of these polices does not exist on

the ground in regards of its objectives so that there is no linkage between TVET and MSE.

5.1.3 The relevance of curriculum in TVET institution

The relevance of curriculum is the soul of education in all level. In TVET training curriculum must relevant to the need of trainers to meet the interest of trainees to fill the gap in their capacity. Curriculum relevance was observed with the relation between theoretical and practical training, how these given align to each other and way of evaluation mechanisms. The relevance of curriculum with the needs of the labuor market that is given at the study area is not going to side by side, not closely relate with what were given in the class with practice and mechanism of evaluation. Due to this result curriculum of the TVET didn't applied to solve the problem in demands of MSE.

5.1.4 Government support

Governmental support is also very crucial factor for MSE to collaborate with TVET. Government must take responsibility that police implemented on the ground in case of linkage and must access land, financial credit, machinery with credit and consultancies to organize trainers from TVET and to participate in MSE. And also government body must follow and regulate whether the institution are work each as the proclamation of the region permit to TVET and MSE. But in Chagni there is structural limitation and insufficient implementation of police, mostly no land access supports, no financial credit and follow and regulate they work each other. In general the encouragement offering by government and other concern body towards in the case of linkage of TVET and MSE is poor.

5.1.5 Entrepreneurship Courses for Trainees

As the study revealed, entrepreneurship courses have been given for trainees in the institution. However, the course offered found to be not been satisfactory to equip trainees with necessary entrepreneurial skills that help them to create self-employing business.

5.2 CONCLUSIONS

This research was conducted in Amahar regional state Awi zone Chagni town with the assessing of the linkage between TVET and MSE and assessing the factors affecting the performance of MSE operators engaged in their world of work. Specifically, the study attempted to assess linkage between TVET and MSE, relevance of curriculum, availability service, Entrepreneurship Courses for Trainees and trainees' information and interest in TVET training and to recommend possible solution to alleviate the problem of link between them. So enhanced relevance of the TVET curricula increases the probability of producing trainees and operators that can fit better to the labor market. This, in turn, increases the importance and acceptability of TVET training and consequently enables to secure additional training inputs from various stakeholders and immediate employment of graduates. However, the result show in my study is contrary. That is, there is no relevance of the curriculum in the need of the labuor market. The relation between theoretical and practical training and theoretical and practical training given side by side is unsatisfactory.

The linkage between TVET and MSE is not fair. Even though there is a policy of TVET education that structured the TVET and MSE in link together, there is not well implemented. The government should give responsibility towards TVET and MSE to link together and work together to success the development of country. Finally, the study has further recognized that the assessment of the linkage between TVET and MSEs as well as operators and stakeholder is poor relationship.

5.3 RECOMMENDATIONS

To solve existing and addressed problem in my study here by I put the following recommendations for concerned government bodies and academic community to study detail root of problem at large.

- ❖ The government should support both institutions to work together as per the policy frame work.(job creation, poverty reduction and capacity building). So that government/local up to federal / has to encourage the TVET and MSE

financially and technical, inspect for performance of these organizations and implementation of policies,

- ❖ TVET has to perform its responsibilities to trainers and MSE operators like producing the standardized curriculum that fits the current markets, should offer new technology and business management training and should provide counseling service to trainees and operators.
- ❖ The government body responsible for professional development of trainers of TVET, such as the TVET Agency, had better to look into the quality of Chagni TVET college trainers and work towards improvement of their competence either through short-term training or summer in-service training in collaboration with the institution.
- ❖ Entrepreneurial training, which is invaluable for trainees, needs to be revised by incorporating the experience of indigenous exemplary entrepreneurs supplemented with different field visiting where the actual work is found so that the trainees develop practical skills and self-employing business.
- ❖ MSE has to bring attitude change in working sector to work cooperatively with TVET by giving planned and timely feedback and has to support operators to bring the change in existing problem.
- ❖ Close relationship must be established between the TVET institute, MSES and other financial bodies to facilitate and encourage the self-employment ideas of the trainees and operators. To this end, the services rendered in the TVET institute by different units and offices should be combined;
- ❖ Stockholders/local administration, MFI, MSE Development Bureau/ should be responsible for productivity of operators in providing premises support, market linkage, counseling service, business plan development.
- ❖ The institution's support services towards the trainees and operators have been found to be not satisfactory in all cases as study indicated. Therefore, it is advisable that the institution provide service delivery and entrepreneurship education as adequate as possible believing that they have their own share on the graduates' and operators self-employment opportunities and self-confidence.

- ❖ The institution's support services towards the trainees' self-employment opportunities, the provision of guidance and counseling service and entrepreneurship education are unsatisfactory. Therefore, it is advisable that the institution provide guidance and counseling service and entrepreneurship education as adequate as possible believing that they have their own share on the trainees' self-employment opportunities.

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Appendix-A
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Professional and Vocational Education Program Unit
Questionnaire to be filled by Chagni TVET College trainees

Dear Respondent,

The purpose of this questionnaire is to gathering, analyzing and interpreting data and to identify gaps and suggesting possible solution towards the linkage between TVET institution and MSE sectors in the case of Chagni town administration. Then, your honest and genuine response which can be an asset for the effectiveness of this study in the area under investigation. The information you provide will be used only for academic purpose and it will be kept confidential. Thank you in advance for your kind cooperation and dedicating your time.

