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AN ASSESSMENT OF FORMAL TVET PROGRAMMES FOR SELF-EMPLOYMENT IN SELECTED OCCUPATIONAL FIELDS OF GOVERNMENT COLLEGES IN ADDIS ABABA

BY

TEGENIE ALEMAYEHU MENGISTU

JULY 2008
ADDIS ABABA

AN ASSESSMENT OF FOMAL TVET PROGRAMMES FOR SELF-EMPLOYMENT IN SELECTED OCCUPATIONAL FIELDS OF GOVERNMENT COLLEGES IN ADDIS ABABA

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

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Approved by the Board of Examiners

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Seyoum Teferra Advisor	Signature
Haileselassie Woldegerima External Examiner	Signature
Girma Zewdie Internal Examiner	Signature

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ACRONMYS

AA	Addis Ababa
AAU	Addis Ababa University
CBT	Competency-Based Training
CCE	Curriculum for Entrepreneurship Competences
CEFE	Competency-based Economies through Formation of Enterprise
CSA	Central Statistical Authority
ECBP	Engineering Capacity Building Program
FDRE	Federal Democratic Republic of Ethiopia
ESDP	Education Sector Development Program
FeMSEDA	Federal Micro & Small Enterprise Development Agencies
ReMSEDA	Regional Micro & Small Enterprise Development Agencies
GTZ	German Agency for Technical Cooperation
HRD	Human Resource Development
IIEP	International Institute for Education Planning
ILO	International Labour Organization
MLTVET	Middle Level Technical and Vocational Education and Training
MOE	Ministry of Education
MSE	Micro and Small Enterprise
NGO	Non-Governmental Organization
SDC	Skill Development Center
TVET	Technical and Vocational Education and Training
UNESCO	United Nation, Educational, Scientific and Cultural Organization
VTC	Vocational Training Center

ABSTRACT

The purpose of this study is to assess formal TVET programmes for self-employment in selected occupational fields of government colleges in Addis Ababa. The study used a descriptive survey method to assess five government TVET colleges in Addis Ababa. The subject of the study were 396 trainees, 65 vocational trainers, 15 entrepreneurship trainers, two deans, and the deputy head of formal TVET in Addis Ababa. Accordingly, the respondents sampling was carried out thorough stratified, purposive, and availability sampling techniques. The data was obtained from these sample respondents through questionnaires, interviews, and observation of actual setting and document analysis. The collected data were analyzed using percentage and frequency counts, weighted mean, F-test, and chi-square. The outcome of the data analysis revealed that trainees were assigned based on their high school results, and those with the best academic results are prioritized in keeping trainees' choice of occupational interest for the programmes. As the finding revealed, the selection and placement of trainees did not consistence with self-employment as an intended outcome. Besides, trainees did not acquire adequate vocational and entrepreneurial skills needed self-employment from the TVET colleges. As the results identified, start-up and follow-up support, and organizing trainees as a group to establish enterprise were the most significant self-employment supports needed by trainees to become self-employed. However, the status of TVET colleges in facilitating the self-employment supports was weak. Based on this, improvement in placement of trainees; improvement in the relevance of the training programmes, and strengthening TVET institutions to facilitate start-up and follow-up supports were the majority of respondents' possible suggestions that formal TVET programmes for self-employment as intended outcome in Addis Ababa. On the top of this, it is clear that there are limits to what can be achieved through training. However, delivering the training alone is not sufficient by itself for successful self-employment programs. Therefore, it recommended that more attention be paid to the selection and placement of those with the needs and aspirations by creating a mechanism for TVET as a early career option for self-employment, delivering quality training though the provision of marketable skills with adequate entrepreneurial competencies, and facilitating access to self-employment opportunities.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

This chapter deals with the background, statement of the problem, objective of the study, significance, scope, research design and methodology, operational definition of terms, and organization of the study.

1.1 Background to the Problem

The development of technical and vocational education and training (TVET) has become one of the most important strategies of educational development in both developed and developing countries. As a result, TVET has become an essential element in the economic development plans of many countries, and its' role in the economic development of countries has been increasingly recognized (Middleton, Ziderman, & Adams, 1993; World Bank, 1991). TVET or vocational education in brief, should be dealt with, and its issues approached, within the more comprehensive concepts of Human Resource Development (HRD).

Human resources development is mainly implemented through the formal and non-formal systems of education. The focus on TVET programmes in the educational process is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area (Afeti, 2007:27). Based on this, TVET is strongly rooted in educational ideals and objectives, on the one hand, and is thoroughly permeated by labour market criteria and work standards on the other. To ensure both the human and occupational aspects of TVET, two major dimensions should always guide the design of the relevant schemes and systems: education and work (Atchoarena & Delluc, 2002:53).

The delivery of TVET systems differ from country to country; and delivered at different levels in different types of institutions (Afeti, 2007:20). The predominant TVET delivery model found in most developing countries, including Ethiopia is school-based in offering pre-employment training for the formal sector. Today, most

developing countries, including Ethiopia have developed TVET strategies and spent a lot of money for the massive expansions of government TVET institutions and encouraging private institutions to provide options for the increasing number of school leavers. Recently, the number of TVET institutions and trainee enrollments both in public and private provides are increased (Afeti, 2007:7).

The TVET systems, however, are everywhere facing challenges to prepare a sufficient number of people with the right skills to meet labour market demand (Atchoarena & Delluc, 2002:15). This global dilemma is aggravated in low-income countries, including Ethiopia due to the permanence of adverse economic, social and educational conditions. The reason that, the divided between the education system and working life is one of the major weaknesses of TVET systems in developing countries (*p.* 17).

The research findings from Ethiopia, Wanna, (1996:302) revealed the following factors that hindered the successful implementation of vocational training programs emphasizing on economic aspects in Ethiopia:

- A small modern and near stagnating employment market;
- Training programs based on anticipated demand rather than on planned labour need;
- Training institutions with little or no linkage with enterprise or employments;
- Little or no success in developing alternative financing sources;
- Rigid curriculum in the face of changing economic circumstances;
- Lack of follow-up studies of graduates (tracer studies)

According to Wanna's finding, internal and external inefficiency of TVET programmes can be seen as the critical challenge that the system failed in Ethiopia to meet the demand of the economy during that period. Even recently, there are indicators that TVET lacks effectiveness and efficiency. Many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower (MOE, & ECBP, 2006:8).

The issues of TVET programmes in most developing countries, including Ethiopia are offering pre-employment training for the formal sector, since there are not enough jobs. The critical problems in these countries, the modern sector can absorb only a small number of new entrants. This is due to the relatively small size of wage economy and the rapid growth in the number of labour forces entrants (Fluitman & Xavier, 1991). Due to this, the rapid rise in the number of TVET graduates, coupled with a lack of jobs in the area for which these people trained (the formal sector) has led to the unemployment and underemployment of educated people (Kogoe, 1990).

This is the challenging issues that formal TVET programmes faces in addressing its intended objectives. Based on this, Atchoarena & Delluc (2002:38) stated that TVET programmes in addressing this challenges, two other major objectives must now be pursued: to train the workforce for self-employment; and to raise the productivity of the informal sector (Caillods, 1994).

Recently, vocational training for the generation of self-employment possibilities is at the base of all strategies observed by different countries TVET system, including Ethiopia. In fact, the issues of TVET programmes for self-employment are not a simple task. To this effect, the researcher believes that the extent to which the effectiveness and efficiency of government formal TVET programmes for self-employment is a problem worth studying.

1.2 Statement of the Problem

The study is concerning Addis Ababa, the capital city of Ethiopia situated roughly in the center of the country. Its population has been rapidly increasing over time. The total population was about 3.5 millions with annual growth rate of 2.8 Per Cent and the unemployment rate in Addis Ababa is the highest in the urban center of the country at around 38% (C.S.A, 1998:201). Recently, the growth rate of the (urban) population, little provision of formal employment has been disappointing for the most part is the important reason explaining the high unprecedented level of unemployment in the urban center of the country, particularly among the youth/young (Getinet, 2003).

The mismatch between the skill requirements of the labour market on the one hand and the education/training skills of the youth/young on the other is also another factor held responsible for the high and persistent levels of unemployment in the urban centers (Getinet, 2003). One way of tackling this problem of unemployment is through the promotion of self-employment. The promotion of self-employment can play a crucial role for the economic development and employment creation (MOE, & ECBP, 2006).

In view of high rate of unemployment, the Addis Ababa City Administration embarked on a massive expansion of formal TVET in the past 10 years. Currently, there are five government institutions and five government colleges offering 1-3 years formal TVET programmes in Addis Ababa. The programmes aim to create competent middle level workforce for employment and self-employment (AA City Administration Education Bureau, 2005). However, many graduates coming out of the programmes are unemployed (MOE, & ECBP, 2006). The programmes face this critical problem in Addis Ababa. Recently, TVET programmes for the generation of self-employment possibilities is the major policy area.

Therefore, the prime objective of this study is to assess formal TVET programmes for self-employment in selected occupational fields of government colleges in Addis Ababa. To meet this objective, the study were addressed the following basic question.

1. How do the selection and placement of trainees implemented for the formal TVET programmes in preparing trainees for self-employment?
2. What are the determinants to offer quality training by government formal TVET colleges in preparing trainees to become self-employed?
3. What is the role of entrepreneurship training that incorporated into the formal TVET programmes for self-employment?
4. What is the most significant self-employment supports that government TVET colleges facilitate for trainees to become self-employed in their field of training?
5. What are major constraints and possible suggestions of formal TVET programmes for self-employment in Addis Ababa?

1.3 Objectives of the Study

1.3.1 General Objectives

The main objective of this study was to assess formal TVET programmes for self-employment in selected occupational fields of government colleges in Addis Ababa.

1.3.2 Specific Objectives

The study has also targeted the following specific objectives:-

a. To assess the implementation of the selection and placement of trainees for the formal TVET programmes in preparing trainees for self-employment.
b. Examine the determinants to offer quality training by government formal TVET colleges in preparing trainees to become self-employed.
c. To assess the role of entrepreneurship training at the formal TVET programmes level for self-employment.
d. To identify the most significant self-employment supports that government TVET colleges facilitate for trainees to become self-employed in their field of training.
e. To identify major constraints and possible suggestions of formal TVET programmes for self-employment in Addis Ababa.

1.4 Significance of the Study

The issue of TVET programmes for self-employment is the major policy challenge in both developed and developing countries. In fact, Ethiopia gives great emphases to the promotion of TVET for self-employment. Thus, this study helps to examine the status of government formal TVET programmes in preparing trainees for self-employment in Addis Ababa. Accordingly, the finding and recommendation will help the TVET providers, NGO and other agencies working on the promotion of TVET for self-employment in Addis Ababa and it help policy makers to develop guideline to address the problem. Besides, the study will enrich the existing literature and it helps us a background for other researchers who intend to carry out in depth study on the problem under the study.

1.5 The Scope of the Study

Various types of TVET programmes offered at different levels in different institutions in Ethiopia. The scope of this study is geographically delimited to Addis Ababa for a number of reasons. The major reasons is that conducting a research work in all TVET institutions/colleges found in the country would be difficult because of shortage of finance, technology, and time. Secondly, Addis Ababa as the sample area consists of nearly 130 (46%) out of the total 283 formal TVET providers in Ethiopia.

The training programmes are conducted in both formal and non-formal in the institutions. Formal TVET programmes have modularized curricula with incorporating entrepreneurship training. Due to this, the programmes were chosen to this study. However, the researcher has faced time constraints due to full time office work while the study was under way.

1.6 Research Design and Methodology

The method used to carry out this research was descriptive survey method. Descriptive survey was selected because it helps to treat the current status of the problem. The following population and sampling techniques, data collection instrument and procedures and data analysis were applied during the course of the study.

1.6.1 Population and Sampling Techniques

From the total numbers of ten government formal TVET providers found in Addis Ababa City Administration, five TVET colleges namely: Entoto, General Wingate, Mesrake, Nifac-silk, and Tegbare ID TVET colleges were selected using purposive sampling techniques. These colleges were selected because of offering the whole range of 1-3 years training programs. Regarding the selection of occupational fields, out of 30 occupational fields offered by government providers, five occupational fields were selected using purposive sampling techniques. According to AA TVET strategy, these occupational fields were the priority of field of areas for the MSE development plan of

Addis Ababa. The proposed participants in the sample by identified occupational fields in the sample areas are presented in the following table.

TABLE 1: The Proposed Participants in the Sample Areas

No	Proposed Participants	Sample Areas: TVET Colleges in AA					Total	Data Gathering Instruments
		Entoto	G/Wingate	Mesrak	Nifas-silk	Tegbare ID		
1	**Trainees by Occupational Fields**							
	1.1 Building Construction	24	13	14	14	20	85	
	1.2 Woodwork	28	8	11	22	16	85	
	1.3 General Metal Work	26	12	11	8	28	85	Questionnaire
	1.4 Food Preparation	33	10	13	29	-	85	
	1.5 Garment/Sewing	14	12	12	15	32	85	
	Trainees Respondents' Total	**125**	**55**	**61**	**88**	**96**	**425**	
2	Vocational Trainers	15	15	15	15	15	75	Questionnaire
3	Entrepreneurship Trainers	4	3	4	3	4	18	Questionnaire
4	Dean of the Colleges	1	1	-	-	-	2	Interview
5	Experts and Officials	-	-	-	-	-	1	Interview
Total Participants in the Sample area		**145**	**74**	**80**	**106**	**115**	**521**	

Regarding the sampling techniques, there are 1587 (1022 male and 565 female) trainees in 2007/08 training year were found in five occupational fields in the sample areas, of which 425 (265 male and 160 female) (26.78%) trainees were included in the samples. Accordingly, in order to provide equal participation, the desired sample sizes of 85 trainees in each occupational field were selected using equal-sized groups stratified sampling. Besides, trainees enrolling final years in each occupational field who took entrepreneurship training were selected using proportional stratified sampling in each sample areas based on the enrollment and long stay in the colleges.

The other group of participants, 75 vocational trainers and 18 entrepreneurship trainers were proposed. However, 65 vocational trainers and 15 entrepreneurship trainers were selected by using availability sample in each occupational field in the sample areas. Additionally, two TVET colleges' dean, and the deputy head of formal TVET in AA were selected through purposive sampling to get additional and required information.

1.6.2 Data Collection Instrument and Procedures

Data for the study was obtained from primary and secondary sources. The secondary data, books, journals, and other research work prepared by different writers on the base of the relevance of the problem of the study was used to support the finding of the study. Moreover, through reports and documents, in-country experiences were reviewed.

In order to get first hand information, primary data was collected from the subjects through questionnaire and interview. The questionnaire and interview guide developed by a synthesis of the reviewed literature. Questionnaire was preferred because it enables to secure information from many respondents. Two types of self-completed questionnaires (both closed and open-ended) administered to the trainees, vocational trainers and entrepreneurship trainers. Since the small sized sample respondents and the top authorities, interview prepared for the dean of the colleges, and the deputy head of formal TVET in Addis Ababa. Besides, the researcher has observed the sample areas by using the prepared checklist.

The data gathering instruments were pilot tested in order to make essential corrections and maintain the validity of instruments before the final study conducted. Based on this, 25 trainees, 10 vocational trainers, 2 entrepreneurship trainers, and 1 dean of TVET College were participated in pre-testing the instruments. Based on the pilot study's results the content validity of the instrument, the order of the questions, omissions, vague items and terminology were improved and made the items measure what they purported to measure.

After the refinement of the instrument, data gathering instruments distributed for the final study. When distributing the questionnaire the time convenient for the respondents arranged to maximize the rate of return. In the initial stage of questionnaire administration, the researcher has made the objectives of the study clear to all respondents in order to avoid confusion. A close follow-up also made when problems arose in filling the questionnaire.

1.6.3 Methods of Data Analysis

Data obtained from questionnaires, interviews, observation checklist, and relevant document were structured, organized, and framed to suit the analysis and presentation. When analyzing the data, the following basic statistical techniques relevant to each instrument were used to analyze the data.

a. Percentage and Frequency Counts were employed to analyze various characteristic of the sample population. This statistical tool used to determine relative standing characteristics such as age's, work experience, fields of specialization and other questions with ordinal and nominal character.
b. Weighted Mean were computed to find out average values of the different respondents on trainees motivational aspects, the lack of interest in the field of training, and the major constraints and possible solutions of TVET programmes for self-employment. Based on the weighted mean value, rank orders established according to the magnitude of their importance.
c. *F*-test (Analysis of variance) was employed to see whether there is a significant mean difference between the five fields of training on the availabilities of training facilities, appropriateness of available equipments/machines, the performance of vocational trainers, the quality of training obtained by trainees. This existing difference was statistical analyzed at the 0.05 level of significance.
d. Chi Square test of significance at 0.05 level was also used in order to see whether there is a significance differences between responses of trainees and entrepreneurship trainers on the role of entrepreneurship training with respect to the specified activities

1.7 Operational Definition of Terms

The following terms were used throughout this study as operationally defined hereunder.

Employment — Any remunerative wok, whether for an employer or as a self - employed person (UNESCO, 1978:42).

Formal TVET	Type of TVET "in Ethiopia including 10+1/2/3) programmes provided by TVET schools under the education sector or by other public and non-public providers accredited by the state education bureau/ TVET commissions." (MOE, & ECBP, 2006:47)
Informal Sector	Segment of labour market in the developing countries that has absorbed significant numbers of jobseekers, mostly in self-employment, and to workers in very small production units (ILO, 2000)
Labor Market	The process through which the relation between supply and demand for labour is determined (UNESCO, 1978:42)
Occupation	Broad term denoting a group of inter-related activities or any distinct type of manual or non-manual work which can provide a means of livelihood, whether undertaken in employment or in self-employment. (MOE, & ECBP, 2006:49)
Self-employment	The process of actively earning income directly from one's own business, trade, or profession (UNESCO & ILO, 2002, *p.* 57)
TVET	= Technical and Vocational Education and Training. Any education, training and learning activities leading to the acquisition of knowledge, understanding and skills that are relevant for employment or self-employment. (MOE, & ECBP, 2006:49)
TVET institution	Location and organization set-up in which TVET is supplied (MOE, & ECBP, 2006:50)
Unemployment	In a poorly integrated economy, unemployment is a phenomenon where the output from the schools far exceeds employment opportunities (Bishop, 1989:107-108)

1.8 Organization of the Study

This thesis consists of four chapters. The first chapter deals with the problem and approach of the study. In this part, the background and statement of the problem, the objective, significance, and scope of the study, with the research design and methodology, including operational definition of terms, and organization of the study were presented. The second chapter treats the review of related literature on a brief theoretical framework of TVET programmes for self-employment from the major work done by different authorities in the areas of the problem under study.

Consequently, Chapter three deals with the characteristic of respondents, and the results of the study and discussion. In this part, the results of the study were analyzed and interpreted and the major findings were discussed in line with the basic questions. Finally, the fourth chapter contains the summary, conclusions and recommendations in line with the most important finding of the study. In addition to these, bibliography, analysis of the *F*-test and Chi-squares table, sample questionnaires, and other relevant documents attached to the last part of the thesis.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In order to have a brief theoretical framework on TVET programmes for self-employment, the following chapter will provide the major work done by different authorities in the areas of the problem under study.

2.1 Definition of Technical and Vocational Education and Training

Terminology is a significant problem in the field of technical and vocational education. The term technical and vocational education (TVE), technical and vocational education and training (TVET), and vocational education and training (VET), are often used to describe the same thing (Atchoarena & Delluc, 2002:16). In 1999, at the 30th session of General Conference of UNESCO in Paris, it was agreed to adopt the phrase "Technical and Vocational Education and Training" (TVET) to describe the combined process of education and training and recognize the common objective of employment as their immediate goal (UNESCO, 2002:16).

The definition of TVET in relation to the educational process is reflected by UNESCO & ILO (2002:17) that TVET refers to aspects of the educational process involving in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Accordingly, technical and vocational education is further understood to be a means of preparing for occupational fields and for effective participation in the world of work; an instrument for promoting environmentally sound sustainable development; and a method of facilitating poverty alleviation (UNESCO & ILO, 2002:17).

To sum up, TVET is an integral component of life-long learning and as such plays a crucial role in helping individuals and countries to achieve a culture of peace, environmentally sound sustainable development, social cohesion and international citizenship (UNESCO, 1999).

2.2 The Objectives of TVET Programmes

The multidisciplinary nature of TVET makes its one of the education sectors for providing clear objective in the area difficult. Different authors and TVET systems in different countries either state the objectives specifically or in broaden aspects.

According to Kazanas (1973:10), the main purpose of TVET is to help the individual develop desirable and effective work habits and acquire the necessary knowledge and skills of an occupation to either enter and/or make progress in it. Another author in the area, Atchoarena & Delluc (2002:37) stated that the primary objective of TVET is to train a skilled labour force that can adopt the requirements of the labour market. To this effect, other may say the objectives of TVET specifically or broadens aspects based on micro or macro level.

Generally, the objectives of TVET can be seen in its specific or broaden aspects. Based on this conceptual framework, Evan & Herr (1978:4) enumerated three basic objectives of TVET: meeting the manpower needs of the society; increasing the options available to each students; and serving as a motivational force to enhance all type of learning. These objectives include the economic, social and individual aspects of TVET in educational process. To this effect, the programmes that concentrates too heavily on achieving one of the basic objectives is certain to neglect the other two.

However, numerous criticisms of TVET have been voiced over the past decade. These are poor quality; very high cost; training not suited to actual socio-economic conditions; disregard of informal sector's needs; and disregard of the labour market and of high unemployment rate among graduates are the main criticisms (World Bank, 1991; Cousin, 1992; and Moura Castro, 1999). The objective of TVET programmes recently in view of the changes in the labour market two other major objectives must now be pursued: to train the workforce for self-employment and to raise the productivity of the informal sector (Atchoarena & Delluc, 2002:38). To this effect, TVET programmes for the generation of self-employment possibilities is at the base of all strategies observed by different countries TVET system, including Ethiopia.

2.3 Formal TVET Programmes for Self-employment

2.3.1 Rationale

Schools everywhere are being asked to prepare young people for the jobs of tomorrow, and TVET has an important role to play in this process. Its primary objective is acquisition of relevant knowledge, practical skills and attitudes for gain full employment in a particular trade or occupational area (Afeti, 2007:26). To this effect, many avenues exist to develop work-related knowledge, skill, and attitudes. In fact, the state of training around the world shows a "bewildering mosaic of schools, training institutions, enterprise training and apprenticeship programs... as time passes variety increases" (Moura Castro & Alfthan, 2000:15). Perhaps, the predominant formal and non-formal TVET delivery model found in many most developing countries including Ethiopia is school-based. Most of TVET institutions in these countries are offering formal pre-employment training for the formal sector.

According to Moura Castro (1999:46), formal TVET is instruction provided by a qualified teacher, utilizing a lesson plan, to a group of students in a classroom...the programmes administered by government-recognized institutions (both public and private), normally followed approved curricula to the training needs of the formal sector. The programmes aim to equip participants for formal sector employment. Until recently, almost every graduate of formal vocational training programmes in developing countries expected to be absorbed into wage-employment in the formal sector (Mulat & Wolday, 2006).

However, the modern sector in most developing countries can absorb only a small number of new entrants. This is due to the relatively small size of the wage economy and the rapid growth in the labour force entrants (Fluitman & Xavier, 1991). The rapid rise in the number of TVET graduates, coupled with a lack of jobs in the area for which these people trained (the formal sector) has led to the unemployment and underemployment of educated people (Kogoe, 1990). Since there are no enough paid jobs, the rate of unemployment among trained youngsters is increasing.

Moreover, King (1985:29) stated that if we train our young people for modern sector jobs, they would be unemployed, since there are not enough jobs. To this effect, training is good investment only if those trained find employment using the skills; otherwise, it is a bad investment. This is the challenging issues that formal TVET programmes faces in addressing its intended objectives within the nation's socio-economic condition. In relation to this, Grierson (2000:25) cited the following:

> *"Unemployment and underemployment is a growing global problem. Virtually every country in the world is struggling to cope with this crisis of work and is turning, either by plan or by sheer force of need, to the informal sector and self-employment to help address this problem. Increasingly, both formal and non-formal vocational training and skills training systems are being asked to master the myriad challenges of responding to new and different labour market requirements. These new and unfamiliar demands are accompanied by a broad-based 'crisis of vocational training'... a crisis that serves to limit the degree to which existing systems and conventional approaches can effectively respond."*

To sum up, the number of new entrants to the labour market today in most developing countries by far exceeds the number of new jobs generated by the economy. This mismatch is one of the most serious problem TVET system faces. Recently, in most Africa countries, including Ethiopia, there is an increase number of school leaver, large numbers of TVET enrollments, widespread unemployment, and little provision of formal employment have been recognized. To this effect, with too few jobs to go around, vocational training should focus on the generation of self-employment possibilities (Johanson, 1989:2). However, training for self-employment is not a simple task; it is composed of several distinct yet interrelated processes, so that the following sub-topics will discuss the features of this issue in details.

2.3.2 The Conceptual Framework of TVET for Self-employment

In applying current knowledge about enterprise development design and practice constitutes one of the most important contributions to the self-employment reorientation learning process that many vocational training institutions are struggling. Based on this, Grierson (1997, 2000) has developed a framework for formulating and analyzing vocational training, in particular for self-employment. This is applicable to the formal TVET programmes context since his basis is to look at areas

where there is large number of school leaver, large number of TVET enrollments, widespread unemployment little provision of formal employment, and a consequent need for employment in the informal sector.

According to Grierson (2000:14-15), there are three stages for the success in vocational training for self-employment process. Based on Grieson's conceptual framework, the first stage is identifying and selecting those individuals with self-employment potential. Particularly, this stage involves the criteria used and decision taken regarding target group identification, and the systems to choose those to be trained from among those who qualify to receive assistance. The second stage is using the training approaches that provide marketable skills. Thirdly, the enterprise stage involves all action taken, services provided and support offered to help initiate self-employment and to provide follow-up assistance.

Based on this, interventions focus on any or all of these stages, and do so with varying degrees of intensity and effectiveness. To this effect, Buckely (2002:20) stated that if the aim were employment with an existing business then the third stage would be much reduced. This conceptualization emphasis that TVET programmes are composed of several distinct yet interrelated steps. Distinction is made between processing and product, the difference between what training programmes do directly and what is expected to result as intended outcome.

The training programmes that do not consistently pursue the goal of (self-) employment will become ineffective and inefficient (Grierson, 2000:32). Adding on components part way through training without making complementary changes elsewhere can lead to inconsistency. In support this, it seems clear that the later in the self-employment process that specific support for self-employment is initiated, the less likely that self-employment will result (Grierson, 2000:30).

Conversely, selecting those who demonstrate the potential and intent for self-employment is vital. Therefore, all stakeholders for TVET system are structure, the strategies, policies and legislation its' propose and implement are processes affecting the intended outcome. According to Buckley (2002:53), transforming structures and

processes impact on VET provision as they device, finance, facilitate and ultimately allow classes to exist. In the formal TVET, the training institutes and their programmes are the transforming structures and processes. Based on this, the acquisition of relevant vocational, technical and business skills is generally regarded as one of the critical factors in the success of training for self-employment (Visser, 1997:2).

Besides, Grierson advocates consistency throughout the training process through the distinct stages of processing (training) and product (work). To this effect, Grierson (2000:25) proposed that basic design principles of training for self-employment should be consistent throughout the training for process and concentrate on the early steps. TVET programmes must use self-employment criteria and approaches during all three stages of the training for the self-employment process.

To sum up, Grierson's perception of the need for continual interest and intervention from course designers and facilitators intersects with the role of transforming structure and processes in the formal TVET programmes. As a result, Grierson's framework will be used as the bases in assessing formal TVET programmes for self-employment in government TVET provider. Generally, in addressing the basic questions raised for this study, Grierson's framework as the bases and other knowledge in the area of literature are used as the framework

2.3.3 The Selection and Placement of Trainees

Formal TVET programmes demand a minimum entry qualification such as two years of high school education or successful completion of national secondary school exams. In fact, the delivery of TVET in both government and private providers regarding the selection is different. In this regard, two extremes exist; selection for government formal TVET providers is highly structured while that for private TVET providers not existent until the minimum requirement has been attempt. This is in part a response of the so-called equity argument related to government interest in maintaining equitable access to vocational education and training service (Gasskov, 2000:8).

According to Grierson (2000:32), the selection criteria must be consistent with the intended outcome; those with 'high self-employment potential' should be prioritized. This is qualified with equity considerations; selection mechanisms should be "structured to ensure equitable access. To this effect, the selection processes of trainees in government TVET programmes fail Grierson's criteria approaches. However, formal VT selection is correct in its intention to select those who are most likely to succeed; those with the best academic results are chosen (Buckley, 2002:54). Nevertheless, selection is inequitable, the likely result being that educated elite within the programmes will consistently put forward candidates. This criterion excludes an individual's aptitude, interest, personality, and attitude.

Accordingly, Evan and Herr (1978:140) stated that the ability to see small details, distinguish colors, hear pitched sounds, lift heavy weights, be able to stand or sit for long periods of time, and other physical characteristics are important to success in certain occupations. The individual differences in these characteristics should be measured before enrollment in formal TVET programmes. To this effect, the decision as to what should be maximized by the process of selection of trainees is extremely important but rarely implemented with different challenging issues.

The process of selection and placement of students into different fields of specialization consists of explaining the general characteristics of each field; orient to some vocational fields about which the students have no enough educational experiences; enabling students to understand their own interest and aptitudes and to relate them to vocational areas under their study; and the actual placement service deals with the actual choice of an educational field of study (Chauham, 1982:205). Within this rational, the role of vocational guidance and counseling service with regard to the selection and placement of trainees plays major role.

In fact, the most frequently used admission criteria during the selection and placement process are entrance examinations, past academic achievements and interviews (Evan, 1971:157-158). In order to begin training programmes the social-cultural aspect must be addressed in training for self-employment. Based on this, Loucks (1988:19-20) indicated the considerations for the recruitment of trainees that

does the candidate have identified business opportunity? Does he/she come from a background or environment, which stresses self-reliance? Does he/she have relevant business or technical experience? Does he/she have access to financing? Does he/she demonstrate initiative and determination? However, training for self-employment, selecting those who demonstrate the potential and intent for self-employment is vital but it is not considered in government TVET programmes.

To sum up, the success of TVET programmes is usually measured in terms of the success of the graduates. Based on this, the selection and placement of trainees is one of the critical factors for the success of the programs. Before commencing the training, the target groups and their needs have to be identified. There should be mechanism that TVET programmes leading to a realistic career options for self-employment.

2.3.4 The Delivery of Quality in Formal TVET Programmes

Quality is a multidimensional concept, it is the word used in every streams. Since the concept of quality was first applied, it was understood as 'adhering to standards' that is, adapting to the established specifications of a product. Later on, quality was defined as the satisfaction of the requirements and demands of the client (ILO, 2006:13). Thus, the quality approach was widened to include processes and not just products. To this effect, quality was understood that a good process that was run consistently could lead to a quality product. Later still, there was another change in the construction of a quality approach, which involves the quality of process management, the quality of the products or results, and the quality of standards aspects and orientation to the client (ILO, 2006:14).

Based on ILO (2006:14-15) conceptualization, the ideas can be applied in the field of vocational training, with the necessary adjustments to be considering its specific characteristics and it can identify three dimensions to be taken in to account:

1. **Standards quality or conformity: -** the training, and the trainer, need to have some basic minimum content (concepts, skill, dexterities, attitudes and values) and some basic methodological techniques or strategies for guiding or tutoring.

2. **Quality as adaptation to the needs, expectations and motivation of the client:-** in vocational training, the "client" means the different actors that the training system is concerned to that to say the productive system, enterprise, organizations, the family, and the society into which the trainees will have to be inserted.
3. **Quality understands as a response to personal and social expectations and motivation through the creation of attitudes: -** this is the idea of quality understood as training which foster attitudes and values that enable the trainees to acquire knowledge.

To this end, quality training is training that has sufficiently high technical levels and the capacity to adapt them to different scenarios, that is able to respond adequately to the demands, needs and expectations of its clients, and that makes it possible for the people who are trained to develop new expectations and needs that may be personal or social, or connected to vocational development (ILO, 2006:15). To this effect, good quality vocational training demands knowledge of the requirements and expectations of the productive sectors. Hence, improving quality in processes is understood as an instrument to ensure quality in results.

Training for high-quality skills requires appropriate training equipment and tools, adequate supply of training materials, and practice by the learners. Other requirements include relevant textbooks, training manuals, and qualified instructors with experience in enterprises (Afeti, 2007:38). Besides, qualified teachers and trainers are the key to provide quality training for helping trainees reach high standards in academic and vocational competencies (UNESCO &ILO, 2002:57). However, well-qualified instructors with industry-based experience are hard to come by, since such categories of workers are also in high demand in the labour market. Therefore, institutional efforts have always been guided by the aim of continuously trying to keep the training supply up to date, by striving for relevance in the relation with the context and the participants, and by improving everybody's access to knowledge (ILO, 2006:15).

Recently, the goal of the TVET system in most developing countries including Ethiopia- as formulated in its vision and objectives- is to create a competent, capable and adaptable workforce to be the backbone of economic and social development of the nations. The status of TVET in Africa including Ethiopia, large numbers of graduates coming out of the formal school system are unemployed, although opportunities for skilled workers do exist in the economy (Afeti, 2007:22). Besides, the quality of training is low, with undue emphasis on theory and certification rather than on skills acquisition and proficiency testing. Inadequate instructor training, obsolete training equipment and lack of instruction materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skills objectives (Afeti, 2007:23)

This situation has brought into sharp focus the mismatch between training and labour market skill demands. Critics argue that the lack of inputs from prospective employers into curriculum design and training delivery are partly responsible for the mismatch (Afeti, 2007:22). Currently, most developing countries including Ethiopia incorporate Competency Based Training (CBT) as the strategy in TVET delivery. A competency is the aggregate of knowledge, skills, and attitudes; it is the ability to perform a prescribed professional task. CBT is actually learning by doing and by coaching. Hence, competency-based training can also enhance quality. It is necessary to incorporate the principles and methodology of CBT into formal technical and vocational education system.

However, the development and implementation of competency-based qualifications (involving standards, levels, skills, recognition and institutional arrangements) are very costly in terms of training infrastructure and staff capacity (Afeti, 2007:22). The delivery of quality TVET is also closely linked to the building of strong professional management and leadership capacity to drive the entire system. In fact, TVET is expensive and quality comes at a price. There is no substitute for adequate funding when it comes to delivering quality vocational training.

In general, the delivery of quality defined as a measure of the training received in meeting the knowledge and skills objectives, is at the heart of effective vocational

training (ILO, 2006). In this relation, Afeti (2007:39) stated that quality should be defined as "fit for purpose", rather than as measuring up to an ill-defined standard. The training system must be flexible, demand-driven and respond to the needs of the needs of training, the community and the local industry. Accordingly, the acquisition of employable and entrepreneurial skills is in one of the major objectives of a credible vocational training system (Afeti, 2007:36).

To the end, two critical issues exist, while institutions offering formal training programmes in preparing trainees for self-employment. The delivery of quality training and incorporating business development (entrepreneurship) training is one of the institutional efforts in the success for self-employment possibility (Visser, 1997:2).

2.3.5 The Role of Entrepreneurship Training

The education system plays a critical role in the economic advancement of nations since it is the primary developer of human resource. TVET programmes in brief, in educational process plays a great role in human resource development. Almost all endogenously growth theory model recognizes that the quality of human resources and thereby the quality of education and training is vital to the economic growth process.

However, the current quality of training, especially in developing economies, leaves much to be desired. The focus is on rote learning and the education and training system does not actively encourage trainees to think on their own and take on responsibilities. Moreover, in most developing economies including Ethiopia, there are issues of large-scale TVET graduate, especially those who train to wage employment, since they do not see any value attached to their training in securing employment. The result is the creation of a large unproductive labour force or what economists call surplus labour. Therefore, with too few jobs to go around, vocational training should focus on the generation of self-employment possibilities (Johanson, 1989:2).

Formal TVET programmes, as preparation for occupational fields is not enough by itself for preparing trainees for self-employment. Self-employment requires more than being technically competent in a certain occupational field. In order to become successful self-employed people need self-confidence, creativity, a realistic assessment of the market, and openness to risks (MOE, & ECBP, 2006:25). Recently, the integration of entrepreneurial training in most countries TVET systems aims to acquire entrepreneurial competencies related to the occupational field.

The entrepreneurship training plays a critical role to the development of entrepreneurial skills needed for self-employment. Entrepreneurship is a matter of skills, not cultural inheritance. That is why entrepreneurship may be one of the most important channels, through which education raises economic productivity (World Development Report, 1991:11).

The objective of entrepreneurship training is to develop motivation and competency necessary for successful launching, management and growth of the enterprise. The training is implemented to develop motivation and skills among the participants (Hailay, 2007:57-58). To this effect, the objective of the training delivery is to bring desirable changes in the behavior of the trainees. The trainers have to judge how much, and how far the trainees have moved in their entrepreneurial pursuits.

In relation to a venture support system based on entrepreneurship education designed to stimulate and facilitate entrepreneurial activities, could result in a lower unemployment rate (McMullan, Long, & Graham, 1986), increased establishment of new companies, and fewer failures of existing business (Hansemark, 1998). Moreover, the unemployment problem in most developing countries, the development of entrepreneurial skill as well as knowledge and skills in venture creation process trainee for the realities of life when they graduate. The application of entrepreneurial competencies in daily life empowers trainees to learn business and enhance their social and life skills.

This view is endorsed by several educators who believe that entrepreneurship training plays a vital role in the economic progress of states. There is also empirical evidence

related to entrepreneurial education as an intervention tool for influencing trainee attitudes toward entrepreneurship, on youth awareness, and about the social and economic desirability of entrepreneurship as a career option (Ede, Panigrahi, and Calcich, 1998; Hansemark, 1998).

To sum up, entrepreneurship training in the formal TVET programmes plays an important role in acquiring entrepreneurial skills needed self-employment. However, self-employment requires more than being technically competent in a certain occupational field. Currently, the integration of entrepreneurial training to the TVET programmes is aiming to acquire entrepreneurial competencies related to the occupational field. In fact, entrepreneurship is a multi-dimensional discipline. Presenting the whole concepts and features is the scope of this study. In order to highlight some view on the entrepreneurship, the definition and concepts, the content and methods is presented in the following manners.

1. Definition and Concept of Entrepreneurship

It is very difficult to provide a single definition of entrepreneurship. The definitions of entrepreneurship typically vary between the economic and management perspectives. According to Audretsch (2003) stated that a purely theoretical or economic approach leads to difficulties in making the concept operational. On the other hand an entirely operational or management, description of an entrepreneur captures only particular facets of an entrepreneur. It is only in recent years that 'entrepreneurship' and the role of entrepreneurs in the process of industrialization and economic development has been recognized in both developed and developing countries (Hailay, 2007: 42).

Based on this, the two terms ('entrepreneur' and 'entrepreneurship') are the two sides of the same coin, conceptually they are different...'entrepreneur' refers to a person and 'entrepreneurship' refers to the function (Hailay, 2007:42). An interesting definition reflected by Audretsch (2003) stated that entrepreneurship is the mindset and process to create and develop economic activity by blending risk-taking, creativity and/or innovation with sound management, within a new or an existing organization.

However, entrepreneurship is an elusive concept. Hence, it is defined differently by different authors at different periods. There are various entrepreneurial traits based on a survey of existing literature on entrepreneurship. Presenting multi-dimensional concept of entrepreneurship necessary to consider many factors and perspectives is beyond the scope of this study. Therefore, the concept as Hailay (2007:45-47) summarized, the distinctive features of entrepreneurship are innovation functions; a function of risk-bearing; a function of high achievement; economic activity; purposeful activity; an organizing function; gap filling function; and dynamic process.

To the end, based on the above points, it can be concluded that a number of personal attributes have been suggested as predictors of entrepreneurial behavior in the literature on of entrepreneurs, with some degree of concurrence. Accordingly, the above entrepreneurial characteristics were incorporated in the design of entrepreneurship training.

2. The Content and Methods of Entrepreneurship Training

Entrepreneurial development is essentially an educational process and an endeavor of inculcating entrepreneurial skills required for setting up and operating business units. Entrepreneurial education therefore needs to focus on knowledge of small business ownership and self-employment, as well as entrepreneurial skills and attributes.

There were a number of research studies all over the world. The assumption and finding of one author is quite different from the other. According to McMullan, Long, and Graham (1986:37) proposed that entrepreneurship education should include skill-building components such as negotiation, leadership and creative thinking, exposure to technological innovation and new product development. Others, like Vesper (1980) argued that entrepreneurship program should also teach skills in detecting and exploiting business opportunities, as well as incorporate detailed and long-term business planning.

According to Hailay (2007:60-62) stated that the content of training programme constitutes technical knowledge and skills; achievement-motivation training; support

system and procedures; market survey; managerial skill; and project preparation. Another prominent in the area of entrepreneurship training is Competency-based Economies through Formation of Enterprise (CEFE), it is set of training institutions designed to stimulate positive interventions in the micro, small and medium enterprise development process. These training instruments have been set up by the GTZ (German Agency for Technical Co-Operation) in the 1980's and are currently used in more than 60 countries worldwide (Engels, Bremm, &Gerhards, 2000).

According to Kolshorn & Tomecko (1995) stated that there are essentially six stages in CEFE training programme regardless of the target groups. The first stage is awareness, in which participants are encouraged to examine who they are, clarify their own values, and evaluate their own personality, motivations, capabilities and personal resources. The second stage is acceptance or recognition of one's own strengths and weaknesses- not everyone has to be a leader or hero, but being more creative, innovative, and competent is likely to produce rewards in any profession. The third stage is goal setting, where the emphasis is placed in developing clarity of purpose in one's short and long-term goals of life.

The fourth stage involves developing strategies or action plans that are oriented to generating growth; this is done after analyzing the relevant components. The fifth stage is direct experience where the emphasis is on doing: structured learning experience and encountering "real life" situations assist in building up this experience in which strategies are tested. The six stages are transformation and empowerment where the competencies acquired come together into a pattern that matches personal strength and weaknesses with goals (Kolshorn & Tomecko, 1995).

Within this view, the content of the training programs are delivering in different organization imparting entrepreneurship education, however the content and approach should focus in enabling an individual become entrepreneur. Based on this, Engels, et.al (2000) stated that CEFE uses an action-oriented approach applying experiential learning methods to develop, strengthen and stabilize entrepreneurial competencies. Accordingly, the combination of these elements was expected to stimulate enterprising behavior, skills, and attributes in students.

2.3.6 Enterprise Development Process

Delivering quality and relevant training with entrepreneurial competencies in TVET institutions, by itself, is not sufficient for the success of training programmes for self-employment. Other interventions are often crucial- follow-up and start-up supports (Grierson, 2000:32). This stage deals with the creation of enterprises. At the post training, trainees are ready to start their own jobs provided the necessary financial and follow-up support.

Based on Grierson (2000:32) the considerations at this stage, follow-up can do little to correct for 'errors of consistency' at the selection and training stages; the level of successful self-employment start-up (as a percentage of all trainees) is the best simple measure of course relevance; follow-up must enhance market survival, not substitute for it; all follow-up assistance should be 'demand determined'; equity cannot be achieved late in the process by follow-up services or long-term subsidy; ultimately the self-employed from all target groups must be able to survive unassisted in local market.

Within the Grierson's considerations, formal TVET programmes should incorporate the provision of follow-up and start-up support in their institutions. TVET institution effort in this stage involves assessment to judge how far the objectives of the programmes have been achieved. Monitoring and follow-up reveals drawbacks in the earlier phases. In this phase infrastructural support, counseling and assistance in establishing new enterprise can also be reviewed (Hailey, 2007:60).

To sum up, formal TVET programmes in preparing trainees for self-employment is composed of several distinct yet interrelated phases. The identification of different start-up capital is vital for the success of the programmes. Some of the trainees may start working with their own capital provided they get relevant skill training. Other group of trainees may require some form of establishment fund (credit scheme) after completing the skill training. Therefore, the cooperation of TVET institutions with self-employment promotion network in the area is very important for the success of the programs.

2.3.7 Challenges and Limitations of TVET for Self-employment

The acquisition of TVET for gainful employment and self-employment is one of the direct strategies observed in many countries to promote or assist the sector. To this effect, delivering quality and relevant training with entrepreneurial competencies is one of an institutional effort that TVET providers should expected for the successful self-employment programs. This effort alone is not sufficient by itself. Self-employment requires more than being technically competent in a certain occupational field. Based on this, starting a business, furthermore, requires access to finance, access to necessary permits and licensing, and access to land or structures to operate from (MOE, & ECBP, 2006:25). Other interventions are often crucial for the success of the programs.

Within this regard, many governments have accepted the need to co-ordinate the training program and facilities and establish some form of national training system (department within a ministry or committee or board) to ensure that training policies and programs are in accordance with government plan (Hurley, 1987). Thus, Government agencies are generally responsible for action of formulation and implement favorable economic and financial policies, for providing adequate infrastructure and for the design and application of standards and regulations.

However, the provision of support services by public sector institutions such as small enterprise agencies, subsidized development banks, training centers and technology development institutes has not been particularly effective (Mulat & Wolday, 2006). Such services often suffer from centralization, limited operating funds and weak institutional linkage and capacities (ILO 1994). According to Engels, et.al (2000) reported that number of factors often contribute to the difficult situations of start-up loans in Africa. Some of these are requirement to get loans, terms and conditions for financial support (i.e. interest rates, repayment period, frequency of payment, and penalty charges on defaulters. Based on this, the provisions of start-up support have been the most challenging aspects in small enterprise development activities in low-income countries.

Through this rational, the delivered of quality and relevant training with entrepreneurial competencies is one of an institutional effort of TVET providers. It plays a great role for the preparation of HRD. However, the institutional effort by itself is not leading for self-employment programs. Various challenges and limitations affect the success of TVET for self-employment. Therefore, TVET for self-employment should involve the provision of credit or facilitation of credit from some other source, improving business management and skills, identifying markets, maintaining supplies of raw materials or spare parts, and controlling quality (Mulat & Wolday, 2006).

To the end, training does not create jobs by itself. The main tasks of government should be formulating, implementing enabling institutional, and policy measure. Besides, funding is also critical for the success of TVET for self-employment programs.