Sincerely,
Atsede Kebebe

General Instruction: -

- Don't write your name;
- Put a tick (✓) mark or circle against your choice for items with alternative;
- For multiple choice items, you can use more than one answer, if you believe two or more alternatives are important;
- Write your answer briefly for open ended questions

Part I: Background of the respondent

1. Sex: A. Male B. Female
2. Age: A. below 24 B. 25-30 C. 31-38
D. 39-45 E. 46 and above
3. Field of study in the TVET institution:
- A. Construction C. Electronics/electricity

- B. Metal manufacturing D. Textile and Garment
E. Automotive

4. Educational level:

- A. Level 1 C. Level 3
B. Level 2 D. Level 4

Part II: For the Multiple Choice Items Below, Put a Tick (✓) mark against your Choice for Items with Alternatives in the correct box.

1. How was your attending and readiness towards learning up to level of grade 10th?
A. high B. medium C. low
2. Had you any information about the institution before you joined it?
A. Yes B. No C. Partially yes
3. What was your driving force towards joining technical and vocational professions?
A. family influence B. own choice C. lack of other alternatives
B. better income from the field D. friends convinced me
4. Do you have clearly known the objectives, police and strategy of the TVET program?
A. Very adequately B. Adequately C. Not adequately
5. Do you know the linkage between TVET and MSE sectors?
A. yes I do B. no I don't C. I don't have any evidence
6. In your opinion the training program in your area of training was/is:
A. Highly effective B. Moderately effective C. Not effective
7. Do you believe that practical and theoretical course is given as recommended in curriculum of education?
A. yes B. sometimes C. no
8. Do you know TVET supervisors support MSE operators?
A. yes B. no
9. What are the problems that hinder the linkage between TVET and MSE sectors to provide effective work?
A. structural limitation and inefficient implementation
B. environmental situation is not conferment
C. both institutions do not give attention for linking

Part III: Please read each statement carefully and put a circle mark below the number of your response for each statement.

(Use 5= very high, 4= high, 3= Medium, 2 =low, 1=very low) and 0= If other, specify_____

No	Items	5	4	3	2	1	0
1	Adequacy of quality of training offered with the wants of the market						
2	Contribution of entrepreneurial course						
3	Guidance and counseling offered during training						
4	There are adequate equipment, machinery and training materials						

10. What do you suggest about ways to further strengthen the linkage of TVET, MSE and operators'? If any, specify -----
-----.

Appendix-B
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Professional and Vocational Education Program Unit
Questionnaire to be filled by Chagni TVET College trainers/instructors/

Dear Respondent,

The purpose of this questionnaire is to gathering, analyzing and interpreting data and to identify gaps and suggesting possible solution towards the linkage between TVET institution and MSE sectors in the case of Chagni town administration. Then, your honest and genuine response which can be an asset for the effectiveness of this study in the area under investigation. The information you provide will be used only for academic purpose and it will be kept confidential. Thank you in advance for your kind cooperation and dedicating your time.

Sincerely,
Atsede Kebebe

General Instruction

- ❖ **Don't write your name;**
- ❖ **Put a tick (✓) mark or circle against your choice for items with alternative;**
- ❖ **For multiple choice items, you can use more than one answer, if you believe two or**
- ❖ **more alternatives are important;**
- ❖ **Write your answer briefly for open ended questions.**

Part I: Background

1. Sex: A. Male B. Female
2. Age: A. below 24 B. 25-30 C. 31-38
- D. 39-45 E. 46 and above
3. Marital status: A. Married B. Divorced C. Single
4. Educational Qualification:
- A. Certificate B. Diploma

- C. BA/BSC D. MA/MSc
5. Work Experience: A. 0-5 years B. 6-9 years C. 10 and above years

Part II: For the Multiple Choice Items Below, Put a circle mark against your Choice for Items with Alternatives in the correct box.

1. Are there short and long term training given so as to promote the ability of teachers?
A. yes, there are B. no, there aren't
2. How do you rate the relevance of available equipment in your training area?
A. High B. Medium C. Low
3. How do you evaluate the linkage between Chagni TVET College and MSE sectors?
A. Very high B. High C. Medium D. Low E. there is no linkage
4. What are the problems that hinder the linkage between TVET and MSE sectors to provide effective work in their area?
A. structural limitation and inefficient implementation
B. environmental situation is not conferment
C. both institutions do not give attention for linking
5. Do TEVT provide guidance and counseling service to trainees in their field so that they strengthen and develop self-confidence in their effort and achievement?
A. Yes B. sometimes C. No
6. In your opinion the training program in your area of training was/is:
A. Highly effective B. Moderately effective C. Not effective
7. In your own experience, how do you evaluate the relevance of TVET curricula to the needs of the local labour market demand?
A. Highly relevant B. Relevant C. Moderately relevant D. Less relevant
8. How you evaluate the contribution of the institution that provide entrepreneurial course for the trainees? A. high B. medium C. low
9. To what extent is the TVET curriculum flexible to accommodate the interest of trainees? A. Highly flexible B. Moderately flexible C. Not flexible at all
10. What do you suggest about ways to further strengthen the linkage of TVET, MSE and operators'? If any, specify -----

Appendix-C
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Professional and Vocational Education Program Unit

Questionnaire to be filled by Chagni town administration operators/MSE operators/

Dear Respondent,

The purpose of this questionnaire is to gathering, analyzing and interpreting data and to identify gaps and suggesting possible solution towards the linkage between TVET institution and MSE sectors in the case of Chagni town administration. Then, your honest and genuine response which can be an asset for the effectiveness of this study in the area under investigation. The information you provide will be used only for academic purpose and it will be kept confidential. Thank you in advance for your kind cooperation and dedicating your time.