2.4 The Development of TVET in Ethiopia

2.4.1 Historical Background of TVET in Ethiopia

Education in its traditional form has a long history in Ethiopia. However, prior to the 20th century the educational system was predominantly religious oriented to serve the manpower need of the church and the state. Available sources indicate that there was no significant sign of vocational training at that time. Mention, however, was made that in the time of Emperor Theodros (1855-1868), there had been a demand for foreign artisans. In 1877, Emperor Menlik II was instrumental in bringing few Swiss artisans to Ethiopia (Girma, 1990:9).

Modern education was introduced during the regime of Minlik-II with the establishment of Menlik II School in 1908. During the time of Emperor Hail Selassie-I schools were fairly expanded. There were about 30 academic schools in the country from 1925 to 1953 (Girma, 1990:9). The first vocational school of Addis Ababa was established by the MoE in 1941 under the name of ' Ecole National des Arts' commonly known as "ENAT". French was used as a medium of instruction in

addition to Amharic. Later on, the MoE changed the name of the school to "Technical School" and the language of instruction become Amharic and Englih (MoE, 1973:30)

Generally, Wanna (1998:56) identified three periods with regard to the TVET development in Ethiopia. During the first era, (1940s -1960s) Ethiopia was rebuilding its educational institutions and very few schools served students from all over the country. However, graduates from high schools that could not join tertiary level of education, lacked skills to be employed in different sectors of the economy. To mitigate the problem of unemployment among secondary school graduates the government in 1962 converted the existing high school into 'comprehensive high schools'. The first general secondary school to be converted to comprehensive secondary school was Woizero Sihen School in Dessie.

The second era (1960s-1980s) mainly characterizes the attempts to voctionalize high school education-with the mission of reducing unemployment of young high school graduates. Gradually more schools were converted to comprehensive secondary school. The fields of studies offered in these schools were Productive Technology, Home Economic, Agriculture and Business (Girma, 1990:12). However, the lack of materials and human resources, shortage of qualified teachers and limited budget, the expected quality of graduates was not efficient. The system produced too many graduates and yet they were unemployed. After 1984, the comprehensive secondary schools curriculum started to decline because of the programs inefficiency..

During the third era (1980-1994) that the new FDRE government decided to improve some existing comprehensive secondary schools and establishing additional technical schools, the new vocational and technical (10+3) program was introduced. The number of vocational schools has risen from 4 to 17 and formal training is given in 21 field of specialization. These schools are located in the different regions based on the major economic development of the area (Negatwa, 1989:4-5).

According to MOE (2002b:4), in the past, the TVET schools and skill development centers (SDCs) were working under capacity due to lack of promotion and inadequate funding. Little attention was given to work-related, practical training. The quality of

training was highly affected by the ineffectiveness of the curriculum, under qualified trainers (only about 93% diploma holders) and inefficient funding. Moreover, the needs of the world of work were not defined through participation of stakeholders. Hence, the skill gained from the existing situations could not help the working force to join the real world of work.

Based on this, the reform initiated by the Government of FDRE, the new TVET strategy has been launched in 2002. To this effect, in order to provide options for the increasing number of schools leavers, the Government embarked on a massive expansion of formal TVET some years ago. Between 1996/97 and 2004/5, the number of TVET schools providing formal TVET increased from 17 to 199, and enrollment from 3,000 to 106,300 (ESDP III, 2005). Of these, 31% were trained in non-government TVET institutions and the rest 59% were trained in government institutions. Around 60% of formal TVET is provided in the form of regular programmes and 40% in evening classes. The 2002 TVET strategy focuses on broaden aspect of TVET, an input based and multi-level foundations. Besides, every regional administration have been developed their own TVET strategy.

Moreover, the 2002 TVET strategy, different types of TVET programmes are delivered at different levels to lead at different certificate levels. These comprise post-grade ten middle level trainings, post-grade 8 junior level training , as well as basic level trainings accessible to school drop-outs after completion of grade 4 (MOE, 2003c:3). The aim of all these programs is not only to train manpower for the development program that the country is in process of implementing but is also intended to encourage the trainees to create jobs themselves and contribute to the national development effort (/MOE 2002b:94).

Recently, the TVET system in Ethiopia is in a reform process. The newly proposed National TVET Strategy realized that there are indicators that TVET lacks effectiveness and efficiency. Many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower (MOE, &ECBP: 8). Currently, policy shifts from input-based to outcome-based TVET system and from

broaden aspect to specific skill training. To this effect, 62 occupational standards are developed at national level.

To the end, recently the number of TVET providers (both public and private) and TVET enrollment are increasing in amusing rate all over the country. However, the effectiveness and efficiency of the system are still facing a challenge.

2.4.2 Current State of TVET Development in Addis Ababa

Based on the national TVET strategy, every state has developed regional TVET strategy based on the socio-economic context of the state. In relation to this, the regional TVET strategy of Addis Ababa has developed in 2005. Addis Ababa as capital of Ethiopia, the education programmes of the region is the responsibility of the Addis Ababa City Government Education Bureau, which is responsibility for all educational activities in the city. The bureau has two departments under the TVET Deputy Head: formal and non-formal TVET. The city TVET office aims to create a TVET system, which is wage and self-employment oriented and demand-driven for the appropriate development needs of the Addis Ababa economy (AA City Administration Education Bureau, 2005:5).

Based on this, there are 10 government TVET providers (five colleges and five institutions level) and 120 Private providers offering 1-3 years formal TVET programmes. As the capital city of Ethiopia, the number of formal TVET providers (both public and private) and TVET enrollments in Addis Ababa are the highest in the rest of region in Ethiopia. The middle level TVET institutions (10+1, 10+2) and non-formal programs are however directly supervised by the sub-cities education departments. The five public colleges and all private colleges (10+3) in Addis Ababa are under the supervision of Addis Ababa City Government, Education Bureau, TVET Office (AA City Administration Education Bureau, 2005:6).

Moreover, the number of TVET programs at different levels are defined which lead to different certificate levels in Addis Ababa. These comprise post-grade 10 middle level trainings, post-grade 8 junior level training , as well as basic level trainings accessible

to school drop-outs after completion of grade 4 (MOE, 2003c:3). The aim of all these programs is not only to train manpower for the development program that the country is in process of implementing but is also intended to encourage the trainees to create jobs themselves and contribute to the national development effort (MOE 2002b:94).

Regarding the delivery of formal TVET programmes in Addis Ababa, Middle level technical and vocational education and training (MLTVET) program comprises three levels- MLTVET certificate level-I; MLTVET certificate level-II; and MLTVET diploma (MOE, 2003b:5). These programs focus on the acquisition of vocational and entrepreneurial competence in selected occupational fields from assistance to advanced technician levels.

To the end, the aim of this formal TVET programmes is to produce adequately trained middle-level skilled work force in various trades that can also launch private enterprise. The trainees are expected to be capable enough to establish plan, and manage their own enterprises. As the training programs are designed in a modular way, flexible entry and exit within different programs may be possible (MOE, 2003c:5). Accordingly, the training planned to be 70 percent practical based, 30 percent theory oriented, and this has to be maintained throughout the training programs in all training areas (MOE, 2001:2).

2.4.3 Objectives of TVET in Addis Ababa

The overall objective of TVET in Addis Ababa is to enhance the social and economic development of the City in line with the relevant development strategies through facilitating demand-driven, appropriate and high quality technical and vocational education and training in all sectors, at all levels and to all people in need of training. Besides, the strategy gives a particular emphasis to integrate TVET with job creation and enterprise, supports this process by providing appropriate skill, knowledge and behavior, and shall play a significant role in poverty alleviation (AA City Administration Education Bureau, 2005:5).

The objective in detail emphasized to improve the quality of training at all levels and market it responsive to the needs of the labour market; to improve access to TVET for all target groups in need of training, in particular school leavers, school 'drop outs', people in the rural areas, people working in industry and in the small and micro business sectors, women, and other target groups. Furthermore, the objective of TVET in Addis Ababa is facilitate relevant training for the promotion of self-employment and the development of small and micro business, which are integrated with other MSE development services. (AA City Administration Education Bureau, 2005:6).

2.4.4 TVET & Micro and Small Enterprise Development in Addis Ababa

Micro & Small Enterprises (MSEs) play a vital role in poverty reduction, employment generation as well as economic development in poor countries like Ethiopia. In developing countries MSEs take the lion share of private business operations in terms of number, specialisation and product diversifications. MSEs work with relatively smaller capital, are labour intensive and create more jobs per unit of investment as compared to larger firms (Mulat & Wolday, 2006).

Based on this, federal and regional MSE development strategy has developed in Ethiopia. The MSEs play a very important role for the economy and community of Addis Ababa. Therefore, in 1992/E.C., a regional MSEs Department was established. The MSE-development plan aims at creating an enabling environment for the development of private sector- and self-employment in Addis Ababa in order to achieve long-term employment (AA City Administration Education Bureau, 2005:3).

Based on this, the priority areas for Addis Ababa MSE investment is aimed at the fields of Metal Work, Wood Technology, Construction, Food Processing, Garment and Textile Production, and Municipality Services (AA City Administration Education Bureau, 2005:6). However, like any developing country, the Ethiopian Private sector in General and the MSEs in particular face a number of constraining variables that hamper their growth (Ethio-Germany MSE development program, 2003:14).

Among the factors that reflect the poor performance of the Ethiopian MSE sector are limited and for some complete lack of access to funds; lack of or poor skills of operators and/or the work force in the economy due to underdeveloped Technical and Vocational Education & Training (TVET) system; underdeveloped business development services market; poor infrastructure; weak private sector promotional institutions; weak public sector support system (Ethio-Germany MSE development program, 2003:14)

To this effect, for the MSE sector to be vibrant and serve as a springboard for the growth of a strong private sector in Ethiopia, creating an enabling environment for the development of private sector- and self-employment is the concern of all. Based on this, public sector institutions play vital roles in private sector development. Such institutions, among others, include the Federal Micro & Small Enterprise Development Agency (FeMSEDA), Regional MSE Development Agencies (ReMSEDAs), Technical and Vocational Training & Education providers, Skill Development Centres (SDCs).

To sum up, on the policy side, it is encouraging that an MSE development strategy has been formulated since 1997. The implementation of the MSE development strategy no doubt contributes to the profitability and efficiency of existing MSE operators and the realisation of start-ups (AA City Administration Education Bureau, 2005:6). On the other hand, the TVET strategy formulated in 1994 enables the supply of diversified TVET in terms of occupations and trades. As the TVET strategy, integrates entrepreneurial and business management skills into the curricula, it undoubtedly stimulates private sector development.

2.5 The Practice of TVET for Self-employment Issues in some Selected Countries

In an attempt to learn, the experience of the best practice observed on the issues of TVET for self-employment has been examined. Based on this, one of the organizations imparting entrepreneurship training CEFE best practice and some selected countries

best practices on the issues of TVET for self-employment were selected based on relevance to the study.

2.5.1 The Experience of CEFE in Entrepreneurial Development

There are many organizations exist imparting entrepreneurship training in developed as well as developing countries. On this regard, the prominent in the area of entrepreneurship training is Competency-based Economies through Formation of Enterprise (CEFE), it is set of training institutions designed to stimulate positive interventions in the micro, small and medium enterprise development process. These training instruments have been set up by the GTZ (German Agency for Technical Co-Operation) in the 1980's and are currently used in more than 60 countries worldwide (Engels, Bremm, &Gerhards, 2000).

According to Kolshorn & Tomecko (1995) stated that there are essentially six stages in CEFE training programme regardless of the target groups. Based on this, The first stage is awareness, in which participants are encouraged to examine who they are, clarify their own values, and evaluate their own personality, motivations, capabilities and personal resources. The second stage is acceptance or recognition of one's own strengths and weaknesses- not everyone has to be a leader or hero, but being more creative, innovative, and competent is likely to produce rewards in any profession. The third stage is goal setting, where the emphasis is placed in developing clarity of purpose in one's short and long-term goals of life.

The fourth stage involves developing strategies or action plans that are oriented to generating growth; this is done after analyzing the relevant components. The fifth stage is direct experience where the emphasis is on doing: structured learning experience and encountering "real life" situations assist in building up this experience in which strategies are tested. The six stages are transformation and empowerment where the competencies acquired come together into a pattern that matches personal strength and weaknesses with goals (Kolshorn & Tomecko, 1995).

Accordingly, Engels, et.al (2000) reported that developing, strengthening and stabilizing entrepreneurial competency of (future) managers of micro, small and medium-sized enterprises is the main goal of CEFE. Since this is a process of several steps, its approach can be described best as a ladder - the CEFE Training Ladder. To this effect, it comprises of six individual (pre and post) training modules. The combination of these elements is expected to stimulate enterprising behavior, skills, and attributes in trainees. Based on this, Engels, et.al stated that CEFE uses an action-oriented approach applying experiential learning methods to develop, strengthen and stabilize entrepreneurial competencies.

To this end, many training programmes have the objective of transferring needed skills and know how, with the result that knowledge is acquired but there is very little subsequent application, because of the absence of working on the motivation to act, the strengthening of capabilities to act and the testing of the capabilities in real-life simulation exercises. Based on this, CEFE approaches to the entrepreneurial development had been taken.

Lessons Learned

The delivery of training involves from pre training to post training realize the challenges for self-employment programs. The CEFE training approaches involves empowering individuals to develop enterprising behavior by developing themselves, their skill, and improving their environment. To this effect, the CEFE training methodology is participant-oriented and action-oriented, so that trainees have a good chance to observe the real behavior of entrepreneurial competency.

2.5.2 Vocational Training and CEFE in Tunisia

In Tunisia, vocational training system has been developed in order to alleviate the problem of unemployment, it is a chronic national problems. The experience on basis of the integration of entrepreneurial skills into formal vocational training programmes has been taken for Tunisia. According to Schlager & EI Mili (2002) pointed that Project FORTI (Formation au Travail Indépendant) has had 5 years of experience with the

integration of entrepreneurial skills into a national vocational training programme. The project started in 1995, on a pilot base, in the vocational training center (VTC) Kasserine, a town in the 'Centre Ouest' of Tunisia.

The project Concept was, firstly, entrepreneurial competencies were integrated into the training programmes by three different modules: Curriculum for Entrepreneurial Competences (CCE), consists of 3 different modules which are integrated into the standard vocational training programmes. The content of the modules is highly influenced by the classic CEFE-full course.

According to Schlager & EI Mili (2002), the first module addresses all students of the vocational training class. It always takes place at the beginning of the training and is obligatory for all students. It aims to experience and to initiate entrepreneurial spirits. The second module also addresses all students and is likewise obligatory. However, it takes place at the end of their training. The students then identify viable micro-projects linked to their professional capacities. In-group work they develop a joint project idea to practice entrepreneurial aspects. The third module takes place quite some time after finishing the vocational training. In this seminar, the participants have the possibility to develop their own individual business plan, which they present, to the bank after the seminar. The time gap between the realization of Module 2 and Module 3 is about 1 year so that the participants have an opportunity to gain professional skills and experiences in the interim. This module is facultative.

All three modules substitute a CEFE-full course. The philosophy behind the concept is to plant the idea of starting-up with its own business and to add ideas and experiences of practical entrepreneurial life. Based on this, the idea is not to change the "hardware" of the programmes that means the technical training content but rather adapt them more too entrepreneurial life (Schlager & EI Mili, 2002).

To this end, the organization of the VTC had oriented more to the needs of real business life. It is more quality oriented and efficient. The trainers had implicated in the organizational process of the center and in the decision-making as well as the trainees themselves. The centers had established regular contact to the entrepreneurs

of the region as well as to non-governmental organizations and to the banks. Besides, every center establish entrepreneurial club such a direct business link. On the other hand, the center offers the possibility for entrepreneurs to borrow technical equipment. After the first successful project phase (4 years) the Tunisian Government decided to extend the approach to five other VTCs all over the country (Schlager & EI Mili, 2002).

Lessons Learned

The training modules are integrated at different stages leads trainees to develop the entrepreneurial competencies realistically in their field of training. All three training modules substitute a CEFE-full course. To this effect, the experience shows that the implementation of CEFE training module in the formal TVET programmes. The philosophy behind the concept of the project is to plant the idea of starting-up with its own business and to add ideas and experiences of practical entrepreneurial life. The idea is not to change the "hardware" of the programmes that means the technical training content but rather adapt them more too entrepreneurial life.

CHAPTER THREE

3. RESULTS AND DISCUSSION

In this chapter, the results of the study are analyzed and discussed based on the basic questions raised in chapter one.

3.1 Results of the Study

This section of the paper deals with the presentation and analysis of the data gathered from the sample trainees, vocational trainers, and entrepreneurship trainers, deans of the college, and deputy head of formal TVET in Addis Ababa. The data obtained through questionnaires, interviews, observation checklist, and documents were analyzed and interpreted.

Out of the 518 copies of questionnaires distributed for trainees 425 (265 male and 160 female), 396 (94.12%) trainees of the subject were completed and returned. In addition, available trainers, 65 vocational trainers and 15 entrepreneurship trainers were also completed and returned the questionnaires.

TABLE 2: Distributions of Trainees and Vocational Trainers by Fields of Training

No	Occupational Fields	Numbers of Respondents/Subjects						
		Trainees			Vocational Trainers			Total
		Male	Female	Total	Male	Female	Total	
1	Building Construction	55	26	81	12	2	14	95
2	Woodwork Technology	62	17	79	13	0	13	92
3	General Metalwork	71	8	79	12	1	13	92
4	Food Preparation	27	49	76	2	10	12	88
5	Garment/Sewing	40	41	81	4	9	13	94
	Total	**255**	**141**	**396**	**43**	**22**	**65**	**461**

As indicated in Table 2, out of the total 425 trainees and 65 vocational trainers of the subject, 396(255 male and 141 female) of trainees and 65 (43 male and 22 female) were included in the analysis and interpretation of the study.

The data secured through interview from two colleges' dean and formal TVET deputy head in Addis Ababa were included in the analysis of the findings. The analysis and interpretation of the data are presented based on the responses obtained from the sample respondents in the following tables.

The personal data concerning the sample respondents by sex, age, qualification, field of study, and service years were presented in Table 3.

TABLE 3: The Characteristics of Respondents

No	Items	Status	Respondents/Subjects									
			Trainees		Vocational Trainers		Entrepr. Trainers		Deans		Regional Official	
			No	%	No	%	No	%	No	%	No	%
1	Sex	Male	255	64.39	43	66.15	10	66.67	2	100	1	100
		Female	141	35.61	22	33.85	5	33.33	0	0	0	0
		Total	396	100	65	100	15	100	2	100	1	100
2	Age Range	15-20	334	**84.34**	-	-	-	-	-	-	-	-
		21-25	62	15.66	-	-	-	-	-	-	-	-
		26-30	-	-	4	6.15	5	33.33	-	-	-	-
		31-35	-	-	7	10.77	10	**66.67**	-	-	-	-
		36-40	-	-	13	20.00	0	0	-	-	-	-
		>40	-	-	41	**63.08**	0	0	2	100	1	100
		Total	396	100	65	100	15	100	2	100	1	100
3	Qualification	Diploma	-	-	25	38.46	0	0	-	-	-	-
		B.A/B.Sc	-	-	40	**61.54**	15	100	-	-	-	-
		M.A/M.Sc	-	-	0	0	0	0	2	100	1	100
		Total	-	-	65	100	15	100	2	100	1	1
4	Major Field of Study	Economics	-	-	-	-	8	**53.34**	-	-	-	-
		Business	-	-	-	-	2	13.33	-	-	-	-
		Accounting	-	-	-	-	5	33.33	-	-	-	-
		Technical Teacher	-	-	65	100	-	-	-	-	-	-
		Educational	-	-	-	-	-	-	-	-	1	100
		Manufacturing	-	-	-	-	-	-	1	50	-	-
		Chemistry	-	-	-	-	-	-	1	50	-	-
		Total	-	-	65	100	15	100	2	100	1	100
5	Service Years	1-5	-	-	-		-	-	-	-	-	-
		6-10	-	-	5	7.69	4	26.67	-	-	-	-
		11-15	-	-	7	10.77	8	**53.33**	-	-	-	-
		16-20	-	-	11	16.92	-	-	-	-	-	-
		>20	-	-	42	**64.62**	3	20.00	-	-	-	-
		Total	-	-	65	100	15	100	-	-	-	-

Out of 1587 (1022 male and 565 female) trainees attending the 1-3 year training programs in five identified occupational fields in the sample, 396 (24.95%) had participated in filling and returned the questionnaire, out of which 141(35.61%) were female trainees. The remaining 255 (64.39%) were male trainees. In addition, 65 vocational trainers had participated in filling the questionnaire, out of which 43(66.15%) were male and the rest 22 (33.85%) vocational trainers were female. Moreover, 15 entrepreneurship trainers in five colleges had participated in filling the questionnaire, out of which five of them were female. Although for interviewee, the deans and deputy head of formal TVET in the sample were male.

The reason that the small number of female trainees could be because of the proportioned sample had been taken based on trainees' enrollment. However, the reason that female trainers participation in TVET programmes could be attributed to the perception of the society where technical training is considered as an occupation devoted to males. Conversely, the finding also shows that in food preparation and garment fields of training the participation of female was high.

Regarding the age profile of the respondent, the majority of trainees' age, 334(84.34%) ranged from 15-20 years. The remaining 62 (15.66%) of the trainees constitute the age group of 21-25 years. Besides, the majority age of vocational trainers, 41(63.08%) were above 40 years. The rest of vocational trainers' age, 13(20%) ranged from 36-40 years, 7(10.77%) ranged from 31-35 years, and 4(6.15%) ranged from 26-30 years. Most of the entrepreneurship trainers' age 10(66.67%) ranged from 31-35 years. The rest five of them, by half-ranged from 26-30 years in the age profile.

The findings from age profile of the respondents indicate that the majority of trainees joined the TVET programmes at the age of 15-20 years. As per the information obtained in questionnaire and observation, age factor has to be given consideration in department, like Building Construction, General Metalwork, and Woodwork due to the difficulty of handling heavy-duty machines and heavy materials.

As indicated in item 3 of Table 3, out of the total vocational trainers of respondents, 25(38.46%) were diploma holders, all of these vocational trainers were in Food Preparation and Garment fields of training, the remaining 40 (61.54%) were B.A/B.Sc holders. In addition, all entrepreneurship trainers were B.A/B.Sc holders. Regarding the interviewees, qualification, all of them were MA/MSc holders. Yet the TVET policy suggests that trainers ought to have a minimum of first degree in formal TVET programmes. However, the finding on interviews indicated that there is no institution offering the degree qualification in the fields of Food Preparation and Garment and some fields of training in the country. This adversely affects the quality of vocational training in the country.

All vocational trainers' major fields of study were graduates of Technical and Vocational Education at various levels. Regarding entrepreneurship trainers, their major fields of study, 8(53.34%) were economics, 2(13.33%) were business education, and 5(33.33%) were accounting. This shows that the trainers do not have related field of qualification for entrepreneurship course. Besides, all vocational and entrepreneurship trainers did not attend refresher courses on entrepreneurship.

Regarding the service years of respondents, the majority of vocational trainers, 42(64.62%) trainers were having more than 20 years of service. The remaining 11(16.92%) of trainers served from 16-20 years, 7(10.77%) of trainers served from 11-15 years, and 5(7.69%) trainers served from 1-10 years. The majority of respondents, 8(53.33%) entrepreneurship trainers served from 11-15 years.

3.1.1 Data to assess the Selection and Placement of Trainees

The analysis and interpretation of data concerning the selection and placement of trainees are presented in the following tables. Based on this, the presentation of respondents' information and their sources about TVET programmes were analyzed and interpreted in the following table.

TABLE 4: The Respondent Information and Sources about TVET Programmes

No.	Items	Trainees (n=396)		Vocational Trainers (n=65)		Entrepreneurship Trainers (n=15)	
		No	%	No	%	No	%
1	Did you have information about TVET programmes before you joined as trainees/trainers?						
	a) Yes	219	55.30	63	96.92	11	73.33
	b) No	177	44.70	2	3.08	4	26.67
	Total	396	100	65	100	15	100
2	Who was the source/s of your information?						
	a) High school friends	142	40.80	-	-	-	-
	b) High school counselor	30	8.62	-	-	-	-
	c) Former TVET graduates	132	33.33	-	-	-	-
	d) Orientation given by TVET official	0	0	14	12.84	0	0
	e) Media advertisement	44	11.11	12	11.02	3	20.00
	f) Workshop or Training	-	-	61	55.96	11	73.33
	g) Strategy and policy papers	-	-	22	20.18	1	6.67
	Grand Total	348	100	109	100	15	100

Table 4 describes the respondents' data about TVET programmes and the sources of their information before they join the programmes. Based on this, 219(55.30%) of the

trainees responded that they had information about TVET before they join the programmes. Accordingly, trainees that had the information about TVET, the sources of information around (74.13%) of respondents were from high school friends and former TVET graduates. However, 117 (44.70%) of trainees of the subject responded that they did not have information about TVET before they join the programmes.

In addition, 63(96.92%) vocational trainers and 11(73.33%) entrepreneurship trainers responded that they had information about TVET programmes. It has been observed that the majority of vocational trainers 61(55.96%) and 11(73.33%) of entrepreneurship trainers have responded that workshop or training were the sources of their information about TVET programmes.

Based on the above finding, more than half of trainees of the subject had information about TVET before they join the programmes. Accordingly, trainees that had the information about TVET, their sources of information were from high school friends and former TVET graduates. On the other hand, as the finding indicated, nearly half of trainees of the subject did not have information about TVET before they join the programmes. This shows that trainees did not have the right information about TVET programmes by the formal orientation and awareness creation before they have admitted to TVET institutions.

TABLE 5: Reasons that Motivated Trainees to Join TVET Programmes

No.	Reasons	Trainees (n=396)		Vocational Trainers (n=65)		Entrepreneurship Trainers (n=15)	
		Mean	Rank	Mean	Rank	Mean	Rank
1	Employment Prospect	4.280	1	4.723	1	4.467	1
2	To acquire skill for self-employment	3.225	5	3.154	4	3.133	4
3	To get access for further education	3.290	4	2.846	5	2.8	6
4	Family influence	3.732	3	3.246	3	3.733	3
5	Friends influence	2.321	6	2.785	6	2.933	5
6	Lack of other alternative	4.152	2	4.246	2	3.933	2

The data tabulated in Table 5 depicts the respondents' reasons for the trainees' motivation to join TVET programmes in a rank orders from the most relevant to the least relevant. It has been seen that all respondents under the study had similarly ranked for the most important reasons in motivating trainees to join TVET

programmes. Based on the data obtained from the respondents, employment prospect, lack of other alternative, and family influence were found to be the three most important reasons that motivating trainees to join TVET programmes. Conversely, all respondents not ranked the reason that "to acquire skill for self-employment" in motivating trainees as the most there important reasons to join TVET programmes.

This finding shows that trainees' motivation to join the TVET programmes in acquiring skill for self-employment was less significant response. This is because of the reasons that trainees lack the right information about TVET programmes for self-employment as the intended outcomes by the formal orientation and awareness creation before they have admitted to TVET institutions.

TABLE-6: Trainees selection in the Formal TVET Programmes

No.	Items	Trainees (n=396)		Vocational Trainers (n=65)	
		No	%	No	%
1	How did trainees get admission to the TVET institution/college?				
	a) Entrance exam	0	0	0	0
	b) High school results	396	100	65	100
	c) No response	0	0	0	0
	Total	396	100	65	100
2	If your answer for question No. 1 is "High school result", did trainees have the opportunity to choose their occupational fields of interest?				
	a) Yes	396	100	65	100
	b) No	0	0	0	0
	Total	396	100	65	100
3	Who advised trainees to choose the occupational fields?				
	a) Parents	202	51.02	28	43.08
	b) High school friends	127	32.07	23	35.38
	c) High school counselor	21	5.30	6	9.23
	d) High school teachers	9	2.27	3	4.62
	e) By TVET orientation program	0	0	0	0
	f) Formal TVET graduates	37	9.34	5	7.69
	Total	396	100	65	100

As indicated in Table 6, all trainees and vocational trainers responded that trainees get admission to the TVET institution/college based on the high school results. Besides, all respondents responded that trainees have the opportunity to choose their occupational fields of interest before they are admitted to the programmes.

On item 3 of Table 6, respondents were asked, "who advised trainees to choose the occupational fields?" The majority of respondents, 329(83.09%) of trainees and 51(78.46) of vocational trainers responded that trainees were advised by the parents and high school friends. While the remaining 67(16.91%) of trainees and 14(21.54%) of vocational trainers responded that trainees were advised by high school counselor, high school teachers, and former TVET graduates. Conversely, all respondents replied that trainees did not get orientation about TVET programmes in choosing the occupational fields.

As the finding on the selection of trainees indicated, the implementation is highly structured related to government interest in maintaining equitable access for formal TVET programmes. To this effect, trainees are assigned based on their high school results, and those with the best academic results are prioritized in keeping trainees' choice of occupational interest for the TVET programmes. However, trainees are not oriented formally to choose the right occupational fields based on their interest and aptitude.

TABLE 7: Trainees Placement in the Formal TVET Programmes

No.	Items	Trainees (n=396)		Vocational Trainers (n=65)	
		No	%	No	%
1	Did trainees join their occupational choice of interest?				
	a) Yes	104	26.26	11	16.92
	b) No	292	73.74	54	83.08
	Total	396	100	65	100
2	If your answer for question No. 1 is "No", did trainees try to get their choice of occupational interest?				
	a) Yes	104	35.62	21	38.89
	b) No	188	64.38	33	61.11
	Total	292	100	54	100
3	If your answer for question No. 2 is "Yes", whom did trainees ask to adjust their placement in the field of their interest?				
	a) The TVET institution/college	27	20.00	11	34.37
	b) Regional TVET Office	108	80.00	21	65.63
	c) The vocational Counselor	0	0	0	0
	d) The department of the training	0	0	0	0
	Total	135	100	32	100
4	The adjustment of trainees' placement on the base of their interest is:				
	a) Very good	16	4.04	0	0
	b) Good	65	16.41	3	4.62
	c) Poor	315	79.55	62	95.38
	Total	396	100	65	100

As the data obtained in Table 7, the majority of respondents, 292 (73.74%) of trainees responded that they did not join their occupational choice of interest, while only 104 (26.26%) of trainees stated that they join their occupational choice of interest. In addition, 54(83.08%) of vocational trainers also responded that trainees did not join their occupational choice of interest.

On item 2 of Table 7, respondents were asked, "did trainees try to get their choice of occupational interest." The majority of respondents, 188(64.38%) of trainees and 33(61.11%) of vocational trainers responded that trainees did not try to get their choice of occupational interest. Regarding the respondents that 104(35.62%) of trainees tried to adjust their choice of interest, the majority of respondents, (80.00%) of trainees were asked the regional TVET office while only (20.00%) of trainees were also asked the TVET institution/college to adjust the placement in the fields of their interest.

On item 4 of Table 7, respondents were asked their opinion about the adjustment of trainees' placement on the bases of their interest. The majority of respondents, 315(78.55%) of trainees and 62(95.28%) of vocational trainers responded that the adjustment of trainees' placement on the bases of trainees interest is poor.

As a whole, the finding indicates that trainees did not assign on the base of their choice of occupational interest. Once the trainees have been assigned to the various occupational fields, the majority of trainees did not try to adjust their placements. Trainees were asked the Regional TVET office and TVET institutions to change their placement based on their choice of interest. The findings of respondents on placement of trainees indicate that the adjustment of trainees' placement on the bases of trainees interest were poor. On this regard, the interviewees reported that trainees' selection and placement is the mandate of the Regional TVET office. However, the number of high school leaver by far exceeds the capacity of enrollment in government TVET providers in every year. This is the main reason that trainees did not assigned on the base of their choice of occupational interest.

Furthermore, data concerning trainees' interest and their goals to pursue relating to their occupational fields is found in Table 8.

TABLE 8: Trainees' Interest and their Goal to the Fields of Training

No.	Items	Trainees (n=396)		Vocational Trainers (n=65)	
		No	%	No	%
1	Do you feel that trainees take interest in their field of training?				
	a) Yes	118	29.80	21	32.31
	b) No	278	70.20	44	67.69
	Total	396	100	65	100
2	If your answer for question No. 1 is "yes", what is most trainees' goal to pursue relating to their field of training after graduating from the college?				
	a) To become employed in their occupation	81	68.64	21	100
	b) To become self-employed in their occupation	20	16.95	0	0
	c) To continue further education	17	14.41	0	0
	Total	118	100	18	100

As indicated in Table 8, the majority of respondents 278(70.20%) of trainees and 44(67.69%) of vocational trainers have stated that trainees did not take interest in the current fields of training. While only 118(29.80%) of trainees and 21(31.30%) of vocational trainers have stated that trainees take interest in the current fields of training. Regarding the respondents that have interest in their fields of training, the majority of trainees 81(68.64%) and all trainers of the subject indicated that trainees' goals to pursue relating to their field of training after graduating from the colleges were to become employed in their occupation.

This finding shows that the majority trainees did not take interest in their current fields of training. Besides, the finding indicted that the majority of trainees' goals to pursue relating to their field of training after graduating from the colleges were to become employed in their occupation. However, the majority of trainees' goals did not consistence to become self-employed in their occupations as the intended outcomes.

Consequently, respondents were asked to rank their reasons as to why trainees were lack interest in the current field of training. The responses of the respondents were tabulated in Table 9.

TABLE 9: The Reasons that Trainees Lack of Interest in the Field of Training

No.	Reasons	Trainees (n=278)		Vocational Trainers (n=44)	
		Mean	Rank	Mean	Rank
1	Because of limited job opportunities	3.525	2	4.205	2
2	Because of limited option to become self-employed	3.047	6	2.523	6
3	It is not their choice of occupational interest	4.223	1	4.455	1
4	The training needs too much physical	3.421	4	3.932	3
5	Too many graduates have hopeless in the field	3.435	3	3.341	4
6	Due to limited opportunity for higher education	3.349	5	2.568	5

The data tabulated in Table 9 depicts the respondents' reasons that trainees lack of interest in their fields of training in a rank orders from the most relevant to the least relevant. As it is seen in the respondents weighted mean, vocational trainers and trainees ranked similarly on the highest two ranked reasons, the major variation in trainers ranking the item on training needs too much physical. Based on trainees ranking, the field is not their choice of occupational interest, limited job opportunities, and too many graduates have hopeless in the field were highly ranked reasons that trainees lack of interest in their fields of training.

This finding shows that because of the field is not their choice of occupational interest, limited job opportunities, and too many graduates have hopeless in their fields were the highly ranked reasons that trainees lack interest in their current fields of training. This shows that the placement of trainees, the availability of job prospects, and the status of former graduates, affect the interest of trainees for their field of training.

3.1.2 Data to Examine the Quality Training

Data concerning the quality of vocational training, the adequacy of the courses-contents, the availability of training facilities, the appropriateness of available equipments/machineries, the performance of vocational trainers, and the quality of training obtained by trainees were used to examine the determinants to offer the quality training by government TVET providers.

TABLE 10: The Adequacy of the Courses-Contents in the Fields of Training

No	Item	Respondents/subject									
		Trainees (n=396)					Vocational Trainers (n=65)				
1	Do you find the courses content sufficient to meet the requirement of the intended outcomes in the local area?	Yes	%	No	%	Total	Yes	%	No	%	Total
Respondents Category 1	Building construction	22	27.16	59	72.84	81	2	14.29	12	85.71	14
2	Woodwork	11	13.92	68	86.08	79	2	15.38	11	84.62	13
3	G/Metal work	18	22.78	61	77.22	79	2	15.38	11	84.62	13
4	Food Preparation	14	18.42	62	81.58	76	1	8.33	11	91.67	12
5	Garment/Sewing	9	11.11	72	88.89	81	1	7.69	12	92.31	13
	Total	**74**	**18.69**	**322**	**81.31**	**396**	**8**	**12.31**	**57**	**87.69**	**65**

As indicated in Table 10, information was also collected to see whether courses-contents in the fields of training were sufficient to meet the requirement of the intended outcome in the local area. It has been seen that the total respondents of subject, the majority of respondents, 322(81.31%) of trainees and 57(87.69%) of vocational trainers have expressed that the course-content is not sufficient to meet the requirement. This is true for all the fields of training as shown in the above Table.

TABLE 11: The Inadequacy of the Courses-Contents in the Fields of training

Reasons	Respondents Category											
	Trainees (n=396)						Vocational Trainers (n=65)					
	1	2	3	4	5	Total	1	2	3	4	5	Total
	No & (%)	No & (%)	No & (%)	No & (%)	No & (%)	No & (%)	No & (%)	No & (%)	No & (%)	No & (%)	No & (%)	No & (%)
a) It is more of theoretical	5 (2.96)	8 (6.20)	4 (3.20)	3 (2.63)	9 (4.37)	29 (3.90)	3 (8.33)	1 (4.55)	2 (9.09)	3 (11.11)	2 (5.88)	11 (7.80)
b) Lack of training facilities for the course	51 (30.18)	61 (47.29)	59 (47.2)	57 (50.0)	67 (32.52)	295 (**39.70**)	12 (33.33)	11 (50.0)	11 (50.0)	11 (40.74)	12 (35.29)	57 (**40.42**)
c) Low exposure for practical training	55 (32.54)	54 (41.86)	58 (46.4)	51 (44.74)	61 (29.61)	279 (**37.55**)	10 (27.78)	9 (40.91)	7 (31.82)	10 (37.03)	9 (26.47)	45 (**31.92**)
d) The curriculum do not pertain the market demand	58 (34.32)	6 (4.65)	4 (3.20)	3 (2.63)	69 (33.49)	140 (18.84)	11 (30.56)	1 (4.55)	2 (9.09)	3 (11.11)	11 (32.35)	28 (19.86)
Grand Total by Field	**169** (100)	**129** (100)	**125** (100)	**114** (100)	**206** (100)	**743** (**100**)	**36** (100)	**22** (100)	**22** (100)	**27** (100)	**34** (100)	**141** (**100**)

(Figures within the brackets are Percentages) **Key:** 1- Building Construction, 2- Woodwork, 3- G/Metal work, 4- Food Preparation, and 5- Garment/Sewing.

As indicated in Table 11, the majority of respondents in all field of training, around (77.25%) of trainees and (72.34%) of vocational trainers have stated that lack of training facilities for the courses and low exposure for practical training were the

often-cited complaints against the course- contents by the respondents. Within the fields of training, 58(34.32) of trainees and 11(30.56%) of vocational trainers in Building Construction and 69(33.49%) of trainees and 11(32.35%) of vocational trainers in Garment/Sewing fields of training, the curriculum do not pertain the market demand were major reasons that the courses- contents are not sufficient to meet the requirement in the local area.

The finding shows that the lack of training facilities for the courses and low exposure for practical training are the major reasons that the course-contents in the fields of training are not sufficient to meet the requirement of the intended outcome. Besides, the finding also indicates that the curriculum do not pertain the market demand in Building Construction and Garment/Sewing fields of training.

Data regarding the availability of training facilities according to the respondents' views in a field of training is found in Table 12. In order to see whether there is a significant difference between the fields of training on the adequacy of training facilities the analysis of variance or *F*-test were presented in Appendix-4.

TABLE-12:- The Adequacy of Training Facilities in the Fields of Training

No.	Items	Respondents Category										*F*
		Building Con.		Woodwork		G/Metalwork		Food Preparation		Garment/Sewing		
		Trainees & Voc. Trainers (*n*=95)		Trainees & Voc. Trainers (*n*=92)		Trainees & Voc. Trainers (*n*=92)		Trainees & Voc. Trainers (*n*=88)		Trainees & Voc. Trainers (*n*=94)		
		Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	
1	Equipment/machines	2.579	1.107	2.837	1.072	2.826	1.135	2.693	1.26	2.564	1.232	1.17
2	Hand tools	2.695	1.063	2.848	1.138	2.848	1.249	2.761	1.39	2.617	1.304	0.61
3	Text books/reference books	3.126	1.003	3.163	1.092	3.13	1.112	**2.477**	1.41	**2.702**	1.106	**6.66**
4	Teaching aids	2.663	1.048	2.587	1.224	2.576	1.32	2.443	1.27	2.83	1.309	1.2
5	Raw materials	2.011	1.067	2.109	1.143	2.065	1.117	1.943	1.04	2.16	1.139	0.53
6	Building for Workshops	3.116	0.874	3.239	0.93	3.304	1.014	3.273	1.06	3.223	1.079	0.48
7	Classrooms for theory season	3.611	0.992	3.272	1.09	3.337	0.998	3.352	0.94	3.34	0.968	1.62

*$P < 0.05$

Table 12 shows the rating of the total trainees and vocational trainers on the adequacy of training facilities such as equipment/machines, hand tools, text books/reference books, teaching aids, raw materials, workshops for practical training, and classrooms

for theoretical season in their respective fields of training. The rating varies from inadequate to excellent for each specified facilities.

As it is analyzed in Appendix-4, the *F*-test table values on the adequacy of training facilities between the fields of training at F (4, 456, α=0.05) =2.39 for all items in Table 14. The *F*-test results regarding the text books/reference books in the field of training is greater than the table values. The *F*-test results show that there is significant difference on the adequacy of textbooks/reference books between the fields of training. Based on the mean values, the availabilities of text books/reference books in Building Construction, woodwork, and General Metalwork fields of training were rated above average.

Accordingly, the *F*-test results on the remaining items are smaller than the table values. Therefore, there is no significant difference on the adequacy of training facilities on the availabilities of equipments/machines, hand tools, teaching aids, raw materials, building for workshop and classroom between the fields of training. The mean values for the availabilities of equipments/machines, hand tools, teaching aids, were rated below average in all fields of training. On the other hand, the availabilities of building for workshops and classrooms were rated above average in all fields of training.

As the whole, the finding on the training facilities shows that the availabilities of building for workshops and classrooms are adequate in all fields of training. However, the availabilities of equipments/machines, hand tools, teaching aids are not adequate in all fields of training. The finding also shows that the availabilities of text books/reference books only in food preparation and garment fields of training are not adequate. The above finding was also consistent with the information obtained through observation by the researcher, and the responses of interviews respondents.

TABLE-13:- The Appropriateness of Available Equipments/Machines

No.	Items	Respondents Category										F
		Building Con.		Wood work		Metal work		Food Preparation		Garment/Sewing		
		Trainees & Voc. Trainers (n=95)		Trainees & Voc. Trainers (n=92)		Trainees & Voc. Trainers (n=92)		Trainees & Voc. Trainers (n=88)		Trainees & Voc. Trainers (n=94)		
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
1	The relevance to local	2.389	1.034	2.826	1.136	2.587	1.268	2.682	1.273	2.723	1.216	1.87
2	The contents of the courses	2.695	1.001	2.663	1.157	2.88	1.185	2.852	1.255	2.5	1.233	1.61
3	The capacity of trainers	3.358	0.824	3.152	1.119	3.283	1.113	**2.773**	1.101	**2.479**	1.152	**11.3**
4	The numbers of trainees	2.579	1.172	2.413	1.154	2.739	1.128	2.682	1.264	2.553	1.284	1.01
5	Up-to-datedness	2.432	1.098	2.652	1.292	2.761	1.296	2.67	1.371	2.511	1.35	0.99

*$P < 0.05$

Table 13 describes the rate given by the total trainees and vocational trainers regarding the appropriateness of available equipments/machines in the fields of training. The rating varies from inadequate to excellent for each specified items.

As it is analyzed in Appendix-4, the *F*-test table values on the appropriateness of available equipments/machines between the fields of training at F (4, 456, α=0.05) =2.39 for all items in Table 13. The *F*-test results regarding the capacity of trainers in the fields of training is greater than the table values, whereas the *F*-test results of the remaining items is greater than the *F*-test table values. As the *F*-test results indicated, there is no significant difference on the appropriateness of equipments/machines available regarding with all items between the fields of training, except the variation on the capacity of trainers between the fields of training.

Based on the mean values, the appropriateness of available equipments/machines regarding with the relevance to local situation, the content of courses, the number of trainees, and up-to-datedness were rated below average in all field of training. On the other hand, the appropriateness of available equipments/machines regarding with the capacity of trainers, the mean values were rated above average in the three fields of training, while in food processing and garment fields of training, the mean values were rated below average.

The finding shows that, the appropriateness of available equipments/machines regarding with the relevance to local situation, the content of courses, the number of trainees and up-to-datedness in all fields of training are not adequate. This finding

was consistent with the information obtained though observation. As the *F*-test results indicated, the appropriateness of available equipments/machines regarding with the capacity of trainers in the three fields of training are adequate, while the finding shows that regarding the capacity of trainers in food processing and garment fields of training are not adequate. The possible explanation in these fields of training that trainers are not qualified at the degree level regarding the minimum requirement is concerned.

TABLE 14: The Performance of Vocational Trainers in the Fields of Training

No.	Activities	Respondents Category										*F*
		Building Con. Trainees (*n*=81)		Woodwork Trainees (*n*=79)		G/Metalwork Trainees (*n*=79)		Food Preparation Trainees (*n*=76)		Garment/Sewing Trainees (*n*=81)		
		Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	
1	Relating theory and practice	2.593	1.058	2.608	1.17	2.684	1.594	2.816	1.186	2.568	1.254	0.49
2	Covering the course content	3.049	0.85	3.076	1.152	3.013	1.193	3.224	1.115	3.111	1.225	0.4
3	Creating good relationship with trainees	2.333	1.049	2.544	1.152	2.532	1.197	2.605	1.167	2.988	1.24	**3.43**
4	Appropriate use of available instructional materials	2.556	1.173	2.797	1.314	2.785	1.337	2.789	1.215	2.938	1.208	0.98
5	Relating training to the needs of world of work	2.556	1.255	2.127	1.181	2.266	1.184	2.25	1.19	2.111	1.183	1.79
6	Continuously assessing trainers' performance	2.802	0.98	2.785	1.094	2.81	1.167	2.789	0.943	2.84	1.145	0.03

* $P < 0.05$

Table 14 depicts the rate given by trainees on performance of their vocational trainers in the respective fields of training based on the specified activities. The rating varies from not satisfactory to excellent for each specified activities.

According to the analysis of variance found in Appendix-4, the *F*-test table values on the performance of vocational trainers rated by trainees in the respective fields of training at F (4, 391, α=0.05) =2.391 for all items in Table 14. The *F*-test results of all items, except item regarding in creating good relationship with trainees are greater than the *F*-test table values. This shows that there is no significant difference on the performance of vocational trainers rated by trainees in all items, except item regarding in creating good relationship with trainees. Regarding the mean values, the performances of vocational trainers on covering of content according to the course outline in all fields of training were rated above average. On the other hand, as

trainees rating on the performances of vocational trainers on the remaining activities were rated below average in all fields of training.