Sincerely,
Atsede Kebebe

General Instruction

- ❖ Don't write your name;
- ❖ Put a tick (✓) mark or circle against your choice for items with alternative;
- ❖ For multiple choice items, you can use more than one answer, if you believe two or
- ❖ more alternatives are important;
- ❖ Write your answer briefly for open ended questions

Part I: Background

1. Sex: A. Male B. Female
2. Age: A. below 24 B. 24-30 C. 31-38
D. 39-45 E. 46 and above
3. Marital status: A. Married B. Divorced C. Single

4. What is your educational level?

A. Does not read and write

C. Elementary School

B. Read and write

D. Secondary School

E. TVET graduate

F. College diploma

G. First degree and above

5. Work Experience:

A. 0-2 years

B. 3-7 years

C. 7 and above years

Part II: For the Multiple Choice Items Below, Put a Tick circle mark against your Choice for Items with Alternatives in the correct box.

1. How do you see the situation of monitoring and evaluation system of technical and vocational institution after training in order to fill the gaps of technical, skill and inputs for operators?

A. very high

B. high

C. low

D. no kind of monitory and evaluation

2. What is the problem that hinders to enter in to work after the accomplishment of the college training?

A. loans

B. place of selling/shade/

C. Material

D. support

3. What are the problems faced after you began your work?

A. provision of new technology

B. market linkage

C. support

D. place of selling/ shade/

4. In your own observation, the involvement of government to organize the graduates in Micro and small scale enterprise to create his/her own job is:

A. Very high

B. High

C. Medium

D. Low

E. Very low

5. How do you evaluate the linkage between Chagni TVET College and MSE sectors?

A. Very high

B. High

C. Medium

D. Low

E. there is no linkage

6. Do the TVET and MSE linked together give support to operators in organized manner?

A. Satisfactory

B. not satisfactory

C. there is not support.

7. Do you have linkage to the TVET collage in all aspects?

A. yes

B. sometimes

C. there is no linkage

8. What are the problems that hinder the linkage between TVET and MSE sectors to provide effective work in their area?
- A. structural limitation and inefficient implementation
 - B. environmental situation is not conforment
 - C. both institutions do not give attention for linking

Part III: After you read each of the items, evaluate them and then put a tick mark

(✓) under the choices below.

5=strongly agree 4=agree 3=undecided 2=disagree 1=strongly disagree

N O	ITEM	AGREEMENT SCALE					
		5	4	3	2	1	remark
1	I have got entrepreneurship training from TVETs						
2	I have got marketing training from TVETs						
3	I have got Technology supports						
4	I have got guidance and counseling service from TVETs						
5	I have got work area from MSE sectors						
6	I am satisfied with the financial access given by micro finances and other lending institutions.						

9. What do you suggest about ways to further strengthen the linkage of TVET, MSE and operators'? If any, specify -----

Appendix-D
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Professional and Vocational Education Program Unit

Interview Guide Questions for Dean of the TVET College

1. What is the problem that faces the linkage between TVET and MSE?
2. What are the efforts to implement the policies and strategies of the TVET?
3. How does the institution express the movement of giving short skill training and teachers development program for teachers?
4. Explain how much does the institution assigned the guidance and councilor professional in supporting trainees, MSE sectors and operators?
5. How does the institution relate theory and practice and making linkage to local industry development office while the training?
6. Explain the role of stakeholders to the TVET from curriculum designing up to any necessary support?
7. Did the TVET institution study and identify the importance of the training courses that are up to date and necessary to the local market?
8. What do you suggest about ways to further strengthen the linkage of TVET, MSE and operators'? If any, specify -----

Appendix-E

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Professional and Vocational Education Program Unit

**Interview Guide Questions for Micro and Small Scale enterprise development head
Office**

1. What is the problem that faces the linkage between TVET and MSE?
2. Would you explain the support such as assigning deputy school director who coordinate the centers of MSE sectors and expertise that advance the structure of the institution that suit for giving the training?
3. Would you explain the support of the institution to MSE by providing new technology?
4. Would you explain in brief the support of the institution to MSE sector enterprises and operators by giving short term training and counseling to capacitate them?
5. Would you explain the necessary support of the institution to TVET graduated students by organizing and providing loans to them?
6. What do you suggest about ways to further strengthen the linkage of TVET, MSE and operators'? If any, specify -----
-----.

Appendix-F
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Professional and Vocational Education Program Unit
Interview Guide Questions for stakeholders of the Chagni town
administration

1. What is your role and support to link TVET and MSE sectors?
2. Would you explain the facilitation of loan provision to MSE?