This finding indicates that the vocational trainers in covering the courses contents based on trainees rating are satisfactory in all fields of training. However, the performance of vocational trainers in relating theory and practice, creating good relationship with trainees, appropriate use of available instructional materials, relating training to the needs of world of work, and continuously assessing trainees' performance are not satisfactory in all fields of training. This finding is also consistent with the responses of interviews.

TABLE 15:- The Quality of Vocational Training obtained by Trainees

No.	Items	Respondents Category										*F*
		Building Con.		Wood work		G/Metal work		Food Preparation		Garment/Sewing		
		Trainees & Voc. Trainers (*n*=95)		Trainees & Voc. Trainers (*n*=92)		Trainees & Voc. Trainers (*n*=92)		Trainees & Voc. Trainers (*n*=88)		Trainees & Voc. Trainers (*n*=94)		
		Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	
1	Contents of training	2.747	1.176	2.761	1.304	2.783	1.256	2.739	1.227	2.5	1.171	0.84
2	Methods of instruction	2.842	1.179	2.848	1.128	2.783	1.212	2.761	1.241	2.894	1.231	0.18
3	Trainees' achievement in	2.358	1.184	2.25	1.263	2.228	1.232	2.216	1.254	2.053	1.195	0.75
4	The conditions of trainees expectation	2.8	0.996	2.337	1.189	2.815	1.148	2.307	1.207	2.5	1.207	**4.16**
5	The occupational competencies needed for world of work	2.168	1.127	1.913	1.155	2.022	1.204	2.011	1.208	1.904	1.117	0.8
6	The relevance to the local	2.505	1.157	2.815	1.257	2.772	1.25	2.761	1.295	2.223	1.069	**4.03**
7	Creating self-employment	2.063	1.227	2.902	1.08	2.913	1.002	2.761	0.983	2.745	1.163	**9.69**

* $P < 0.05$

Table 15 depicts the quality of vocational training obtained by the trainees with respect to different parameters in respective fields of training. The rating varies from not satisfactory to excellent for each specified items.

Based on the analysis of variance found in Appendix-4, the *F*-test table values on the quality of vocational training obtained by trainees between the fields of training at $F(4, 456, \alpha=0.05) = 2.39$ for all items in Table 15. The *F*-test results regarding in the conditions of trainees' expectation, the relevance to the local situation, and creating self-employment option are greater than the table values. This shows that there is a significant difference on the quality of vocational training obtained by trainees with

respect to the conditions of trainees' expectation, the relevance to the local situation, and creating self-employment option between the fields of training.

Conversely, the *F*-test results on the remaining items are smaller than the table values. This show that there is no significant difference between the fields of training on the quality of vocational training obtained by trainees with respect to the content of the training, method of instructions, trainees' achievement in practical, and the occupational competencies needed for the world of work. As the whole, the mean values results on the qualities of vocational training obtained by trainees with respect to all specified items in all field of training were rated below average.

As the *F*-test results indicated, there is a variation on the quality of training obtained by trainees with respect to the condition of trainees' expectation, the relevance to local situation and creating self-employment option between the fields of training. However, the finding as whole shows that the quality of training obtained by trainees is not satisfactory.

TABLE 16: The Acquisition of Vocational Skills Needed for Self-employment.

No.	Item	Respondents Category			
		Trainees (*n*=396)		Vocational Trainers (*n*=65)	
		No	%	No	%
1	In your field of training, do you think that trainees have acquired vocational skills needed for self-employment?				
	a) Yes	54	13.64	7	10.77
	b) No	342	86.36	58	89.23
	Total	**396**	**100**	**65**	**100**
2	If your answer for question No. 1 is "No", what is/are your reason/s?				
	a) Inadequate infrastructure for the training	297	27.55	49	24.62
	b) The quality of training do not pertain to become self-employed	334	30.98	58	29.15
	c) Lack of interest in the field of training for self-employment	56	5.19	17	8.54
	d) Lack of knowledge about local needs for self-employment	313	29.04	54	27.14
	e) The field of training do not ensure self-employment in local	78	7.24	21	10.55
	Grand Total	**1078**	**100**	**199**	**100**

As indicated in Table 16, data was collected to see whether trainees have acquired vocational skills needed for self-employment in the fields of training. Based on the responses of respondents, only 54(13.64%) of trainees and 7(10.77%) of vocational

trainees observed that trainees have acquired vocational skills needed for self-employment in their fields of training. On the other hand, the majority of respondents, 342(86.36%) of trainees and 58(89.23%) of vocational trainers have expressed that trainees do not acquired vocational skills needed for self-employment in their fields of training. Accordingly, the majority of trainees (87.57%) and vocational trainers (80.91%) have expressed that inadequate infrastructure for the training, the quality of training do not pertain to become self-employed, and lack of knowledge about local need for self-employment were the major reasons that trainees do not acquired vocational skills needed for self-employment in their fields of training.

This finding show that the quality of training do not pertain to become self-employed, lack of knowledge about local needs for self-employment, and inadequate infrastructure for the training were the reasons for the majority of trainees that they do not acquired vocational skills needed for self-employment in their fields of training. The summary of the interviews responses reported that the determinant to offer quality training by TVET institutions currently faces a number of challenges on the lack of resources constraints, lack of skilled trainers, large number of TVET enrollment, and lack of efficient TVET institutions management.

3.1.3 Data to Assess the Role of Entrepreneurship Training

Data concerning the role of entrepreneurship training that incorporated in the training programmes as a common course according to the responses of respondents is found in the following tables.

TABLE 17: Trainees Interest in the Entrepreneurship Course

No	Items	Trainees (n=396)		Entrepreneurship Trainers (n=15)	
		No	%	No	%
1	Did you take entrepreneurship course in your training program?				
	a) Yes	396	100	15	100
	b) No	0	0	0	0
	Total	**396**	**100**	**15**	**100**
2	If your answer for question No. 1 is "yes", did trainees interested in entrepreneurship course?				
	a) Yes	367	92.68	13	86.67
	b) No	29	7.32	2	13.33
	Total	**396**	**100**	**15**	**100**

As it is indicated in Table 17, all trainees and entrepreneurship trainers of the subject have reported that trainees have taken entrepreneurship course in their training programmes. Based on the responses of respondents, the majority of trainees 367(92.68%) and 13(86.67%) have stated that trainees take interest in the entrepreneurship courses.

In the following table, respondents were asked to rate the role of entrepreneurship course with respect to the specified activities stated in Table 18. Accordingly, the Chi-square tests were used to see whether there is a significance difference between the respondents on each item.

TABLE 18: The Role of Entrepreneurship courses

No	Activities	Trainees (n=396)		Entrepreneurship Trainers (n=15)		x^2
		Mean	*SD*	*Mean*	*SD*	
1	Initiate entrepreneurial sprite	3.139	1.023	3.267	1.1	0.618
2	Motivate trainees to become self-employed	3.091	1.056	3.133	1.19	0.823
3	Practice entrepreneurial competencies	2.354	1.279	2.333	0.9	4.376
4	Relate trainees' vocational skills for self-	2.366	1.236	2.467	1.13	1.047
5	Share experience of other entrepreneurs	2.111	1.248	2.267	0.96	7.061
6	Conduct market surveys in trainees field	1.909	0.964	1.933	1.03	7.526
7	Prepare business proposal in trainees field	2.381	1.033	2.333	1.05	0.857
8	know the procedures to set-up your own	2.659	1.334	2.667	1.23	0.74

*$P < 0.05$

Table 18 depicts the rate given by trainees and entrepreneurship trainers on the role of entrepreneurship course that incorporated in the TVET programmes based on the specified activities. The rating varies from not satisfactory to excellent for each specified activities.

Based on the mean values, both respondents regarding the role of entrepreneurship courses that incorporated in the training programmes to initiate entrepreneurial sprite and motivate trainees to become self-employed were rated above average. However, both the respondents regarding the remaining on specified items were rated below average.

As it is indicated in Appendix-5, the significant difference between the responses of trainees and trainers on the role of entrepreneurship course with respect to the

specified items were χ^2 (4, N=411) =9.49, p=0.05. Based on the results, the chi-square observed value of each item smaller than the chi-square critical value of each items. Therefore, there is no significance difference between the responses of the trainees and trainers on the role of entrepreneurship course with respect to each item.

The finding shows that the majority of trainees take interest in the entrepreneurship course. Based on the finding, the role of entrepreneurship course in initiating entrepreneurial sprite and motivating trainees to become self-employed are satisfactory. However, the course is not satisfactory in practicing entrepreneurial competencies, relating trainees' vocational skills for self-employment, sharing the experience of other entrepreneurs, conducting market survey, preparing business proposal, and knowing the procedure to set-up their own enterprises.

Data, which was collected from the respondents to see whether trainees have acquired entrepreneurial skills needed for self-employment in the entrepreneurship course, is found in Table 19.

TABLE 19: The Acquisition of Entrepreneurial Skills Needed for Self-employment

No	Items	Trainees (n=396)		Entrepreneurship Trainers (n=15)	
		No	%	No	%
1	Do you think that trainees have acquired sufficient entrepreneurial skills needed for self-employment in their field of training?				
	a) Yes	41	10.35	2	13.33
	b) No	355	89.65	13	86.67
	Total	396	100	15	100
2	If your answer for question No. 1 is "No", what is/are your reason/s?				
	a) The content of training is inadequate	79	6.95	6	12.24
	b) The method of instruction is not action-oriented	312	**27.44**	12	**24.49**
	c) Trainer lack ability and experience in the field	152	13.37	3	6.12
	d) The training hour is too little	254	**22.34**	10	**20.41**
	e) The course do not pertain to the field of training	297	**26.12**	13	**26.53**
	f) Low availability of text book/references book	43	3.78	5	10.21
	Grand Total	1137	100	49	100

As it has been seen in Table 19, very few respondents, only 41(10.35%) of trainees and two trainers have expressed that trainees have acquired sufficient entrepreneurial skills. On the other hand, the majority of respondents, 355(89.65%) of trainees and

13(86.67) of entrepreneurship trainers have stated that trainees did not acquired sufficient entrepreneurial skills needed for self-employment in their field of training.

So far as the reasons regarding respondents is concerned, the majority of respondents, around 75.9% of trainees and 71.43% of trainers have expressed that the method of instruction is not action-oriented, the training hour is too little, and the course do not pertain to the field of training as the major shortcoming of the entrepreneurship course that trainees did not acquired sufficient entrepreneurial skills for self-employment. On the other hand, 152 (13.37%) of trainees of the subject have expressed that trainers lack ability and experience in the fields.

The above finding shows that the method of instruction is not action-oriented, the course do not pertain to the field of training, and the training hour is too little were often-cited complains for the majority of trainees that did not acquired sufficient entrepreneurial skills needed for self-employment from the entrepreneurship course. By implication, the finding also shows that trainers lack ability and experience in providing action-oriented instruction, in relating the course to occupational fields of training.

Based on this, the above finding was consistent with the entrepreneurship trainers' responses to the open-ended questions. Accordingly, as interviewees reported that the availability of qualified trainers as major fields for the fields of entrepreneurship still a challenge in the market.

3.1.4 Data to Identify the Self-employment Supports Needed by Trainees

Data concerning the most significant self-employment supports needed by trainees to become self-employed relating to their field of training according to the responses of respondents is found in Table 20. Respondents were given the opportunity to choose the three most important supports from the specified items.

TABLE 20: The Self-employment Support Needed by Trainees

No	Items	Trainees (n=396)		Vocational Trainers (n=65)		Entrepreneurship Trainers (n=15)	
		No	%	No	%	No	%
1	Which of the following supports do you think are the most important that the college facilitate for trainees to become self-employed in their field of training?						
	a) Early orientation about self-employment	152	12.7	17	8.72	2	4.44
	b) Introduction of local MSE development	52	4.38	6	3.08	2	4.44
	c) Integrating the training to local micro & small enterprise development	64	5.39	14	7.18	10	**22.22**
	d) Organizing trainees as a group to establish	243	**20.4**	40	**20.51**	4	8.89
	e) Continuous guidance and counseling service	51	4.29	10	5.13	2	4.44
	f) Facilitating additional training about enterprise	11	0.93	9	4.62	1	2.22
	g) Facilitating Start-up support	319	**26.8**	56	**28.72**	13	**28.89**
	h) Follow-up support	296	**24.9**	43	**22.05**	11	**24.44**
	Grand Total	**1188**	**100**	**195**	**100**	**45**	**100**
2	In your opinion, how do you evaluate your college in facilitating the self-employment supports?						
	a) Very good	9	2.27	0	0	0	0
	b) Good	23	5.81	3	4.62	0	0
	c) Poor	364	**91.9**	62	**95.38**	15	**100**
	Total	**396**	**100**	**65**	**100**	**15**	**100**

As indicated in Table 20, based on the responses of trainees and vocational trainers of the subject indicated that organizing trainees as a group to establish enterprise, facilitating start-up and follow-up support were the most significant self-employment supports needed by trainees to become self-employed in their field of training. Regarding the responses of entrepreneurship trainers, integrating the training to local MSE development were included as the most significant self-employment support. However, the majority of respondents, 364(91.92%) trainees, 62(95.38%) vocational trainers, and all entrepreneurship trainers of the subject stated that the TVET institutions in facilitating the self-employment supports are poor.

As the finding indicated, facilitating start-up support, follow-up support, and organizing trainees as a group to establish enterprise were the most significant self-employment supports needed by trainees to become self-employed in their field of training. The finding also shows that integrating the training to local MSE development is significant to improve the relevance of TVET programmes. However, the status of formal TVET institutions in facilitating the self-employment supports for trainees are weak. This finding was also consistent with the responses of interviews

that TVET institutions still have insufficient capacities to realize this task for the large number of TVET enrollment in different training programmes, because of the lack of facilitator, lack of adequate fund, and the situation of start-up capital in public finance system.

3.1.5 Data to Identify the Major Constraints and Possible Suggestions of TVET for Self-employment

Data concerning the major constraints and possible suggestions of TVET programmes for self-employment based on the responses of respondents is found in following two tables.

TABLE 21: The Major Constraints of TVET Programmes for Self-employment

No.	Items	Trainees (n=396)		Vocational Trainers (n=65)		Entrepreneurship Trainers (n=15)	
		Mean	Rank	Mean	Rank	Mean	Rank
1	Not acquiring adequate vocational skills	4.535	1	4.554	1	4.267	2
2	Lack of adequate entrepreneurial skills	4.109	3	3.908	3	4.067	3
3	Lack of follow-up supports	3.109	4	3.138	4	3.867	4
4	Lack of access to start-up capital	4.429	2	4.446	2	4.467	1
5	Lack of market demand	2.26	6	2.308	6	1.933	6
6	Lack of favorable public sector support	2.558	5	2.646	5	2.4	5

The data tabulated in Table 21 depicts the responses of respondents on the major constraints of trainees to become self-employed in their fields of training in a rank orders from the most relevant to the least relevant in the specified items.

As it is seen in the respondents weighted mean, the trainees and vocational trainers of the subject had similar responses in ranking for the major constraints of trainees to become self-employed the their fields of training. However, the entrepreneurship trainers had ranked a little bit differently for the rest of respondents; in terms of three most important major constraints of trainees to become self-employed in their fields of training were similar.

Based on the finding, not acquiring adequate vocational skills, lack of access to start-up capital, and lack of adequate entrepreneurial skills found to be highly ranked as the major constraints of trainees to become self-employed in their fields of training.

TABLE 22: The Possible Suggestions of TVET programmes for Self-employment

No.	Items	Trainees (n=396)		Vocational Trainers (n=65)		Entrepreneurship Trainers (n=15)	
		Mean	Rank	Mean	Rank	Mean	Rank
1	Improvement in trainees placement	**4.621**	1	**5.077**	1	**4.843**	1
2	Improvement in entrepreneurship training	3.828	4	3.708	5	3.933	4
3	Capacitating trainers and administrative staff	3.591	5	3.938	4	3.867	5
4	Improvement in relevance of training	**4.598**	2	**4.954**	2	**4.733**	3
5	Improvement in training facilities	3.586	6	2.923	6	3.067	6
6	Strengthening TVET institutions to facilitate start-up and follow-up supports	**4.376**	3	**4.615**	3	**4.8**	2
7	Creating favorable conditions for self-employment in public sector	3.399	7	2.813	7	2.8	7

The data tabulated in Table 22 describes the responses of respondents according to their views on the possible solutions of TVET programmes in preparing trainees to become self-employed in their fields of training in a rank orders from the most relevant to the least relevant in the specified items.

Based on the respondents weighted mean, the trainees, vocational trainers, entrepreneurship trainers under the study had similarly ranked the possible solutions. To this end, the finding shows that all respondents have ranked improvement in placement of trainees, improvement in relevance of the training programmes, and strengthening TVET institutions to facilitate start-up and follow-up supports were found to be the highly ranked as possible solutions of TVET programmes in preparing trainees to become self-employed in their field of training. The responses of interviews also proved the above finding.

3.2 Discussion

This thesis aims to assess formal TVET programmes for self-employment in selected occupational fields offered by government TVET Colleges in Addis Ababa. In this

section the major findings/results of the study were discussed in line with the basic research questions raised on chapter one as follows.

3.2.1 The Selection and Placement of Trainees for TVET Programmes

In order to assess the implementation of the selection and placement of trainees for the formal TVET programmes in preparing trainees to become self-employed in their field of training, all the major finding/results of the responses of the respondents were discussed in relation to the existing literature.

As the finding on the selection and placement of trainees indicated, the implementation is highly structured related to government interest in maintaining equitable access for formal TVET programmes. To this effect, trainees were assigned based on their high school results, and those with the best academic results were prioritized in keeping trainees' choice of occupational interest for the TVET programmes. In fact, the finding shows that trainees have the opportunity to choose their occupational fields of interest before they had admitted to the programmes.

However, the finding of the study revealed that 219 (55.30%) of trainees of the subject had information about TVET before they joined the programmes. Accordingly, their sources of information were from high school friends and former TVET graduates. Besides, 117 (44.70%) of trainees of the subject did not have information about TVET before they joined the programmes. This finding shows that the majority of trainees did not have the right information about TVET programmes by the formal orientation and awareness creation before they have admitted to the TVET institutions. Based on this, the finding revealed that employment prospect, lack of other alternative, and family influence were found to be the highly ranked reasons of trainees motivation to join the TVET programmes.

As the finding reveled, trainees' motivation to join the TVET programmes was less significant in acquiring vocational skills for self-employment. Yet, the Addis Ababa TVET office aims to create a TVET system, which is wage and self-employment oriented and demand-driven for the appropriate development needs of the Addis

Ababa economy (A.A City Administration Education Bureau, 2005:5). Accordingly, the finding revealed conversely because of the reasons that trainees lack the right information about TVET programmes for self-employment as the intended outcomes.

Regarding the finding on placement of trainees revealed, 292 (73.74%) of trainees of the subject did not assign based on their choice of occupational interest. the finding indicated that the majority of trainees did not try to adjust their placements. The findings from all respondents of the subject on the placement of trainees indicated that the adjustment of trainees' placement on the bases of trainees interest were poor. On this regard, the interviewees reported that trainees' selection and placement is the mandate of the Regional TVET office. However, the number of high school leaver by far exceeds the capacity of enrollment in government TVET providers in every year. This is the main reason that trainees did not assigned on the base of their choice of occupational interest.

In addition, the result of study indicated that the majority of trainees, 278(70.20%) of the subject did not interested in their fields of training. As the findings revealed, the field of training was not their choice of interest, because of limited job opportunities, and too many graduates are hopeless in their fields were highly ranked reasons that trainees lack interest in their current fields of training. However, the finding revealed that the majority of trainees' goals to pursue relating to their field of training after graduating from the colleges were to become employed in their occupation.

To this effect, to controversial issues has been observed from the reasons that trainees lack interest in their fields of training and their goals to peruse relating to the fields of training. Based on this, the newly proposed National TVET Strategy realized that "there are indicators that TVET lacks effectiveness and efficiency... many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower"(MOE, & ECBP, 2006:8). On this regard, the findings agree on this issue of TVET programmes.

Similarly, Grierson (2000:32) stated that the selection criteria are qualified with equity considerations: selection mechanisms should be "structured to ensure equitable

access". To this effect, the selection mechanisms that are implemented on the government agree on Grierson's approach. Formal VT selection is correct in its intention to select those who are most likely to succeed; those with the best academic results are chosen (Buckley, 2002:54). On this regard, the implementation of trainees' selection and placement agree on Burkely's ideas. This is because in part a response of the so-called equity argument related to government interest in maintaining equitable access to vocational education and training service (Gasskov, 2000:8).

Generally, training programmes that do not consistently pursue the goal of (self-) employment will become ineffective and inefficient (Grierson, 2000:32). However, the finding revealed that the majority of trainees' goals did not consistence to become self-employed in their occupations as the intended outcomes. Conversely, the selection criteria must be consistent with the intended outcome; those with 'high self-employment potential' should be prioritized (Grierson, 2000:32). On this regard, the results of the study on trainees' selection and placement of government TVET programmes for self-employment fail Grierson's criteria.

3.2.2 The Determinants to Offer the Quality Training

In order to examine determinants to offer quality training by government formal TVET colleges in preparing trainees to become self-employed in their field of training, all the major finding/results of the responses respondents were discussed in relation to the existing literature as follows.

Regarding the quality of vocational training, the adequacy of the courses-content, the availability of training facilities, the appropriateness of equipments/ machineries, the performance of trainers, the quality of training obtained by trainees, and acquiring relevance skills for self-employment were used to examine the determinants to offer the quality training by government TVET providers. As the whole, the results of the study revealed that lack of training facilities, lack of skilled trainers/instructors, and the training programmes lacked relevance to local situations are the major constraints in achieving quality of vocational skills needed for self-employment.

Based on the interviews finding, the expansion formal TVET in terms of the number of TVET institutions and enrollment, however, was achieved at the cost of quality. The status of government TVET programmes "lacked relevance to the workplace reality, besides most programmes of low quality training due to resource constraints and lack of skilled TVET trainers and administrators (MOE, & ECBP, 2006:8, unpublished). These expansions alone do not create the TVET system effective in addressing the intended outcome. In addition, qualified teachers and trainers are the keys to provide quality training for helping trainees reach high standards in academic and vocational competencies (UNESCO &ILO, 2002:57). On this regard, the results of study disagreed on UNESCO & ILO points of view.

Similarly, the results of the study on the quality of training are agreed with the newly proposed TVET strategy in 2006. The reform process, however, was slow and limited by the fact that all efforts and resources were directed towards the massive quantitative expansion of the public TVET supply. As a consequence, programmes, by-and-large, do not address actual skills needed in the economy, with most programmes of low quality and theory-driven due to resources constraints and lack of skilled TVET teachers (MOE, &ECBP, 2006:8, unpublished)

To this end, without the availabilities of skilled trainers, investment in training facilities and building alone would not lead to the acquisition of quality training. On the other hand, skilled trainers without adequate training facilities the quality of training would not be achieved. Based on this, if trainees did not acquire the quality vocational skills from TVET institutions, the chance that trainees to become self-employed in their fields of training do not pertain in competing the needs of labour market demands.

3.2.3 The Role of Entrepreneurship Training

In order to assess the role of entrepreneurship training at the formal TVET programmes level for self-employment, all the major finding/results of the responses of respondents were discussed in relation to the existing literature as follows as follows.

The finding revealed that the majority of trainees, 367(92.68%) of the subject take interest in the entrepreneurship course. Based on the finding, the role of entrepreneurship course in initiating entrepreneurial sprite and motivating trainees to become self-employed were satisfactory. As the results indicated, however, the entrepreneurship course in practicing entrepreneurial competencies, relating trainees' vocational skills for self-employment, sharing the experience of other entrepreneurs, conducting market survey, preparing business proposal, and knowing the procedure to set-up their own enterprises were not satisfactory.

So far as the finding indicated on acquiring entrepreneurial skills, the majority of trainees, 355(89.65%) of the subject revealed that trainees did not acquired sufficient entrepreneurial skills needed for self-employment from the entrepreneurship course. The method of instruction is not action-oriented, the course do not pertain to the field of training, and the training hour is too little were often-cited complains for the majority of trainees that did not acquired sufficient entrepreneurial skills needed for self-employment from the entrepreneurship course. By implication, the finding also shows that trainers lack ability and experience in providing action-oriented instruction, in relating the course to occupational fields of training. The finding from interviews also revealed that the availability of qualified trainers in the field of entrepreneurship still a challenge in the labour market.

As the results of the study indicated, the majority trainees take interest in the entrepreneurship courses, by the fact that the course helps trainees to initiate entrepreneurial sprite and motivate trainees to become self-employed. Accordingly, many training programmes have the objective of transferring needed skills and know how, with the result that knowledge is acquired but there is very little subsequent application, because of the absence of working on the motivation to act, the strengthening of capabilities to act and the testing of the capabilities in real-life simulation exercises (Engels, et.al, 2000). On this regard, the results of the study indicated that the role of entrepreneurship course in acquiring sufficient entrepreneurial skills for trainees to become self-employed in their field of training fails the CEFE approaches.

3.2.4 Facilitating Self-employment Supports

In order to identify the most significant self-employment supports that government TVET colleges facilitate for trainees to become self-employed in their field of training, all the major finding/results of the responses of respondents were discussed in relation to the existing literature as follows.

The finding revealed that facilitating start-up support, follow-up support, and organizing trainees as a group to establish enterprise were the most significant self-employment supports needed by trainees to become self-employed in their field of training. Besides, integrating the training to local MSE development is significant to improve the relevance of TVET programmes. However, the finding shows that the status of TVET institutions in facilitating the self-employment supports is weak. This finding was also consistent with the responses of interviews that TVET institutions still have insufficient capacities to realize this task for the large number of TVET enrollment in different training programmes, because of the lack of facilitator, lack of adequate fund, and the situation of start-up capital in public finance system.

According to Visser (1997:2) stated that "the acquisition of quality and relevance training, and incorporating business development (entrepreneurship) training as one of the critical factors in the success for self-employment possibility." On this regard, the results of the study revealed that trainees did not acquire sufficient vocational and entrepreneurial skills from the programmes to become self-employed in their fields of training. Conversely, delivering quality and relevant training with entrepreneurial competencies in TVET institutions by itself, is not sufficient for the success of the programmes for self-employment. Other interventions are often crucial- follow-up support and start-up supports (Grierson, 2000).

To this end, the results of the study on the most significant support needed by trainees to become self-employed in their fields of training agreed with Grierson's criteria. However, the later in the self-employment process that specific support for self-employment is initiated, the less likely that self-employment will result (Grierson, 2000:30).

3.2.5 The Major constraints and Possible Suggestions of TVET for Self-employment

In order to identify major constraints and possible suggestions of formal TVET programmes for self-employment in Addis Ababa, all the major finding/results of the responses of respondents were discussed in relation to the existing literature as follows as follows.

As the results of study revealed, trainees do not acquire adequate vocational skills, lack of access to start-up capital, and lack of adequate entrepreneurial skills were found to be the highly ranked reasons of all respondents of the subject as the major constraints of trainees to become self-employed in their fields of training.

Accordingly, the finding regarding possible suggestions indicated, improvement in placement of trainees, improvement in relevance of the training programmes, and strengthening TVET institutions to facilitate start-up and follow-up supports were found the highly ranked possible suggestions of formal TVET programmes for self-employment. Similarly, self-employment requires more than being technically competent in a certain occupational field. Starting a business, furthermore, requires access to finance, access to necessary permits and licensing, and access to land or structures to operate from (MOE, & ECBP, 2006:25).

Generally, the delivery of quality training with entrepreneurial competencies is one of an institutional effort that TVET providers expected for the successful self-employment programs (Grierson, 2000:25). This effect alone is not sufficient by itself, other interventions are often crucial- follow-up support and start-up supports However, the finding on this regard revealed that government TVET programmes lack efficiency and effectiveness. Based on the finding and the newly proposed strategy realized that improvement in the efficiency and effectiveness of TVET programmes should be the major emphasis for the success of the TVET programmes for self-employment by all the concerned.

CHAPTER FOUR

4 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Summary

The main purpose of this study was to assess formal TVET programmes for self-employment in selected occupational fields of government TVET Colleges in Addis Ababa. To this end, basic questions addressing the selection and placement of trainees, the determinants to offer quality training, the role of entrepreneurship training, the most significant self-employment supports needed by trainees, and the major constraints and possible suggestions of formal TVET programmes for self-employment were raised. In order to deal with these basic research questions, the related literature was reviewed.

The study employed descriptive survey method and it was conducted in five government TVET Colleges. These sample school were selected in Addis Ababa based on purposive sampling technique. The subject of the study were 396 (255 male and 141 female) trainees, 65 vocational trainers, 15 entrepreneurship trainers, two deans of TVET college, and the deputy head of formal TVET in Addis Ababa. Accordingly, the respondents sampling was carried out thorough stratified, purposive, and availability sampling techniques. The trainees were selected using stratified sampling, vocational, entrepreneurship trainers were selected using availability sampling, and the deans, and deputy head of formal TVET in Addis Ababa were selected using purposive sampling technique.

The data was obtained from these sample respondents through questionnaires, interviews, and observation of actual setting and document analysis. The collected data were analyzed using percentage and frequency counts, weighted mean, *F*-test, and chi-square. After the data analyzed and interpreted, the basic research questions were discussed in relation to the existing literature. Based on the results of data analysis, the following major findings were obtained.

1. The implementation of the selection and placement of trainees was highly structured related to government interest in maintaining equitable access for formal TVET programmes. To this effect, trainees were assigned based on their high school results, and those with the best academic results were prioritized in keeping trainees' choice of occupational interest for the TVET programmes.
2. Based on the finding, employment prospect; lacks of other alternative; and family influence were found to be the highly ranked reasons of trainees' motivational aspect to join formal TVET programmes. However, trainees' motivation to join the programmes is less significant in acquiring skills for self-employment. To this effect, the majority of trainees' goal did not consistence to become self-employed in their occupations as intended outcomes. In fact, the reality revealed that the majority trainees lack the right information about TVET programmes for self-employment as the intended outcomes by the formal orientation and awareness creation before trainees have admitted to the TVET institutions.
3. Accordingly, the majorities of trainees are not interested in their fields of training; by the fact that trainees did not join the programmes based on their choice of occupational interest; and limited job opportunities and too many graduates are hopeless were adversely affect the interest of trainees in their fields of training. In fact, the number of high school leavers by far exceeds the capacity of enrollment in government TVET providers in Addis Ababa. This was the major problem in the selection and placement of trainees for the programmes in every year.
4. Regarding the quality of training, the results of the study as the whole revealed that lack of adequate training facilities, lack of skilled trainers/instructors, and the training programmes lacked relevance to local situations were the major reasons in achieving quality of vocational skills needed for self-employment by government TVET providers. Consequently, the finding indicated that trainees did not acquire the vocational skills needed self-employment from the TVET institutions.
5. The entrepreneurship training in the formal TVET programmes aimed to acquire basic entrepreneurial skills in relation to the occupational fields, and it

4.2 Conclusions

Based on the major findings of the study the following conclusions are drawn.

The effectiveness and efficiency of formal TVET programmes measured the level of consistently pursue the goal of its intended outcome. This programmes aims to create a competent middle level workforce for wage and self-employment as intended outcomes. The institutes and their programmes are the transforming structures and processes. In fact, TVET programmes in preparing trainees for self-employment composed of several distinct yet interrelated processes. To this end, interventions focus from pre-training to post training for the success of the programmes for self-employment.

As the results of the study revealed, the selection and placement of trainees did not consistence with self-employment as an intended outcome. Besides, trainees did not acquire adequate vocational and entrepreneurial skills needed self-employment from the TVET colleges. As the results identified, start-up and follow-up support, and organizing trainees as a group to establish enterprise were the most significant self-employment supports needed by trainees to become self-employed. However, the status of TVET colleges in facilitating the self-employment supports was weak. Based on this, improvement in placement of trainees; improvement in the relevance of the training programmes, and strengthening TVET institutions to facilitate start-up and follow-up supports were the identified possible suggestions that formal TVET programmes for self-employment as intended outcome in Addis Ababa.

In general, it is clear that there are limits to what can be achieved through training. However, delivering the training alone is not sufficient by itself for successful self-employment programs. There should be a clear difference between what TVET programmes do directly (the process) and what expected to result as an intended outcome (the product). To this end, without the acquisition of quality vocational skills and adequate entrepreneurial competencies; without access to credit and self-employment possibilities, formal TVET programmes for self-employment will become ineffective and inefficient.

4.3 Recommendations

The study forwarded a number of suggestions and implications that should inculcated in the implementation of TVET programmes at the federal/regional and TVET institutional levels. Hence, based on the finding of the study and the conclusion arrived at, and the experience observed as the best practices relating the topic, the following recommendation are outlined.

1. The primary recommendation of the study is that more attention be paid to the selection and placement of those with the needs and aspirations by creating a mechanism for TVET as a early career option for self-employment, delivering quality training though the provision of marketable skills with adequate entrepreneurial competencies, and facilitating access to self-employment opportunities. This should be the major interventions that formal TVET programmes in consistently pursue the goal of successful self-employment programs. To this end, there should be guidelines that critically show the intervention within the concerned bodies for the promotion of TVET for self-employment implementation.
2. TVET in the educational process is an option at the stage in those who leave school, the perception that TVET programmes is likely to be less desirable as a career options. Thus, the perceived status of TVET would be a poor alternative to university or college. In order to enhance the perception that TVET programmes were leading to a realistic career options, in the long-term technical and vocational initiation should started early in the general education.
3. The recent practice in Addis Ababa depicts that the selection and placement of trainees is highly structured in maintaining equitable access for government formal TVET programmes. However, the programmes focus for those who leaved high school with no specific occupational aims or skills, and attitudes. Therefore, the selection and placement of trainees should be implemented by awareness creation and formal orientation to choose the right career and enhance the choice of an occupational interest at high school level. To this

effect, mechanism should be devised for the involvement of the regional TVET authority, sub-city TVET department, institution offering the programmes, and high school. Besides, re-orientation of the trainees and possible adjustment are important after assigned to the various fields for self-employment as intended outcome in the field of training.

4. Formal TVET expansions in terms of enrollment and number of TVET institutions without the provision of adequate training facilities, qualified skilled trainers/instructors, and efficient TVET institution management, the programmes in achieving quality training needed for self-employment will become inefficient and ineffective. Based on this, in order to avoid duplication of occupational fields and to enable efficient resource utilization, the particular priority should be given for the identification of relevant occupational fields needed for self-employment in Addis Ababa. Within this, the provision of adequate training facilities such as equipments/machines, hand tools, raw material, teaching aids, and text books/references books are critical element for the delivery of quality training.
5. Besides, qualified skilled trainers/instructors are the key to provide quality training for self-employment in leading training to reach high standard in vocational competencies. Through this rational, the provision of in-service training should be held in short term plan on the pedagogic skills, industrial experience, and other identified skill gap. Beside, in order to integrate the entrepreneurial aspects of TVET programmes in short-terms, the provision of entrepreneurship training on-the-job for vocational trainers are vitals. The integration of entrepreneurship education into the training of the future trainers should be held in the long-term implementation. Accordingly, licensing trainers should be devised based on the required occupational competencies through the provision of continuous skill up-grading mechanisms on-the-job, in-service training etc.
6. To ensure high quality training, particular priority should be given to the development of efficient TVET institutions management by allocating appropriate fund, recruiting the right person at the right place, delegating full

authority and responsibilities, and other facilities to enable them to function effectively.

7. The acquisition of quality training by itself is not leading for self-employment. Currently, the integration of entrepreneurial training is observed in most countries' TVET systems aims to acquire entrepreneurial competencies related to the occupational field. Based on this, in order to enhance the development of trainers for the entrepreneurship, the mechanisms that should be held in short-term plan are the provision of trainee of trainers on entrepreneurship in-service training of trainers. Accordingly, the preparation of human resource in the entrepreneurship fields should be held in the long-term plan for the future demand of qualified trainers.
8. Accordingly, the contents, methods, and approaches of entrepreneurship training should be integrated to the TVET programmes. On this regard, the best experience of CEFE training modules are recommended to adapt as training approach in formal TVET programmes. Besides, in order to enhance the entrepreneurial aspects of TVET programmes for self-employment TVET institutions should establish entrepreneurship club in the field of training.
9. As the finding revealed, the status of formal TVET institutions in facilitating self-employment supports for trainees are still weak. TVET institutions still have insufficient capacities to realize this task. To this effect, more emphasis should be given for establishment of liaison office with respective personnel and strengthening the role of vocational guidance and counseling service in the TVET institutions.
10. Finally, the study focuses on the supply side efforts of formal TVET programmes for self-employment. Since the study is not an end in the areas of this issue, further study should be carried out on the factor affecting the implementation of TVET for self-employment on the demand sides.

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APPENDICES

APPENDIX- 1

Basic Data on Government TVET Providers in Addis Ababa

	Name of Institutions/Colleges	Total Trainees In 2007/08			Total Trainers			Total Administrative Staff			No. of Field of Training
		M	F	T	M	F	T	M	F	T	
1	Entot TVET College	1834	172	3570	89	41	130	35	42	77	32
2	G/Wingate TVET College	2367	164	4016	67	34	101	45	27	82	24
3	Nifacsilk TVET College	1723	145	3177	64	39	103	37	51	88	27
4	Misrake TVET College	863	132	2190	42	40	82	23	34	57	24
5	Tegbare ID TVET College	1721	622	2343	72	23	95	29	26	55	19
6	Higher- 4 TVET Institute	751	973	1724	39	27	66	17	25	42	17
7	Higher- 7 TVET Institute	489	458	947	37	23	60	18	23	41	21
8	Higher- 12 TVET Institute	410	711	1121	39	16	55	18	24	42	17
9	Higher- 20 TVET Institute	562	612	1174	15	6	21	17	24	41	16
10	Akaki/kaliti TVET Institute	324	237	561	28	6	34	21	23	44	13

Sources:- the Institutions/College Document and Education Statistics Annual Abstract 1998EC/2005/6/

APPENDIX- 2

Government Formal TVET Providers by Occupational Fields in Addis Ababa

No.	Occupational Fields	Entoto TVET College	G/Wingete TVET College	Nifacsilk TVET College	Mesrake TVET College	Tegbared TVET College	Higher-4 TVET Institute	Higher-7 TVET Institute	Higher-12 TVET Institute	Higher-20 TVET Institute	Akaki/Kal TVET Institute
1	Electricity	*	*	*	*	*	*	*	*	*	*
2	Electronics	*	*	*	*	*	*	*			
3	Auto-mechanics	*	*	*	*	*	*	*	*	*	*
4	Machine	*		*	*	*		*			
5	General Mechanics	*	*	*	*	*	*	*	*	*	*
6	Woodwork	*	*	*	*	*	*	*	*	*	*
7	Surveying	*	*	*	*	*	*	*	*	*	
8	Drafting	*	*	*	*	*	*	*	*	*	*
9	Building Construction										
	9.1 Masonry	*	*			*					
	9.2 Building Concert	*		*	*	*		*	*	*	*
	9.3 Plastering				*				*		
	9.4 Plumbing	*	*			*					
	9.5 Building Installation	*		*							
	9.6 Building Metal	*		*					*		
	9.7 Painting										
	9.8 Tiling										
	9.9 Carpentry										
10	Road Construction	*	*	*	*	*		*			*
11	Information Technology	*	*	*	*	*	*	*	*	*	*
12	Banking and Insurance	*	*	*	*		*	*		*	*
13	Accounting	*	*	*	*	*	*	*	*	*	*
14	Secretarial Science	*	*	*	*	*	*	*	*	*	*
15	Salesmanship	*	*	*	*	*	*	*	*	*	
16	Purchasing	*	*	*	*	*	*	*	*	*	*
17	Law	*									
18	Textile Craft	*	*	*		*		*			
19	Tailoring	*	*	*	*		*	*		*	*
20	Dressing	*	*	*	*			*	*	*	
21	Cook	*	*	*	*		*		*		
22	Bakery and Confectionery	*	*		*			*			
23	Hotel Service	*	*		*		*				
24	House Management	*	*						*	*	
25	Hair Dressing	*	*		*		*	*			
26	Sport	*									
27	Fine Arts	*									
28	Music	*									
29	Library and Information										
30	Biomedical equipment Technician					*					
	Total Number of Occupational Fields offered by the Institutions/College	32	24	27	24	19	17	21	17	16	13

APPENDIX-3

Trainees Enrollment in Identified Occupational Fields of the Sample Areas

No	Identified Occupational Fields by Selected Gov. Formal TVET Providers	Regular Trainees Enrollment in 2007/08											
		10+1			10+2			10+3			Total		
		M	F	T	M	F	T	M	F	T	M	F	T
1	**Building Construction**												
	Entoto TVET College	0	0	0	56	39	95	27	2	29	83	41	124
	G/Wingate TVET College	0	0	0	25	10	35	26	2	28	51	12	63
	Misrak TVET College	23	17	40	6	3	9	10	11	21	39	31	70
	Nifas-silk College	0	0	0	29	7	36	24	13	37	53	20	73
	Tegbare ID TVET College	0	0	0	29	37	66	34	3	37	63	40	103
	Sub-Total by Occupational fields	23	17	40	145	96	241	121	31	152	289	144	433
2	**Woodwork**												
	Entoto TVET College	22	4	31	42	8	50	0	0	0	64	12	76
	G/Wingate TVET College	0	0	0	0	0	0	7	13	20	7	13	20
	Misrak TVET College	0	0	0	19	3	22	10	0	10	29	3	32
	Nifas-silk College	23	4	27	25	6	31	0	0	0	48	10	58
	Tegbare ID TVET College	0	0	0	28	15	43	0	0	0	28	15	43
	Sub-Total by Occupational fields	45	8	58	114	32	146	17	13	30	176	53	229
3	**G/Metal Work**												
	Entoto TVET College	0	0	0	10	13	23	75	7	82	85	20	105
	G/Wingate TVET College	25	0	25	0	0	0	23	1	24	48	1	49
	Misrak TVET College	0	0	0	21	2	23	21	0	21	42	2	44
	Nifas-silk College	0	0	0	19	6	25	0	0	0	19	6	25
	Tegbare ID TVET College	0	0	0	28	2	30	79	5	84	107	7	114
	Sub-Total by Occupational fields	25	0	25	78	23	101	198	13	211	301	36	337
4	**Food preparation**												
	Entoto TVET College	0	0	0	11	17	28	4	35	39	15	52	67
	G/Wingate TVET College	0	0	0	15	3	18	0	0	0	15	3	18
	Misrak TVET College	0	0	0	5	10	15	3	8	11	8	18	26
	Nifas-silk College	0	0	0	9	17	26	8	25	33	17	42	59
	Tegbare ID TVET College	0	0	0	0	0	0	0	0	0	0	0	0
	Sub-Total by Occupational fields	0	0	0	40	47	87	15	68	83	55	115	170
5	**Garment/Sewing**												
	Entoto TVET College	14	9	23	19	26	45	0	0	0	33	35	68
	G/Wingate TVET College	0	17	17	17	22	39	0	0	0	17	39	56
	Misrak TVET College	15	8	23	35	0	35	0	0	0	50	8	58
	Nifas-silk College	4	16	20	19	37	56	0	0	0	23	53	76
	Tegbare ID TVET College	1	4	5	12	48	60	65	30	95	78	82	160
	Sub-Total by Occupational fields	34	54	88	102	133	235	65	30	95	201	217	418
	Grand Total	127	79	211	479	331	810	416	155	571	1022	565	1587

Note:- The number of trainees in identified occupational fields of the subject areas were collected in 2007/08 though document analysis

APPENDIX-4

Analysis of Variance (F-test) between the Five Fields of Training

On the Adequacy of Training Facilities in the Fields of Training

Items	Building Construction				Wood work Technology				G/Metal Work				Food Preparation				Garment/Sewing				Total Mean	SS_w	SS_b	MS_b	MS_w	Calc. F	Table F (4,456, α=0.05)
	Mean	$(X_i-X_T)^2$	S_i^2	n_1	Mean	$(X_i-X_T)^2$	S_i^2	n_2	Mean	$(X_i-X_T)^2$	S_i^2	n_3	Mean	$(X_i-X_T)^2$	S_i^2	n_4	Mean	$(X_i-X_T)^2$	S_i^2	n_5							
a	2.57895	0.014288423	1.225	95	2.83696	0.019175315	1.149	92	2.82609	0.016283137	1.288	92	2.69318	2.80873E-05	1.594	88	2.56383	0.0181311	1.517	94	2.69848	616.676	6.326373	1.58159	1.35236	1.1695	2.39
b	2.69474	0.003361061	1.129	95	2.84783	0.009046785	1.295	92	2.84783	0.009046785	1.559	92	2.76136	7.48595E-05	1.931	88	2.61702	0.018411836	1.701	94	2.75271	692.03	3.721209	0.9303	1.51761	0.613	2.39
c	3.12632	0.040900087	1.005	95	3.16304	0.057104456	1.193	92	3.13043	0.042583084	1.236	92	2.47727	0.199635033	1.999	88	2.70213	0.049261994	1.222	94	2.92408	603.068	35.25527	8.81382	1.322518	6.6644	2.39
d	2.66316	0.001648217	1.098	95	2.58696	0.001267583	1.498	92	2.57609	0.002159712	1.741	92	2.44318	0.032176408	1.629	88	2.82979	0.04294327	1.713	94	2.62256	698.993	7.340083	1.83502	1.532879	1.1971	2.39
e	2.01053	0.002308035	1.138	95	2.1087	0.002512748	1.307	92	2.06522	4.421E-05	1.248	92	1.94318	0.013314047	1.089	88	2.15957	0.01020224	1.297	94	2.05857	554.841	2.58515	0.64629	1.216757	0.5312	2.39
f	3.11579	0.013029184	0.763	95	3.23913	8.45574E-05	0.865	92	3.30435	0.00553728	1.027	92	3.27273	0.001831185	1.143	88	3.2234	4.26496E-05	1.165	94	3.22993	451.68	1.920135	0.48003	0.990526	0.4846	2.39
g	3.61053	0.051337761	0.985	95	3.27174	0.012590817	1.189	92	3.33696	0.002208193	0.995	92	3.35227	0.001003319	0.897	88	3.34043	0.0018942	0.937	94	3.38395	456.514	6.504943	1.62624	1.001127	1.6244	2.39