ለ/ የብረታ ብረት ሥራ ዘርፍ

ሐ/ ኤልክትሪክ ሥራ ዘርፍ

መ/ ጨረቃጨረቅ ሥራ ዘርፍ

ሠ/ አውቶፎቲቭ ሥራ ዘርፍ

ረ/ ሌላ ከለ-----

4. አሁን የምትማርበት/ሪበት/ -- ደረጃ

ሀ/ ደረጃ- አንድ ለ/ ደረጃ- ሁለት

ሐ/ ደረጃ- ሦስት መ/ ደረጃ- አረት

ክፍል ሁለት:

ከዚህ ቀጥሎ የምርጫ ጥያቄ በመሆኑ ለምርጫ ጥያቄ መልሰዎን በመክባብ ይመልሱ:

1. እስከ 10ኛ ክፍል የነበረህ/ሽ/ የትምህርት አቀባበልና ዝግጅት ሁኔታ
 - ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ
2. ስለቴክኒክና ሙያ ስልጠና ተቋም ከዚህ በፊት ግንዛቤህ/ሽ ነባረህ/ሽ?
 - ሀ/ አዎ ነበረኝ ለ/ አልነበረኝም ሐ/ በተወሰነ ደረጃ
3. በሙያ ስልጠና ምርጫህን/ሽን/ ለመወሰን የተጠቀምክበት/ሽ/
 - ሀ/ በቤተሰብ ፍላጎት ለ/ አመራጭ ሰለልነበረኝ
 - ሐ/ ገቢን ለመግኘት መ/ በጓደኛ ግፊት
4. ስለ ቴክኒክና ሙያ ትምህርትና ሥልጠና ዓለማ፣ ፖሊሲ እና ስትራቴጂ ተውቃለህ/ሽ/?
 - ሀ/ በጣም ተረድቻለሁ ለ/ ተረድቻለሁ ሐ/ አልተረድሁም
5. ስለቴክኒክና ሙያ ትምህርትና ሥልጠና ኮሌጅ እና ጥቃቅንና አንስተኛ ተቋማት ያለቸው ግንኙንት /ትስስር/ ተውቃለህ/ሽ/
 - ሀ/ አውቃለሁ ለ/ አለቅም ሐ/ ምንም መረጃ ያለኝም
6. በአንተ/ቺ/ እይታ/ሽ/ የሚሰጠው ሥልጠና ከሚሰጠው ስልጠና ጋር ሲታይ:-
 - ሀ/ በጣም ውጤታማ ነው ለ/ ውጤታማ ሐ/ ውጤታማ አይደለም
7. የተግባርና የንድፋ ሃሳብ ትምህርት በማስተሳሰር እና በሥራዓተ ትምህርት በመስደገፍ በጊዜ ትምህርት እየተሰጠ ነው ወይ?
 - ሀ/ እየተሰጠ ነው ለ/ አልፎ አልፎ ይሰጠል ሐ/ እየተሰጠ አይደለም
8. በማሰልጠኛ ኮሌጅ ቋሚ የሱፐርቪዥን ድጋፍ አገልግሎት የሚያገኙ የጥቃቅንና አንስተኛ ተጠቃሚዎችን ታውቃለህ/ሽ/?
 - ሀ/ አውቃለሁ ለ/ አለውቅም

9. የቴክኒክና ሙያ ትምህርትና ስልጠና እና የጥቃቅንና አነስተኛ ተቋም ተሳስሮ ውጤታማ ሥራ እንዲሠሩ ያለደረገቸው ችግር፡

ሀ/ ሁለቱን የሚያስተሳስር አደረጃጀትና አሠራር ተግባራዊ አለማድረግ

ለ/የአካባቢው ነባራዊ ሁኔታዎች ምቹ ያለመሆን

ሐ/ሁለቱም ተቋማት ተሳስሮ ለመስረት ትኩረት አለመስጠት

ክፍል ሦስት

ከዚህ በታች በሠንጠረዥ ከተዘረዘሩት አጠቃላይ ጉዳዮችን በማንበብ በጥያቄዎች ፊት ለፊት ባሉት ክፍት ቦታዎች ላይ "✓" ምልክት በማድረግ መልሶዎን ይመልሱ፡ ፡፡

ቁጥሮችን የሚወክሉት እንደሚከተሉት ይሆናል፡-

5=በጣም ከፍተኛ 4=ከፍተኛ 3= መካከለኛ 2= ዝቅተኛ 1= በጣም ዝቅተኛ 0=ሌላ ከላ

ተ. ቁ	ጉዳዮች/የጥያቄዎች አይነት/	5	4	3	2	1	0
1	ጥራት ያለው እና ከገበያ ፍላጎት ጋር ያገነዘባ ስልጠና የሚሰጠበት ሁኔታ						
2	የስልጠናውን ጥራት ከማስጠበቅ አኳያ መምህራን በተገቢ ሁኔታ የሚጠበቅባቸውን ድርሻ ይወጣሉ						
3	በስልጠና ወቅት ሙያዊ የምክር አግልግሎት እየተሰጠ መሆኑ						
4	ለስልጠና የሚያስፈልጉ ማቴሪያል ተቋሙ ያቀርባል						

10. የቴክኒክና ሙያ ትምህርትና ስልጠና፣ ጥቃቅንና አነስተኛ ተቋምና አልሚዎች ትስስር ከማጠናከር አኳያ መጨመር አለበት የምትለው/ይው/ ከለ ቢገለጽ-----
 -----:

መግለጫ ሀ-2

አዲስ አበባ ዩኒቨርሲቲ

የሰነ-ትምህርትና ባህሪ ጥናት ኮሌጅ

የቢዝነስና የሙያ ትምህርት ክፍል ፕሮግራም

**በቻግኒ ቴክኒክና ሙያ ትምህርትና ስልጠና ኮሌጅ በመምህራን የሚሞላ መጠይቅ፣
ውድ የጥናቱ ተሳታፊዎች፡**

የዚህ መጠይቅ ዋና ዓላማ “ በቻግኒ ከተማ አስተዳደር የቴክኒክና ሙያ ትምህርትና ስልጠና ተቋም እና በጥቃቅን አነስተኛ ተቋም የላቸው ትስስርን” በተመለከተ መረጃ መሰብሰብ፣ መመርመር፣ መተንተን እና ትስስርንን በሚመለከት የለውን ክፍታት በመለየት የመፍትሔ አማራጮችን ለማመላከት ተብሎ የተዘጋጀ ነው፡፡

ስለሆነም እርስዎም መጠይቁን በተአማኒነትና በትክክለኛነት በሚፈለገው ጊዜና ገደብ ሞልተው እንዲመልሱ የተጋበዙ ስለሆነ ለጥናቱ ስኬታማነት የበኩልዎን አስተዋጾ እንዲያበረክቱ እያጠየቀሁ ለሚያበረክቱት አስተዋጾና ትብብር በቅድሚያ አመሰግናለሁ፡፡

አፀደ ከበደ

ማሳሰቢያ፡-

- በመጠይቁ ላይ ስምዎን መፃፍ አያስፈልግም፤
- መልስዎትን የእርማት ምልክት (✓) ወይም በመክባብ ያስቀምጡ፤
- ለአመረጭ መልስ ከአንድ በላይ መልስ መስጠት ይቻላል፤
- በጽሕፍ ለሚመለሰው መልስ ግልጽ እንዲሆን መልካም ትብብርዎ ይሁን፡፡

ክፍል አንድ

ዳራ

1. ጾታ፡ ሀ. ወንድ ለ. ሴት.

2. ዕድሜ፡ ሀ. ከ24 በታች ለ. 24-30 ሐ. 31 -38
 መ. 39-45 ሠ. 46 እና በላይ

3. የገብቻ ሁኔታ፡ ሀ/ የገባ ለ/ የለገባ ሐ/ ፍቺ

4. የትምህርት ደረጃ፡ ሀ/ ሰርቲፊኬት ለ/ ዲፕሎማ

ሐ/ ዲግሪ መ/ ማስተር

ሠ/ ሌላ ክለ: -----

5. የሥራ ልምድ: ሀ/ ከ0-5 ዓመት ለ/ ከ6-8

ሐ/ 9-10 መ/ 11 እና በላይ

ክፍል ሁለት:

ከዚህ ቀጥሎ የምርጫ ጥያቄ በመሆኑ ለምርጫ ጥያቄ መልሰዎን በመክባብ ይመልሱ:

1. የመምህራንን አቅም ለማሰደግ የረጅምና የአጭቆር ጊዜ ስልጠናዎች ይሰጣሉ ወይ፡ ሀ/ ይሰጠሉ ለ/ አይሰጡም

2. በምታስተምርው/ሪው/ የትምህርት መስክ ዙሪያ ያለው የማቴራያል አቅርቦት እና ጥራት እንዴት ይገለጻል? ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ

3. የቻግኒ ቴክኒክና ሙያ ትምህርት ስልጠና እና ጥቃቅንና አንስተኛ ተቋም ያላቸው ትስስር እንዴት ትገመግማለህ/ሽ/፡
ሀ/ በጣም ከፍተኛ ለ/ ከፍተኛ ሐ/ መካከለኛ መ/ ምንም ትስስር ያላቸውም

4. የቴክኒክና ሙያ ትምህርትና ስልጠና እና የጥቃቅንና አንስተኛ ተቋም ተሳስሮ ውጤታማ ሥራ እንዲሠሩ ያለደረገቸው ችግር፡
ሀ/ ሁለቱን የሚያስተሳስር አደረጃጀትና አሠራር ተግባራዊ አለማድረግ ለ/የአካባቢው ነባራዊ ሁኔታዎች ምቹ ያለመሆን ሐ/ሁለቱም ተቋማት ተሳስሮ ለመስረት ትኩረት አለመስጠት

5. በተቋምህ/ሽ/ ላይ ጋይደነስና የከውንሰሊግ አገልግሎት አለ ወይ፡ ሀ/ አለ ለ/ አንዳንዴ ሐ/ የለም

6. በአንተ/ቺ/እይታ/ሽ/የሚሰጠው ሥልጠና ከሚሰጠው ስልጠና ጋር ሲታይ:- ሀ/ በጣም ውጤታማ ነው ለ/ ውጤታማ ሐ/ ውጤታማ አይደለም