On the Appropriatness of Equipments/Machines in the Fileds of Training

Items	Building Construction				Wood work Technology				G/Metal Work				Food Preparation				Garment/Sewing				Total Mean	SS_w	SS_b	MS_b	MS_w	F	Table F (4,456, α=0.05)
	Mean	$(X_i-X_T)^2$	S_i^2	n_1	Mean	$(X_i-X_T)^2$	S_i^2	n_2	Mean	$(X_i-X_T)^2$	S_i^2	n_3	Mean	$(X_i-X_T)^2$	S_i^2	n_4	Mean	$(X_i-X_T)^2$	S_i^2	n_5							
a	2.38947	0.062719967	1.07	95	2.82609	0.034660656	1.291	92	2.58696	0.002804413	1.608	92	2.68182	0.001756025	1.622	88	2.7234	0.006970751	1.256	94	2.63991	622.311	10.21496	2.55374	1.364717	1.8713	2.39
b	2.69474	0.000445138	1.002	95	2.66304	0.00278696	1.339	92	2.88043	0.027093042	1.403	92	2.85227	0.018615215	1.576	88	2.5	0.046584808	1.522	94	2.71584	622.368	8.808359	2.20209	1.364842	1.6134	2.39
c	3.35789	0.120442835	0.679	95	3.15217	0.019973583	1.251	92	3.28261	0.07385497	1.238	92	2.77273	0.056700522	1.212	88	2.47872	0.283154443	1.327	94	3.01085	519.18	51.68046	12.9201	1.138553	11.348	2.39
d	2.57895	0.000175391	1.374	95	2.41304	0.032093795	1.332	92	2.73913	0.02159123	1.272	92	2.68182	0.008033052	1.599	88	2.55319	0.001520953	1.648	94	2.59219	658.497	5.805563	1.45139	1.444072	1.0051	2.39
e	2.43158	0.029397821	1.205	95	2.65217	0.002414448	1.669	92	2.76087	0.024911158	1.678	92	2.67045	0.004545142	1.879	88	2.51064	0.008537497	1.822	94	2.60304	750.766	6.509246	1.62731	1.646417	0.9884	2.39

On the Performance of Vocational Trainers in the Fields of Training

Items	Building Construction				Wood work Technology				G/Metal Work				Food Preparation				Garment/Sewing				Total Mean	SS_w	SS_b	MS_b	MS_w	F	Table F (4,391, α=0.05)
	Mean	$(X_i-X_T)^2$	S_i^2	n_1	Mean	$(X_i-X_T)^2$	S_i^2	n_2	Mean	$(X_i-X_T)^2$	S_i^2	n_3	Mean	$(X_i-X_T)^2$	S_i^2	n_4	Mean	$(X_i-X_T)^2$	S_i^2	n_5							
a	2.59259	0.003471868	1.119	81	2.60759	0.001928985	1.37	79	2.68354	0.001025867	2.541	79	2.81579	0.026986053	1.406	76	2.5679	0.006991287	1.573	81	2.65152	625.868	3.131889	0.78297	1.600685	0.4891	2.391
b	3.04938	0.001940546	0.723	81	3.07595	0.000305724	1.327	79	3.01266	0.000524781	1.423	79	3.22368	0.016965028	1.243	76	3.11111	0.000312468	1.5	81	3.09343	485.565	2.011446	0.50286	1.241854	0.4049	2.391
c	2.33333	0.071650852	1.1	81	2.5443	0.003215605	1.328	79	2.53165	0.004811438	1.432	79	2.60526	1.80885E-05	1.362	76	2.98765	0.149493753	1.537	81	2.60101	528.39	18.54822	4.63706	1.351381	3.4313	2.391
d	2.55556	0.047163555	1.375	81	2.79747	0.000612121	1.728	79	2.78481	0.000145995	1.786	79	2.78947	0.000280442	1.475	76	2.93827	0.027404926	1.459	81	2.77273	611.437	6.121252	1.53031	1.363777	0.9786	2.391
e	2.55556	0.085807571	1.575	81	2.12658	0.018507966	1.394	79	2.26582	1.02178E-05	1.403	79	2.25	0.000159423	1.417	76	2.11111	0.022956841	1.4	81	2.26263	562.441	10.28497	2.57124	1.438468	1.7875	2.391
f	2.80247	1.02404E-05	0.96	81	2.785	0.000427215	1.197	79	2.81	1.87559E-05	1.361	79	2.78947	0.000262294	0.888	76	2.84	0.001178604	1.311	81	2.80567	447.804	0.151463	0.03787	1.145279	0.0331	2.391

On the Quality of Vocational Training Obtained by Trainees in the Fields of Training

Items	Building Construction				Wood work Technology				G/Metal Work				Food Preparation				Garment/Sewing				Total Mean	SS_w	SS_b	MS_b	MS_w	F	Table F (4,456, α=0.05)
	Mean	$(X_i-X_T)^2$	S_i^2	n_1	Mean	$(X_i-X_T)^2$	S_i^2	n_2	Mean	$(X_i-X_T)^2$	S_i^2	n_3	Mean	$(X_i-X_T)^2$	S_i^2	n_4	Mean	$(X_i-X_T)^2$	S_i^2	n_5							
a	2.74737	0.001796002	1.382	95	2.76087	0.00312262	1.7	92	2.78261	0.006024793	1.579	92	2.73864	0.001132135	1.506	88	2.5	0.042020553	1.371	94	2.70499	686.822	5.061742	1.26544	1.506189	0.8402	2.39
b	2.84211	0.000244643	1.39	95	2.84783	0.00045633	1.273	92	2.78261	0.001923306	1.469	92	2.76136	0.004238084	1.54	88	2.89362	0.0045095	1.515	94	2.82646	655.057	1.039012	0.25975	1.436529	0.1808	2.39
c	2.35789	0.018669561	1.402	95	2.25	0.000826095	1.596	92	2.22826	4.90383E-05	1.519	92	2.21591	2.86123E-05	1.574	88	2.05319	0.028246397	1.427	94	2.22126	684.902	4.5118	1.12795	1.501978	0.751	2.39
d	2.8	0.059870977	0.991	95	2.33696	0.047680221	1.413	92	2.81522	0.067549495	1.317	92	2.30682	0.061750437	1.457	88	2.5	0.003059698	1.457	94	2.55531	603.844	22.01053	5.50263	1.324219	4.1554	2.39
e	2.16842	0.026923119	1.269	95	1.91304	0.008334762	1.333	92	2.02174	0.000302786	1.45	92	2.01136	4.9354E-05	1.46	88	1.90426	0.010016622	1.249	94	2.00434	615.716	4.298256	1.07456	1.350254	0.7958	2.39
f	2.50526	0.011450246	1.338	95	2.818	0.042325252	1.581	92	2.77174	0.025430729	1.563	92	2.76136	0.022229216	1.678	88	2.2234	0.151215774	1.143	94	2.61227	664.161	23.49178	5.87294	1.456493	4.0322	2.39
g	2.06316	0.371238323	1.507	95	2.90217	0.052772528	1.166	92	2.91304	0.057884648	1.003	92	2.76136	0.007905423	0.965	88	2.74468	0.005217123	1.353	94	2.67245	548.821	46.63419	11.6585	1.203555	9.6868	2.39

Key

- S_i^2 :- individual variance
- X_T :- Total Mean of the subject in all fields of training
- SS_w :- Between groups sum of squares
- SS_b :- Within groups sum of squares
- MS_b :- Mean square within the groups
- MS_W :- Mean square between the groups
- F :- Calculated F-test Result
- Table F :- Table F-test Values

Formula

- MS_b = $SS_b/J-1$
- MS_W = $SS_W/N-J$
- F = MS_b/MS_W

- N = Total number of respondents of the subject
- J = Number of group

APPENDIX-5

Chi-square Analysis of the Respnodents on the Role of Entrepreneurship Course

Item a (degrees of freedom (df)=4, at α=0.05 level of significance)

Group	Not satisfactory		Berely satisfactor		Satisfactory		More than Satisfactory		Excellent		Total	X^2 $\sum(O-E)^2/E$	X^2 Table values
	O	*E*	*O*	*E*	*O*	*E*	*O*	*E*	*O*	*E*			
Trainees	25	25.05	74	73.23	152	152.2	111	110.8	34	34.69	396	0.618	9.49
En.Trainers	1	0.949	2	2.774	6	5.766	4	4.197	2	1.314	15		
Column Total	26		76		158		115		36		411		

Item b (degrees of freedom (df)=4, at α=0.05 level of significance)

Group	Not satisfactory		Berely satisfactor		Satisfactory		More than Satisfactory		Excellent		Total	X^2 $\sum(O-E)^2/E$	X^2 Table values
	O	*E*	*O*	*E*	*O*	*E*	*O*	*E*	*O*	*E*			
Trainees	28	27.94	86	86.72	138	136.8	110	109.8	34	34.69	396	0.823	9.49
En.Trainers	1	1.058	4	3.285	4	5.182	4	4.161	2	1.314	15		
Column Total	29		90		142		114		36		411		

Item c (degrees of freedom (df)=4, at α=0.05 level of significance)

Group	Not satisfactory		Berely satisfactor		Satisfactory		More than satisfactory		Excwllent		Total	X^2 $\sum(O-E)^2/E$	X^2 Table values
	O	*E*	*O*	*E*	*O*	*E*	*O*	*E*	*O*	*E*			
Trainees	128	126.2	110	110.8	88	90.57	30	29.87	40	38.54	396	4.376	9.49
En.Trainers	3	4.781	5	4.197	6	3.431	1	1.131	0	1.46	15		
Column Total	131		115		94		31		40		411		

Item d (degrees of freedom (df)=4, at α=0.05 level of significance)

Group	Not satisfactory		Berely satisfactor		Satisfactory		More than Satisfactory		Excwllent		Total	X^2 $\sum(O-E)^2/E$	X^2 Table values
	O	*E*	*O*	*E*	*O*	*E*	*O*	*E*	*O*	*E*			
Trainees	118	116.6	114	114.7	104	105	21	21.2	39	38.54	396	1.047	9.49
En.Trainers	3	4.416	5	4.343	5	3.978	1	0.803	1	1.46	15		
Column Total	121		119		109		22		40		411		

Item e (degrees of freedom (df)=4, at α=0.05 level of significance)

Group	Not satisfactory		Berely satisfactor		Satisfactory		More than Satisfactory		Excwllent		Total	X^2 $\sum(O-E)^2/E$	X^2 Table values
	O	*E*	*O*	*E*	*O*	*E*	*O*	*E*	*O*	*E*			
Trainees	176	172.5	87	90.57	71	71.3	37	37.58	25	24.09	396	7.061	9.49
En.Trainers	3	6.533	7	3.431	3	2.701	2	1.423	0	0.912	15		
Column Total	179		94		74		39		25		411		

Item f (degrees of freedom (df)=4, at α=0.05 level of significance)

Group	Not satisfactory		Berely satisfactor		Satisfactory		More than Satisfactory		Excwllent		Total	X^2 $\sum(O-E)^2/E$	X^2 Table values
	O	*E*	*O*	*E*	*O*	*E*	*O*	*E*	*O*	*E*			
Trainees	146	147.4	183	179.2	38	40.47	15	15.42	14	13.49	396	7.526	9.49
En.Trainers	7	5.584	3	6.788	4	1.533	1	0.584	0	0.511	15		
Column Total	153		186		42		16		14		411		

Item g (degrees of freedom (df)=4, at α=0.05 level of significance)

Group	Not satisfactory		Berely satisfactor		Satisfactory		More than Satisfactory		Excwllent		Total	X^2 $\sum(O-E)^2/E$	X^2 Table values
	O	*E*	*O*	*E*	*O*	*E*	*O*	*E*	*O*	*E*			
Trainees	102	102.1	94	94.42	156	155.1	35	35.65	9	8.672	396	0.857	9.49
En.Trainers	4	3.869	4	3.577	5	5.876	2	1.35	0	0.328	15		
Column Total	106		98		161		37		9		411		

Item h (degrees of freedom (df)=4, at α=0.05 level of significance)

Group	Not satisfactory		Berely satisfactor		Satisfactory		More than Satisfactory		Excwllent		Total	X^2 $\sum(O-E)^2/E$	X^2 Table values
	O	*E*	*O*	*E*	*O*	*E*	*O*	*E*	*O*	*E*			
Trainees	104	103.1	87	87.68	88	88.64	74	74.19	43	42.39	396	0.74	9.49
En.Trainers	3	3.905	4	3.321	4	3.358	3	2.81	1	1.606	15		
Column Total	107		91		92		77		44		411		

Key

O= Observed Frequency

E= Expected Frequency

APPENDIX - 6

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDY
Department of Business Education

Questionnaire to be filled by Trainees

Objective

The purpose of this questionnaire is to assess formal TVET programmes for self-employment in selected occupational fields of government TVET Colleges in Addis Ababa. Accordingly, the success of this study depends on the sincerity and frankness of your response. All your responses will be kept in absolute confidentiality. You will not be held responsible for the research outcome.

Instructions:

- No need of writing your name
- Where alternative answers are given, please mark your answer using an "X" in the corresponding brackets/boxes.
- Please be as brief as possible in answering the open ended questions.

Thank you for taking time to complete this questionnaire

Part One: Personal Data

1. Name of TVET institution/College_____
2. Sex [ ] Male [ ] Female
3. Age [ ]15-20 [ ] 21-25 [ ] 26-30
   [ ] 31-35 [ ] 36-40 [ ] Above 40
4. Major field of study_____
5. The training programme you attend:
   5.1 Diploma: [ ] 1st year [ ] 2nd year [ ] 3rd year
   5.2 Certificate: [ ] 10+1 [ ] $10+2^1$ [ ] $10+2^2$

Part Two: Close-ended Questions

1. Did you have information about TVET programmes before you get admission to the TVET College?

   a) [ ] Yes b) [ ] No

2. If your answer for question No.1 is "Yes", who was the source/s of your information?

   a) [ ] High school friends
   b) [ ] High school counselor
   c) [ ] Formal TVET graduates
   d) [ ] Orientation given by TVET Authorities
   e) [ ] Media advertisement

   If any other, please specify 1. _____
   2. _____

3. What motivated you to join the TVET programmes? (Indicate your answer by ranking each statement1st, 2nd, 3rd... 7th; 1st being the most relevant and 7 being the least relevant.)

   a) [ ] Employment prospect
   b) [ ] To acquire skill for self-employment
   c) [ ] To get access for further education
   d) [ ] Family influence
   e) [ ] Friends influence
   f) [ ] Lack of other alternative

   If any other, identify in rank order1. _____
   2. _____

4. How did you get admission to the TVET institution/college?

   a) [ ] Entrance exam
   b) [ ] High school result
   c) [ ] Any other, specify_____

5. If your answer for question No.4 is "High school result", did you have the opportunity to choose your occupational field of interest?

   a) [ ] Yes b) [ ] No

6. If your answer for question No. 5 is "Yes", who advised you to choose the occupational fields?

   a) [ ] Parent d) [ ] High school teachers
   b) [ ] High School friends e) [ ] By TVET orientation program
   c) [ ] High school counselor f) [ ] Former TVET graduates

   If any other, specify 1. _____
   2. _____

7. Did you join your occupational choice of interest?

   a) [ ] Yes b) [ ] No

8. If your answer for question No. 7 is "No", did you try to get your choice of occupational interest?

   a) [ ] Yes b) [ ] No

9. If your answer for question No.8 is "yes", whom did you ask to adjust your placement in the field of your choice?

   a) [ ] The TVET institutions/college

   b) [ ] Regional TVET office

   c) [ ] The vocational counselor

   d) [ ] The department of the training

   If any other, specify 1. _____

   2. _____

10. In your opinion, the adjustment of trainees' placement on the bases of their interest is:

    a) [ ] very good b) [ ] Good c) Poor

11. Are you interested in your current field of training/department?

    a) [ ] Yes b) [ ] No

12. If your answer for question No. 11 is "Yes", what is your goal to pursue relating to your field of training after graduating from the college?

    a) [ ] To become employed in my occupation

    b) [ ] To become self-employed in my occupation

    c) [ ] To continue further education

    If any other, please specify 1. _____

    2. _____

13. If your answer for question No.11 is "No", indicate your reason by ranking each statement 1st, 2nd, 3rd... 7th; 1st being the most relevant and 7 being the most irrelevant.

    a) [ ] Because of limited job opportunities

    b) [ ] Because of limited option to become self-employed

    c) [ ] It is not my occupational field of choice

    d) [ ] The training needs too much physical

    e) [ ] Too many graduates are hopeless in the field

    f) [ ] Due to limited opportunity for higher education

    If any other, specify in rank order 1. _____

    2. _____

14. In your field of training, do you find the courses content sufficient to meet the requirement of the intended outcomes in the local areas?

a) [ ] Yes b) [ ] No

15. If your answer for question No. 14 is "No", what is/are your reason/s?

a) [ ] It is more of theoretical

b) [ ] Lack of training facilities for the courses

c) [ ] Low exposure for practical training

d) [ ] The curriculum is not up-to-dated

Any other, specify 1. _____

2. _____

3. _____

16. Rate the availability of training facilities in your field of training?

No	Items	Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent
a	Equipment/machines					
b	Hand tools					
c	Text books/reference books					
d	Teaching aids					
e	Raw materials					
f	Building for Workshop					
g	Classroom for theory class					

17. In your field of training, how do you rate the appropriateness of equipment/machines available in your workshop regarding with:

No	Items	Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent
a	The relevance to local situation					
b	The contents of the courses					
c	The capacity of the trainers					
d	The number of trainees					
e	Up-to-datedness					

18. In your field of training, how do you rate the performance of your vocational trainers on the bases of the following activities?

No	Activities	Not Satisfactory	Barely Satisfactory	Satisfactory	More than Satisfactory	Excellent
a	Relating theory and practice					
b	Covering the course content					
c	Creating good relationship with trainees					
d	Appropriate use of available instructional material					
e	Relating training to the needs of world of work.					
f	Continuously assessing trainees' performance					

19. In your field of training, how do you assess the quality of vocational training obtained by trainees with respect to:

No	Items	Not Satisfactory	Barely Satisfactory	Satisfactory	More than Satisfactory	Excellent
a	Content of training					
b	Method of instructions					
c	Trainees' achievement in practical skill					
d	The conditions of trainees' expectation					
e	The occupational competencies needed for world of work					
f	The relevance to the local situations					
g	Creating self-employment option					

20. In your field of training, do you think that you have acquired vocational skills needed for self-employment?

a) [ ] Yes b) [ ] No

21. If your answer for question No.22 is "No", what is/are your reason/s?

a) [ ] Inadequate infrastructure for the training
b) [ ] The quality of training do not pertain to become self-employed
c) [ ] Lack of interest in the fields of training for self-employment
d) [ ] Lack of knowledge about local needs for self-employment
e) [ ] Field of training do not ensure self-employment in local market

If any other, please specify 1. _____
2. _____

22. Did you take entrepreneurship course in your training program?

a) [ ] Yes b) [ ] No

23. If your answer for question No.24 is "Yes", are you interested in entrepreneurship course?

a) [ ] Yes b) [ ] No

24. How do you assess the entrepreneurship training that you have taken as a common course with respect to:

No	Activities	Not Satisfactory	Barely Satisfactory	Satisfactory	More than Satisfactory	Excellent
a	Initiate entrepreneurial sprite					
b	Motivate trainees to become self-employed					
c	Practice entrepreneurial competencies					
d	Relate your vocational skills for self-employment					
e	Share experience of other entrepreneurs					
f	Conduct market surveys on your field					
g	Prepare business proposal in your field					
h	know the procedures to set-up your own enterprise					

25. Do you think the entrepreneurship course that helps you in acquiring entrepreneurial skills needed for self-employment in your field of training?

a) [ ] Yes b) [ ] No

26. If your answer for question No. 27 is "No", what is/are your reason/s?

a) [ ] The content of training is inadequate

b) [ ] The method of instruction is not action-oriented

c) [ ] Trainer lack ability and experience in the field

d) [ ] The training hour is too little

e) [ ] Lack of practical knowledge in entrepreneurship

f) [ ] Low availability of text books/references books

If any others, please specify 1. _____

2. _____

27. Which of the following supports do you think are the most important that the college facilitate for trainees to become self-employed in their field of training? (Note:- you have the opportunities to choose the three most important item)

a) [ ] Early orientation about self-employment
b) [ ] Introduction of local MSE development
c) [ ] Integrating training to the local micro & small enterprise
d) [ ] Organizing trainees as a group to establish enterprise development
e) [ ] Continuous guidance and counseling service
f) [ ] Facilitating additional training about enterprise development
g) [ ] Facilitating Start-up support
h) [ ] Follow-up support

If any other, specify 1._____

2. _____

28. In your opinion, how do you evaluate your college in facilitating the self-employment supports?

a) [ ] Very good b)[ ] Good c) [ ] Poor

29. Which of the following factors do you think are the major constraints of trainees to become self-employed after graduating from the college? (Indicate your reason by ranking each statement 1st, 2nd, 3rd ... 7th; 1st being the most relevant and 7 being the least relevant.)

a) [ ] Not acquiring adequate vocational skills
b) [ ] Lack of adequate entrepreneurial skills
c) [ ] Lack of follow-up supports
d) [ ] Lack of access to start-up capital
e) [ ] Lack of market demand
f) [ ] Lack of favorable public sector support system

If any other, specify in rank order 1. _____
2. _____

30. Which of the following possible solutions do you suggest for TVET programmes in preparing trainees for self-employment in Addis Ababa? (Indicate your answer by ranking each statement 1st, 2nd, 3rd ... 7th; 1st being the most important and 7 being the least important.)

a) [ ] Improvement in trainees placement
b) [ ] Improvement in entrepreneurship training
c) [ ] Capacitating trainers and administrative staff
d) [ ] Improvement in relevance of training programmes
e) [ ] Improvement in training facilities
f) [ ] Strengthening TVET institutions to facilitate start-up and follow-up supports
g) [ ] Creating favorable conditions for self-employment in public sector.

If any other, specify in rank order 1. _____
2. _____

Part Three: Open-ended Questions

1. In your opinion, what are the major constraints of formal TVET programmes in preparing trainees for self-employment in Addis Ababa?

a) _____
b) _____
c) _____

2. What possible solutions do you suggest for the above constraints you mentioned?

a) _____
b) _____
c) _____

APPENDIX - 7

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDY
Department of Business Education

Questionnaire to be filled by Vocational Trainers

Objective

The purpose of this questionnaire is to assess formal TVET programmes for self-employment in selected occupational fields of government TVET Colleges in Addis Ababa. Accordingly, the success of this study depends on the sincerity and frankness of your response. All your responses will be kept in absolute confidentiality. You will not be held responsible for the research outcome.

Instructions:

- No need of writing your name
- Where alternative answers are given, please mark your answer using an "X" in the corresponding brackets/boxes.
- Please be as brief as possible in answering the open ended questions.

Thank you for taking time to complete this questionnaire

Part One: Personal Data

1. Name of TVET institution/College_____
2. Sex [ ] Male [ ] Female
3. Age [ ]15-20 [ ]21-25 [ ]26-30
   [ ] 31-35 [ ] 36-40 [ ] Above 40
4. Major field of study_____
5. What is your qualification and respective year of service?