7. የቴክኒክና ሙያ ትምህርትና ስልጠና ሥረዓተ ትምህርት አግባብነቱን በአካባቢ ከለው የገበያ ፍላጎት አንፃር እንዴት ትገመግመዋለህ/ሽ/፡ ሀ/ ከፍተኛ አግባብነት አለው ለ/ መካከለኛ አግባብነት አለው ሐ/ ዝቅተኛ አግባብነት አለው

8. የቻግኒ ቴክኒክና ሙያ ትምህርትና ስልጠና የሥራ ፈጠራነት ስልጠና ለተማሪዎች ይሰጠሉ፡ ሀ/ አዎ ለ/ አይሰጡም

9. የቴክኒክና ሙያ ትምህርት ስልጠና ሥረዓተ-ትምህርት በመስማማት የሰልጠኙን ፍላጎት ከማሟላት አኳያ ሲታይ፤

ሀ/ በጣም ተለዋዋጭ ለ/ መካከለኛ ሐ/ተለዋዋጭነት የለውም

10. የቴክኒክና ሙያ ትምህርትና ስልጠና፣ ጥቃቅንና አነስተኛ ተቋምና አልሚዎች ትስስር ከማጠናከር አኳያ መጨመር አለበት የምትለው/ይው/ ከለ ቢገለጽ-----

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መግለጫ ሀ-3

አዲስ አበባ ዩኒቨርሲቲ

የሰነድ-ትምህርትና ባህሪ ጥናት ኮሌጅ

የቢዝነስና የሙያ ትምህርት ክፍል ፕሮግራም

በቻግኒ ከተማ አስተዳደር በጥቃቅና አንስተኛ አንቀሳቃሾች የሚሞላ መጠይቅ፣
ውድ የጥናቱ ተሳታፊዎች፡

የዚህ መጠይቅ ዋና ዓላማ “ በቻግኒ ከተማ አስተዳደር የቴክኒክና ሙያ ትምህርትና ስልጠና ተቋም እና በጥቃቅን አንስተኛ ተቋም የላቸው ትስስርን” በተመለከተ መረጃ መሰብሰብ፣ መመርመር፣ መተንተን እና ትስስርንን በሚመለከት የለውን ክፍታት በመለየት የመፍትሔ አማራጮችን ለማመላከት ተብሎ የተዘጋጀ ነው፡፡

ስለሆነም እርስዎም መጠይቁን በተአማኒነትና በትክክለኛነት በሚፈለገው ጊዜና ገደብ ሞልተው እንዲመልሱ የተጋበዙ ስለሆነ ለጥናቱ ስኬታማነት የበኩልዎን አስተዋጾ እንዲያበረክቱ እያጠየቀሁ ለሚያበረክቱት አስተዋጾና ትብብር በቅድሚያ አመሰግናለሁ፡፡

አፀደ ከበደ

ማሳሰቢያ፡-

- በመጠይቁ ላይ ስምዎን መፃፍ አያስፈልግም፤
- መልስዎትን የእርማት ምልክት (✓) ወይም በመክባብ ያስቀምጡ፤
- ለአመረጭ መልስ ከአንድ በላይ መልስ መስጠት ይቻላል፤
- በጽሕፍ ለሚመለሰው መልስ ግልጽ እንዲሆን መልካም ትብብርዎ ይሁን፡፡

ክፍል አንድ

ዳራ

1. ጾታ: ሀ/ ወንድ ለ /ሴት
2. ዕድሜ: ሀ/ ከ24 በታች ለ/ 24-30 ሐ/ 31 -38
መ/ 39-45 ሠ/ 46 እና በላይ
3. የገብቻ ሁኔታ: ሀ/ የገባ ለ/ የለገባ ሐ/ ፍቺ
4. የትምህርት ደረጃ: ሀ/ ምንም የትምህርት ደረጃ የለኝም ለ/ ስርቴሬኬት
ሐ/ ዲፕሎማ መ/ ሌላ ከለ-----
5. የሥራ ልምድ: ሀ/ ከ0-2 ዓመት ለ/ ከ3-5 ዓመት



ክፍል ሁለት:

ከዚህ ቀጥሎ የምርጫ ጥያቄ በመሆኑ መልሰዎን በመክባብ ይመልሱ:

1. ከስልጠና በኋላ የቴክኒክና ሙያ ስልጠና ተቋም የክህሎትና የግብዓት ክፍተቶችን ለመሟላት እየደረገ የለው ድጋፍና ክትትል ምን ይመስላል?

- ሀ/ እጅግ በጣም ከፍተኛ ለ/ በጣም ከፍተኛ ሐ/ ከፍተኛ
- መ/ ዝቅተኛ ሠ/ ምንም ድጋፍ አይደረገም

2. ከቴክኒክና ሙያ ትምህርትና ስልጠና ምረቃት በኋላ ወደ ስራ ለመግባት ያጋጠሙ ችግሮች ምንምን ነቸው? ሀ/ የብድር አቅርቦት ለ/ የማምረቻ አቅርቦት

ሐ/ የማቴሪያል አቅርቦት መ/ የድጋፍ ችግር

3. ወደ ተግባር ሥራ ከገበያ/ሽ/ በኋላ ያጋጠሙ ችግሮች ምንድን ነቸው?

- ሀ/ የአዳዲስ ቴክኖሎጂዎች አቅርቦት ለ/ የገበያ ትስስር
- ሐ/ድጋፍ መ/ የመሸጫ ቦታ

4. በአንተ/ቺ/ እይታ መንግስት ተመረቁ ሰልጠኞችን በማደረጃት በኩል:

- ሀ/ በጣም ከፍተኛ ለ/ ከፍተኛ ሐ/ መካከለኛ መ/ ዝቅተኛ ሠ/ በጣም ዝቅተኛ

5. የቴክኒክና ሙያ ትምህርትና ስልጠና ተቋምና የጥቃቅንና አንስተኛ ኢንተርፕረዎዎች ልማት ጽ/ቤት በማቀናጀት/ በማተሳሰር/ እየደረጉ ያሉ ድጋፍ ምን ይመስላል?

- ሀ/ አጥጋቢ ነው ለ/አጥጋቢ አይደለም ሐ/ ምንም ድጋፍ ያለም

6. የቻግኒ ቴክኒክና ሙያ ትምህርት ስልጠና እና ጥቃቅንና አንስተኛ ተቋም ያላቸው ትስስር እንዴት ትገመግማለህ/ሽ/?

- ሀ/ በጣም ከፍተኛ ለ/ ከፍተኛ ሐ/ መካከለኛ መ/ ምንም ትስስር ያላቸውም

7. እርሶዎ ከቴክኒክና ሙያ ትምህርት ስልጠና ተቋም ጋር በሁለንተናዊ ዘርፍ ያለዎት ግንኙነት ምን ይመስላል?

- ሀ/ ትስስር አለን ለ/ አልፎ አልፎ ግንኙነት አለ ሐ/ ምንም ትስስር የለም

8. የቴክኒክና ሙያ ትምህርትና ስልጠና እና የጥቃቅንና አንስተኛ ተቋም ተሳስሮ ውጤታማ ሥራ እንዲሠሩ ያለደረገቸው ችግር፡

ሀ/ ሁለቱን የሚያስተሳስር አደረጃጀትና አሠራር ተግባራዊ አለማድረግ

ለ/የአካባቢው ነባራዊ ሁኔታዎች ምቹ ያለመሆን

ሐ/ሁለቱም ተቋማት ተሳስሮ ለመስረት ትኩረት አለመስጠት

ክፍል ሦስት

ከዚህ በታች በሠንጠረዥ የተዘረዘሩት ጉዳዮችን በማንበብ በጥያቄዎች ፊት

ለፊት ባሉት ክፍት ቦታዎች ላይ "✓" ምልክት በማድረግ መልሰዎን ይመልሱ፡፡

ቁጥሮችን የሚወክሉት እንደሚከተሉት ይሆናል፡-

5= በጣም እስማማለሁ 4= እስማማለሁ 3= ለመወሰን እቸገረለሁ

2= አልስማማም 1= በጣም አልስማማም

ተ.ቁ	ጉዳዮች/ ሃሰቦች/የጥያቄዎች አይነት/	5	4	3	2	1
1	ከቴ/ሙ/ተቋም የሥራ ፈጠራን ስልጠና አግኝቻለሁ፡፡					
2	ከቴ/ሙ/ተቋም ገበያ ነክ ስልጠና አግኝቻለሁ፡፡					
3	ከቴ/ሙ/ተቋም የቴክኖሎጂድጋፍ ተደርጎልኛል፡፡					
4	ከቴ/ሙ/ተቋም በሥራ ላይ የምክር አግልግሎት አግኝቻለሁ፡፡					
5	ከጥ/አነ/ተቋም በቂ የማምረቻና የማሸጫ ቦታ ተሰጥቷል፡፡					
6	አበዳሪ ተቋማት የብድር አግልግሎት ይሰጣሉ፡፡					

9. የቴክኒክና ሙያ ትምህርትና ስልጠና እና ጥቃቅንና አንስተኛ ተቋምና አልሚዎች ትስስር ከማጠናከር አኳያ መጨመር አለበት የምትለው/ይው/ ከለ ቢገለጽ፡-----