Qualification (Education)	Years of Service				
	1-5	6-10	11-15	16-20	Above 20
a) Diploma	[ ]	[ ]	[ ]	[ ]	[ ]
b) B.A/B.Sc	[ ]	[ ]	[ ]	[ ]	[ ]
c) M.A/M/Sc.	[ ]	[ ]	[ ]	[ ]	[ ]
d) Ph.D	[ ]	[ ]	[ ]	[ ]	[ ]
e) Other, Specify_____	[ ]	[ ]	[ ]	[ ]	[ ]

6. Have you ever attended entrepreneurship training? a) [ ] Yes b) [ ] No

Part Two: Close-ended Questions

1. As a trainer do you have information about TVET programmes?

   a) [ ] Yes b) [ ] No

2. If your answer for question No.1 is "Yes", who was the source/s of your information?

   a) [ ] Orientation given by TVET Authorities
   b) [ ] Media advertisement
   c) [ ] From the workshop or training
   d) [ ] Strategy and policy papers

   If any other, please specify 1. _____
   2. _____

3. In your opinion, what motivated trainees to join TVET programmes? (Indicate your answer by ranking each statement1st, 2nd, 3rd... 7th; 1st being the most relevant and 7 being the least relevant.)

   a) [ ] Employment prospect
   b) [ ] To acquire skill for self-employment
   c) [ ] To get access for further education
   d) [ ] Family influence
   e) [ ] Friends influence
   f) [ ] Lack of other alternative

   If any other, identify in rank order1. _____
   2. _____

4. How did trainees get admission to the TVET institutions/colleges?

   a) [ ] Entrance exam
   b) [ ] High school result
   c) [ ] Any other, specify_____

5. If your answer for question No.4 is "High school result", did your trainees have the opportunity to choose their occupational field of interest?

   a) [ ] Yes b) [ ] No

6. If your answer for question No. 5 is "Yes", whom do you think advice trainees to choose their occupational fields?

   a) [ ] Parent d) [ ] High school teachers
   b) [ ] School friends e) [ ] By TVET orientation program
   c) [ ] High school counselor f) [ ] Formal TVET graduates

   If any other, specify 1. _____

7. Do you think that most of your trainees got their occupational choice of interest?

   a) [ ] Yes b) [ ] No

8. If your answer for question No. 7 is "No", did trainees try to get their choice of occupational interest?

a) [ ] Yes b) [ ] No

9. If your answer for question No.8 is "Yes", whom did trainees ask to adjust trainees' placement after they are assigned to the various field of study?

a) [ ] The TVET institutions/college

b) [ ] Regional TVET office

c) [ ] The vocational counselor

d) [ ]The department of the training

If any other, specify 1. _____

2. _____

10. In your opinion, the adjustment of trainees' placement on the bases of their interest is:

a) [ ] very good b) [ ] Good c) Poor

11. Do you feel that most of your trainees take interest in their field of training?

a) [ ] Yes b) [ ] No

12. If your answer for question No. 11 is "Yes", what is most trainees' goal to pursue relating to their field of training after graduating from the college?

a) [ ] To become employed in their occupation

b) [ ] To become self-employed in their occupation

c) [ ] To continue further education

If any other, please specify 1. _____

2. _____

13. If your answer for question No.11 is "No", indicate your reason by ranking each statement 1st, 2nd, 3rd... 7th; 1st being the most relevant and 7 being the least relevant

a) [ ] Because of limited job opportunities

b) [ ] Because of limited option to become self-employed

c) [ ] It is not their occupational choice of interest

d) [ ] The training needs too much physical

e) [ ] Too many graduates are hopeless in the field

f) [ ] Due to limited opportunity for higher education

If any other, specify in rank order 1. _____

2. _____

14. In your training department, do you find the courses content sufficient to meet the requirement of the intended outcomes in the local areas?

a) [ ] Yes b) [ ] No

15. If your answer for question No. 14 is "No", what is/are your reason/s?

a) [ ] It is more of theoretical
b) [ ] Lack of facilities for the courses
c) [ ] Low exposure for practical training
d) [ ] The curriculum is not up-to-dated

Any other, specify 1. _____
2. _____
3. _____

16. Rate the availability of training facilities in your training department?

No	Items	Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent
a	Equipment/machines					
b	Hand tools					
c	Text books/reference books					
d	Teaching aids					
e	Raw materials					
f	Building for Workshop					
g	Classroom for theory class					

17. In your training department, how do you rate the appropriateness of equipment/machines available in your workshop regarding with:

No	Items	Inadequate	Barely Adequate	Adequate	More than Adequate	Excellent
a	The relevance to local situation					
b	The contents of the courses					
c	The capacity of the trainers					
d	The number of trainees					
e	Up-to-datedness					

18. In your opinion, how do you assess the quality of vocational training obtained by trainees with respect to:

No	Items	Not Satisfactory	Barely Satisfactory	Satisfactory	More than Satisfactory	Excellent
a	Content of training					
b	Method of instructions					
c	Trainees' achievement in practical skill					
d	The conditions of trainees' expectation					
e	The occupational competencies needed for world of work					
f	The relevance to the local situations					
g	Creating self-employment option					

19. In your opinion, do you think that trainees have acquired vocational skills needed for self-employment?

a) [ ] Yes b) [ ] No

20. If your answer for question No.19 is "No", what is/are your reason/s?

a) [ ] Inadequate infrastructure for the training

b) [ ] The quality of training do not pertain to become self-employed

c) [ ] Lack of interest in the fields of training for self-employment

d) [ ] Lack of knowledge about local needs for self-employment

e) [ ] Field of training do not ensure self-employment in local market

If any other, please specify 1. _____

2. _____

21. In your opinion, which of the following supports do you think are the most important that the college facilitate for trainees to become self-employed in their field of training? (Note:- you have the opportunities to choose the three most important item)

a) [ ] Early orientation about self-employment

b) [ ] Introduction of local MSE development

c) [ ] Integrating training to local micro & small enterprise development

d) [ ] Organizing trainees as a group to establish enterprise

e) [ ] Continuous guidance and counseling service

f) [ ] Facilitating additional training about enterprise development

g) [ ] Facilitating Start-up support

h) [ ] Follow-up support

If any other, specify 1._____

22. How do you evaluate your college in facilitating the self-employment support?

a) [ ] Very good b)[ ] Good c) [ ] Poor

23. Which of the following factors do you think are the major constraints for trainees to become self-employed after graduating from the college? (Indicate your reason by ranking each statement 1st, 2nd, 3rd... 7th; 1st being the most relevant and 7 being the least relevant.)

a) [ ] Not acquiring adequate vocational skills

b) [ ] Lack of adequate entrepreneurial skills

c) [ ] Lack of follow-up supports

d) [ ] Lack of access to start-up capital

e) [ ] Lack of market demand

f) [ ] Lack of favorable public sector support system

If any other, specify in rank order 1. _____

2. _____

24. Which of the following possible solutions do you suggest for TVET programmes in preparing trainees for self-employment in Addis Ababa? (Indicate your answer by ranking each statement 1st, 2nd, 3rd ... 7th; 1st being the most important and 7 being the least important.)

a) [ ] Improvement in trainees placement
b) [ ] Improvement in entrepreneurship training
c) [ ] Capacitating trainers and administrative staff
d) [ ] Improvement in relevance of training programme
e) [ ] Improvement in training facilities
f) [ ] Strengthening TVET institutions to facilitate start-up and follow-up supports
g) [ ] Creating favorable conditions for self-employment in public sector.

If any other, specify in rank order 1. _____
2. _____

Part Three: Open-ended Questions

1. In your opinion, how should the selection and placement of trainees is implemented in guaranteeing trainees to become self-employed in their occupation?
   a) _____
   b) _____
   c) _____
2. What are the determinants to offer quality training by TVET institutions for trainees to become self-employed?
   a) _____
   b) _____
   c) _____
3. In your opinion, what are the major constraints of formal TVET programmes in preparing trainees for self-employment in Addis Ababa?
   a) _____
   b) _____
   c) _____
4. What possible solutions do you suggest for the above constraints you mentioned?
   a) _____
   b) _____
   c) _____
   d) _____

APPENDIX-8

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDY
Department of Business Education

Questionnaire to be filled by Entrepreneurship Trainers

Objective

The purpose of this questionnaire is to assess formal TVET programmes for self-employment in selected occupational fields of government TVET Colleges in Addis Ababa. Accordingly, the success of this study depends on the sincerity and frankness of your response. All your responses will be kept in absolute confidentiality. You will not be held responsible for the research outcome.

Instructions:

- No need of writing your name
- Where alternative answers are given, please mark your answer using an "X" in the corresponding brackets/boxes.
- Please be as brief as possible in answering the open ended questions.

Thank you for taking time to complete this questionnaire

Part One: Personal Data

1. Name of TVET institution/College_____
2. Sex [ ] Male [ ] Female
3. Age [ ]15-20 [ ]21-25 [ ]26-30
   [ ] 31-35 [ ] 36-40 [ ] Above 40
4. Major field of study_____
5. What is your qualification and respective year of service?

Qualification (Education)	Years of Service				
	1-5	6-10	11-15	16-20	Above 20
a) Diploma	[ ]	[ ]	[ ]	[ ]	[ ]
b) B.A/B.Sc	[ ]	[ ]	[ ]	[ ]	[ ]
c) M.A/M/Sc.	[ ]	[ ]	[ ]	[ ]	[ ]
d) Ph.D	[ ]	[ ]	[ ]	[ ]	[ ]
e) Other, Specify_____	[ ]	[ ]	[ ]	[ ]	[ ]

6. Have you ever attended additional entrepreneurship training? a) [ ] Yes b) [ ] No

Part Two: Close-ended Questions

1. As a trainer do you have information about TVET programmes?

   a) [ ] Yes b) [ ] No

2. If your answer for question No.1 is "Yes", who was the source/s of your information?

   a) [ ] Orientation given by TVET Authorities
   b) [ ] Media advertisement
   c) [ ] From the workshop or training
   d) [ ] Strategy and policy papers

   If any other, please specify 1. _____
   2. _____

3. In your opinion, what motivated trainees to join TVET programmes? (Indicate your answer by ranking each statement 1st, 2nd, 3rd... 7th; 1st being the most relevant and 7 being the least relevant.)

   a) [ ] Employment prospect
   b) [ ] To acquire skill for self-employment
   c) [ ] To get access for further education
   d) [ ] Family influence
   e) [ ] Friends influence
   f) [ ] Lack of other alternative

   If any other, identify in rank order 1. _____
   2. _____

4. Did your trainees take entrepreneurship course in their training program?

   a) [ ] Yes b) [ ] No

5. If your answer for question No.4 is "Yes", do you feel that trainees take interest in entrepreneurship course?

   a) [ ] Yes b) [ ] No

6. How do you assess the entrepreneurship training that you teach in your college with respect to:

No	Activities	Not Satisfactory	Barely Satisfactory	Satisfactory	More than Satisfactory	Excellent
a	Initiate entrepreneurial sprite					
b	Motivate trainees to become self-employed					
c	Practice entrepreneurial competencies					
d	Relate trainees vocational skills for self-employment					
e	Share experience of other entrepreneurs					
f	Conduct market surveys in trainees field					
g	Prepare business proposal in trainees field					
h	know the procedures to set-up your own enterprise					

7. Do you think the entrepreneurship training that help trainees in acquiring entrepreneurial skills needed for self-employment in their field of training?

   a) [ ] Yes b) [ ] No

8. If your answer for question No. 7 is "No", what is/are your reason/s?

   a) [ ] The content of training is inadequate
   b) [ ] The method of instruction is not action-oriented
   c) [ ] Trainer lack ability and experience in the field
   d) [ ] The training hour is too little
   e) [ ] Lack of practical knowledge in entrepreneurship
   f) [ ] Low availability of text book/references book

   If any others, please specify 1. _____
   2. _____

9. In your opinion, which of the following supports do you think are the most important that the college facilitate for trainees to become self-employed in their field of training? (Note:- you have the opportunities to choose the three most important item)

   a) [ ] Early orientation about self-employment
   b) [ ] Introduction of local MSE development
   c) [ ] Integrating training to local micro & small enterprise
   d) [ ] Organizing trainees as a group to establish enterprise
   e) [ ] Continuous guidance and counseling assistance
   f) [ ] Facilitating additional training about enterprise development
   g) [ ] Facilitating Start-up support
   h) [ ] Follow-up support

   If any other, specify 1._____

10. How do you evaluate your college in facilitating the self-employment support?

    a) [ ] Very good b)[ ] Good c) [ ] Poor

11. Which of the following factors do you think are the major constraints of trainees to become self-employed after graduating from the college? (Indicate your reason by ranking each statement 1st, 2nd, 3rd... 7th; 1st being the most relevant and 7 being the least relevant.)

    a) [ ] Not acquiring adequate vocational skills
    b) [ ] Lack of adequate entrepreneurial skills
    c) [ ] Lack of follow-up supports
    d) [ ] Lack of access to start-up capital
    e) [ ] Lack of market demand
    f) [ ] Lack of favorable public sector support system

    If any other, specify in rank order 1. _____
    2. _____

12. Which of the following possible solutions do you suggest for TVET programmes in preparing trainees for self-employment in Addis Ababa? (Indicate your answer by ranking each statement 1st, 2nd, 3rd ... 7th; 1st being the most important and 7 being the least important.)

a) [ ] Improvement in trainees placement

b) [ ] Improvement in entrepreneurship training

c) [ ] Capacitating trainers and administrative staff

d) [ ] Improvement in relevance of training programme

e) [ ] Improvement in training facilities

f) [ ] Strengthening TVET institutions to facilitate start-up and follow-up supports

g) [ ] Creating favorable conditions for self-employment in public sector.

If any other, specify in rank order 1. _____

2. _____

Part Three: Open-ended Questions

1. In your opinion, how should the selection and placement of trainees is implemented in guaranteeing trainees to become self-employed in their occupation?

a) _____

b) _____

c) _____

2. Do you think that entrepreneurship training that incorporated into formal TVET programmes is adequate for self-employment?

a) _____

b) If No, what do you suggest?_____

c) _____

3. In your opinion, what are the major constraints of formal TVET programmes in preparing trainees for self-employment in Addis Ababa?

a) _____

b) _____

c) _____

4. What possible solutions do you suggest for the above constraints you mentioned?

a) _____

b) _____

c) _____

APPENDIX -9

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDY
Department of Business Education

Interview Guide to Formal TVET Head of Addis Ababa Education Bureau and The Deans of TVET College

Introduction

The purpose of this interview is to gather relevance information on the assessment of government formal TVET programmes in preparing trainees for self-employment in Addis Ababa.

I. Interviewee

Job Title_____

Years of Experiences_____

1. How did the selection and placement of trainees implemented in the government formal TVET programmes with respect to:
   1.1 The responsibilities to select and assign trainees?_____
   1.2 The main element in the criteria for formal TVET programmes?_____
   1.3 Orientating students at high school level about TVET programmes _____
   1.4 Keeping students' occupational choice of interest?_____
2. What are the major problems in the selection and placement of trainees for the formal TVET programmes?_____
   2.1 In your opinion, what mechanisms do you proposed?_____
3. In your opinion, how far the selection and placement of trainees for formal TVET programmes should be implemented in order to have guaranteed chance to find self-employment in Addis Ababa?_____
4. How do you assess the current status of government formal TVET Institutions/Colleges with respect to:
   4.1 The availability of adequate training facilities?_____
   4.2 Qualified Trainers and administrators?_____
   4.3 The relevance of TVET programmes to the local market demand_____
   4.4 The quality of vocational skills obtained by trainees for self-employment in their field of training_____

4.5 The role of entrepreneurship course that incorporated at the formal TVET programmes level?_____

4.6 Facilitating self-employment support for trainees to become self-employed in their field of training?_____

5. In your opinion, what are the determinants to offer the quality training by government TVET providers in guaranteeing trainees for self-employment in Addis Ababa?_____
6. What do you suggest for the entrepreneurship training that incorporated into the formal TVET programmes in leading trainees to become self-employed in Addis Ababa?_____

_____

7. What are the most important self-employment supports that the government TVET providers should facilitates for trainees to become self-employed in their field of training in Addis Ababa?

_____

8. What are the major constraints of TVET programmes in preparing trainees to become self-employed relating to their fields of training?_____

8.1 What do you suggest the possible solutions as the head of formal TVET in Addis Ababa?

_____

9. How does the Addis Ababa TVET office and TVET institutions take the initiatives of formal TVET programmes with respect to:

9.1 The Availabilities of training facilities for training?_____

9.2 The relevance of the training to local market demands?_____

9.3 Capacitating the trainers and administrators?_____

9.4 Develop appropriate self-employment training packages?_____

9.5 Improving the efficiency and effectiveness of formal TVET providers to cooperate closely with the self-employment promotion network in Addis Ababa?_____

(Such as Micro finance schemes, Chambers of commerce, MSE office of Addis Ababa, and Ethio-Germany TVET&MSE development programs)_____

_____

APPENDIX-10

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDY
Department of Business Education

Observation Check list - to Supervise Formal TVET Institutions/Colleges

Objectives

The purpose of this check list is to gather relevance information on the conditions of training facilities and by identified occupational fields in government TVET Institutions/Colleges through cites observation.

1. Name of the TVET institutions/college_____

2. General condition of the TVET institution/college

No	Lists	Satisfactory	Not satisfactory	Remark
1	Attractiveness as a training institution			
2	Provision for future expansion			
3	Access to power supply			
4	Access to water supply			
5	Availability transport for trainees			
6	Availability of cafeteria			
7	Availability of toilet			

3. The adequacy of training facilities by occupational fields in the TVET Institution/College

8.1 Classroom Conditions

1= Adequate
2= Not Adequate

No	Lists	Fields of study/Training Departments												Remark
		Building Const.		Wood work		G/metal Work		Electricity		Food Preparation		Garment/ Textile		
		1	2	1	2	1	2	1	2	1	2	1	2	
1	The size of classroom per trainees													
2	The availability of blackboard/whiteboard													
3	The availability of Desk/seats													
4	Accessibilities' of natural light and ventilation													
5	Availability of electrical light													

8.2 Workshop Conditions

1= Adequate
2= Not Adequate

No	Lists	Fields of study/Training Departments												Remark
		Building Const.		Wood work		G/metal Work		Electricity		Food Preparation		Garment/ Textile		
		1	2	1	2	1	2	1	2	1	2	1	2	
1	The size of workshop space per trainees													
2	The availability of circulations areas													
3	Safety precaution, first Aid kit													
4	Accessibilities' of natural light and ventilation													
5	Availability of electrical light													
6	Storage spaces(tools, materials and scraps)													
7	Workshop layouts													

8.3 The adequacy of workshop facilities

1= Adequate
2= Not Adequate

No	Lists	Fields of study/Training Departments												Remark
		Building Const.		Wood work		G/metal Work		Electricity		Food Preparation		Garment/ Textile		
		1	2	1	2	1	2	1	2	1	2	1	2	
1	Equipment/machines													
2	Hand tools													
3	Text books/reference books													
4	Teaching aids													
5	Raw materials													
6	Workshops for practical training													
7	Classrooms for theory class													

8.4 The conditions of the appropriateness of equipment/machines with respect to.

1= Adequate
2= Not Adequate

No	Lists	Fields of study/Training Departments												Remark
		Building Const.		Wood work		G/metal Work		Electricity		Food Preparation		Garment/ Textile		
		1	2	1	2	1	2	1	2	1	2	1	2	
1	Relevance to local situation													
2	The contents of text book													
3	The capacity of the trainers													
4	The capacity of the trainees													
5	Up-to-datedness													

APPENDIX-11

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDY
Department of Business Education

A Guide for Document Analysis : - To be filled by the directors/deans of TVET Institutions/Colleges

Objectives

This document analysis guide is aimed to get relevant information on the status of government formal TVET Institutions/Colleges in Addis Ababa from the documents.

1. Name of the TVET institutions/college_____
2. Address:

   Sub-City_____ Kebele_____ Tel_____

   Fax_____ e-mail_____
3. Year of establishment_____
4. Year of establishment as TVET institution_____
5. Total summary in 2007/08 Training Years

   5.1Total enrollments in all training programs

No	Trainees	Training programs in 2007/08											
		Regular			Evening			Distance			Total		
1	10+1												
2	10+2												
3	10+3												
	Total												

5.2 Total Staff Population

No	Staff	Number of Staff		
		Male	Female	Total
1	Academic Staff			
	1.1 Vocational Trainers in all fields			
	1.2 Entrepreneurship Trainers			
	1.3 Other Common course			
2	Administrative Staff			
	Total			

5.3 Total Number of Classrooms_____

5.4 Total Number of Workshops_____

Official Endorsement

Directors/Deans of TVER Institutions/Colleges

Name_____

Signature_____

6 Occupational fields offered by the TVET institution/college by regular trainees enrollment in training programmes and sex in the year of 2007/08

No.	Occupational Fields	Number of Trainees in Regular program in years of 2007/08											
		10+1			10+2			10+3			Total		
		M	F	T	M	F	T	M	F	T	M	F	T
1	Electricity												
2	Electronics												
3	Auto-mechanics												
4	Machine												
5	General Mechanics												
6	Woodwork												
7	Surveying												
8	Drafting												
9	Building Construction												
	9.1 Masonry												
	9.2 Building Concert												
	9.3 Plastering												
	9.4 Plumbing												
	9.5 Building Installation												
	9.6 Building Metal												
	9.7 Painting												
	9.8 Tiling												
	9.9 Carpentry												
10	Road Construction												
11	Information Technology												
12	Banking and Insurance												
13	Accounting												
14	Secretarial Science												
15	Salesmanship												
16	Purchasing												
17	Law												
18	Textile Craft												
19	Tailoring												
20	Dressing												
21	Cook												
22	Bakery and Confectionery												
23	Hotel Service												
24	House Management												
25	Hair Dressing												
26	Sport												
27	Fine Arts												
28	Music												
29	Library and Information												
30	Biomedical equipment												
Total Number of Trainees													

7 Number of training staff for each occupational field including their educational qualification.

No.	Occupational Field of study	Number of Trainers/Educational Qualification											
		Diploma			BA/BSc			MA/MSc			Total		
		M	F	T	M	F	T	M	F	T	M	F	T
1	Electricity												
2	Electronics												
3	Auto-mechanics												
4	Machine												
5	General Mechanics												
6	Woodwork												
7	Surveying												
8	Drafting												
9	Building Construction												
	9.1 Masonry												
	9.2 Building Concert												
	9.3 Plastering												
	9.4 Plumbing												
	9.5 Building Installation												
	9.6 Building Metal												
	9.7 Painting												
	9.8 Tiling												
	9.9 Carpentry												
10	Road Construction												
11	Information Technology												
12	Banking and Insurance												
13	Accounting												
14	Secretarial Science												
15	Salesmanship												
16	Purchasing												
17	Law												
18	Textile Craft												
19	Tailoring												
20	Dressing												
21	Cook												
22	Bakery and Confectionery												
23	Hotel Service												
24	House Management												
25	Hair Dressing												
26	Sport												
27	Fine Arts												
28	Music												
29	Library and Information												
30	Biomedical equipment Technician												
	Common Courses												
1	Maths												
2	English												
3	Civics												
4	Information Technology												
5	Entrepreneurship												
6	Small business management												
7	Business Growth Strategy												
	Total Number of Trainers												

DECLARATION

I hereby declare that this thesis in my work and that all sources of material used for the thesis have been duly acknowledged.

Name: Tegenie Alemayehu

Signature: _____

Date: July 22, 2008

ADD UNIVERSITY
ADDIS ABABA ETHIOPIA

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

Name: Seyoum Teferra (Prof.)

Signature: _____

Date: July 22, 2008