-----፡፡

መግለጫ ሀ-4

አዲስ አበባ ዩኒቨርሲቲ

የሰነድ-ትምህርትና ባህሪ ጥናት ኮሌጅ

የቢዝነስና የሙያ ትምህርት ክፍል ፕሮግራም

በቻግኒ ከተማ አስተዳደር ለቴክኒክና ሙያ ትምህርትና ስልጠና ተቋም የቀረበ ቃለ-መጠይቅ፤

1. የቴክኒክና ሙያ ትምህርትና ስልጠና እና የጥቃቅንና አንስተኛ ተቋም ተሳስሮ እንዳይሠሩ ያደረገው ችግር ከለ ቢብራራ?
2. የቴክኒክና ሙያ ትምህርትና ስልጠና ስትራቴጂዎችንና ፖሊሲዎችን ተግባራዊ ለማድረግ እየተደረጉ ያሉ ጥረቶች ምን ይመስላሉ?
3. ለመምህራን የመምህራንን ልማት መረሃ ግብርና አጫጭር የክህሎት ስልጠና በመስጠት በኩል እየተደረገ ያለው እንቅስቃሴ እንዴት ይገለጻል?
4. በቴክኒክና ሙያ ትምህርትና ስልጠና ተቋሙ የምክር አገልግሎት ባለሙያን በመመደብ በመማር ላይ የሉት ተማሪዎችን፣ ጥቃቅን አንስተኛ ተቋምን እና አቀሳቃሾችን ተገቢውን ክትትልና ድጋፍ በመስጠት በኩል ያለው የሥራ እንቅስቃሴ ቢገልጽ?
5. በክፍል ውስጥ የሚሰጠውን የንድፈ ሃሰብ ትምህርትን በተግባር በማስደገፍ በኩል ማለትም ከአከባቢ አንድስትሪ ልማት ተቋማት ጋር በማቀናጀት እንዲማሩ በማድረግ በኩል ያለው እንቅስቃሴ ቢገልጽ?
6. የባለድርሻ አካላት በቴክኒክና ሙያ ትምህርትና ስልጠና ከሥራዓተ ትምህርት ቀረጻ ጀምሮ አስፈላጊ ድጋፎችን በማሟላት በኩል ያላቸውን ሚና ቢገልጽ?
7. ተቋሙ የሚሰጠቸውን የትምህርት መስኮች ከወቅቱ የአከባቢ ገበያ ፍላጎት ጋር የሚጣጣሙ መሆናቸውን ከጥቃቅንና አንስተኛ ተቋም ጋር በማቀናጀት የተደረገ ጥናት ከለ ቢብራራ?
8. የቴክኒክና ሙያ ትምህርትና ስልጠና፣ ጥቃቅንና አንስተኛ ተቋምና አልሚዎች ትስስር ከማጠናከር አኳያ መጨመር አለበት የምትለው/ይው/ ከለ ቢገልጽ፡-----

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መግለጫ ሀ-5

አዲስ አበባ ዩኒቨርሲቲ

የሰነድ-ትምህርትና ባህሪ ጥናት ኮሌጅ

የቢዝነስና የሙያ ትምህርት ክፍል ፕሮግራም

በቻግኒ ከተማ አስተዳደር ለጥ/አነ/ኢ/ል/ጽ/ቤት የቀረበ ቃለ- መጠይቅ፡

1. የቴክኒክና ሙያ ትምህርትና ስልጠና እና የጥቃቅንና አነስተኛ ተቋም ተሳስሮ እንዳይሠሩ ያደረገው ችግር ከለ ቢብራራ?
2. የቴክኒክና ሙያ ትምህርትና ስልጠና ተቋም ማዕከላቱን የሚያስተባበር ምክትል ዕርስ መምህር እና በአንድ ማዕከል አገናኝ ባለሙያ በመመደብ የተቋሙን አደረጃጀቶችና ድጋፍ በሚያመች መልኩ በመደገፍ ረገድ እየተሠራ ያለው ሥራ ምን ይመስላል?
3. በአቅረቢያቸው የቴ/ሙ/ት/ስ ተቋም ለጥ/አነ/ አንቃሳቀሾች አዳዲስ ቴክኖሎጂዎችን እየሻሸሉ በማቅረብ ረገድ ያለው ሁኔታ ቢገለጽ?
4. የቴክኒክና ሙያ ትምህርትና ስልጠና ተቋም ለጥቃቅንና አነስተኛ ኢንተርፕራይዞች ልማት ጽ/ቤት በላሙያዎች እና አቀሳቃሾች ወቅታዊ አጫጭር የአቅም ግንባታ ስልጠናዎችን እና የምክር አገልግሎቶችን በመስጠት በኩል ያለው ሁኔታ በዝርዝር ይገለጽ?
5. ከቻግኒ ቴክኒክና ሙያ ትምህርትና ስልጠና ተቋም ተመረቆ የሚወጡ ተማሪዎችን በማደረጃት የብድር እና አሰፈላጊ ድጋፍ በማድረግ በኩል በጥ/አነ/ጽ/ቤት/ በኩል እተሠራ ያለውን ሥራ ቢገለጽ?
6. የቴክኒክና ሙያ ትምህርትና ስልጠና፣ ጥቃቅንና አነስተኛ ተቋምና አልሚዎች ትስስር ከማጠናከር አኳያ መጨመር አለበት የምትለው/ይው/ ከለ ቢገለጽ፡-----

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መግለጫ ሀ-6

አዲስ አበባ ዩኒቨርሲቲ

የሥነ-ትምህርትና ባህሪ ጥናት ኮሌጅ

የቢዝነስና የሙያ ትምህርት ክፍል ፕሮግራም

በቻግኒ ከተማ አስተዳደር ለባለድርሻ አካላት የቀረበ ቃለ- መጠይቅ፤

1. ቴክኒክና ሙያ ትምህርትና ሥልጠና እና ጥ/አ/አ/ል/ጽ/ቤት ተቀንጅቶ /ተሳሰሮ/ እንዲሠሩ በማድረግ በኩል ያለው እንቅስቃሴና ድጋፍ ቢገለጽ፤
2. ለጥቃቅንና አንስተኛ አንቀሳቃሾች ብድር አቅርቦትን በማመቻቸት በኩል ያለው ሁኔታ ቢገለጽ፤

Declaration

This thesis is my original work and all sources of information used for study have been duly acknowledged.

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Date: _____

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

Name: Girma Zewdie (Asso/Prof)

Signature: _____

Date: _____