



THE CONTRIBUTION OF PUBLIC TVET
INSTITUTIONS TO STRENGTHEN MICRO AND
SMALL ENTERPRISES IN ADDIS KETEMA SUB-
CITY

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This is to certify that, the thesis prepared by Gebeyehu Tuji Benti, entitled: the contribution of public TVET institutions to strengthen Micro and Small Enterprises in Addis Ketema Sub-City, and submitted in partial fulfillments of the requirements for the Master of Arts in Management of Vocational Education complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

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DEDICATION

THIS THESIS DEDICATED TO MY UNFORGETTABLE MOTHER ASSELEFECH YIMAM MESHESHA, WHO WAS WITH ME WHEN I STARTED THIS PROGRAM BUT LOST HER IN UNEXPECTED MOMENT ON JUNE 07, 2012. DEAR MAM YOU HAVE ENRICHED MY LIFE IN MANY WAYS. THANK YOU FOR THE THOUGHTFULNESS, THE WELL WISHES AND THE PRAYERS. I NEVER FORGET YOU THROUGH OUT MY LIFE. I PRAY ALWAYS TO GOD TO PUT YOUR SOUL IN THE HEAVEN.

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ACRONYMIES

CSA	Central Statistic Agency
EGSECE	Ethiopian General Secondary Education Certificate Examination
FeMSE	Federal Micro and Small Enterprises
FeMSEDA	Federal Micro and Small Enterprises Development Agency
FIT	Fiji Institute of Technology
GTP	Growth and Transformation Plan
ICT	Information Communication Technology
ILO	International Labor Organization
MOE	Ministry of Education
MoFED	Ministry Of Finance and Economic Development
MSE	Micro and Small Enterprise
MTI	Ministry of Trade and Industry
MUDC	Ministry of Urban Development and Construction
PASDEP	Plan for Accelerated and Sustainable Development to End Poverty
ReMSE	Regional Micro and Small Enterprises
ReMSEDA	Regional Micro and Small Enterprises Development Agency
TPAF	Training and Productivity Authority of Fiji
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Science and Cultural Organization
VET	Vocational Education and Training

ABSTRACT

This study was designed to assess the contribution of public TVET on strengthen micro and small enterprises. It also addressed the role of TVET and MSE for economic empowerments of MSE operators'. A sample of 177 MSE operators engaged in 5 sectors were taken using stratified sampling, 66 TVET trainers were taken using simple random sampling and 7 deans of TVET institutes and 4 head of MSE offices at woreda and sub-city were taken using purposive sampling techniques. In the process of answering the basic questions, a questionnaire that include demographic profiles, the type of supports that MSE operators acquired from TVET institutes, the role of TVET and MSE for economic empowerments of its operators, and the types of challenges that MSE operators faced were designed in a closed ended, open ended and likert scales. Moreover, interviews were held with deans of TVET institutes, head of MSE offices from three woredas and Sub-City and the observation was also carried out based on the checklist. After the data has been collected, it was analyzed using simple statistical techniques (tables and percentages) and descriptive statistics (mean) supported by SPSS soft ware version 20. The findings of the study revealed that, even though TVETs provide technology, machine maintenance, technical skill training supports, there were poor support in the areas of machine maintenance services, marketing training and financial plan and report preparation related trainings. The findings further show as Micro and small enterprises in the study area playing a vital role in covering expense demands of the operators and creating employment opportunities for unemployed as well as for students who quit and completed their education at different levels. However, MSE operators are facing various challenges that could affect their sustainable contributions to overall benefits. These includes: capital constraints, inadequate skills, development trainings, and inadequate machine maintenance services provided to the MSE operators by the TVET institutes. Based on the major findings, recommendations were forwarded to MSEs offices, operators, TVET institutes, TVET agency and other concerning government organs.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the research problems and its approaches. It included the main body of the research like, background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study and organization of the study, including limitation of the study and definition of key terms.

1.1. Background of the study

Education is regarded as the key to development; however, TVET is seen as ‘the master key’ because it has the ability to open the ‘doors’ of life-long learning and improve the vocational expertise. It is increasingly accepted as an equally important component of the total learning system providing relevant knowledge, skills and competencies for employability, quality living and learning communities (Sharma, 2008).

Education enables individuals and society to make an all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes thereby strengthening the individual's and society's problem-solving capacity. It helps man to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society (MOE, 1994:2). In addition, education prepares well-trained and productive labor in different skills for the world of work of governmental and private institution and for self-employment.

MSE play significant roles in poverty reduction through creating job opportunities for the TVET graduate as well as facilitating income generating schemes in the country. In the same way, Hibret Nigussie (2009) stated that, micro and small enterprises are important sources of job opportunity and income for many people in different countries, particularly in most developing countries, like Ethiopia.

Considering its importance, the government of Ethiopia creates a favorable environment for new job seekers and self-employment through micro and small enterprise development strategy. It is clearly stated on the Addis Ababa City Administration MSE development strategy, the micro and small enterprises involve by prioritizing in the field of Metalwork, wood technology, construction, food processing, and municipality service and garment and textile production (ReMSEDA, 2000).

To develop its productivity, micro and small enterprises sector need support from the TVET sectors to produce quality products to the market and transfer advanced technology. Central Statistics Agency (CSA) report stated that Addis Ababa is the most populated City of Ethiopia. The population size in the city is increasing due to natural growth and high rural-urban migration. Because of this, MSEs are becoming important to create jobs to meet the growing population (Hibiret, 2009) to reduce unemployment from the city. These can be achieved through giving training to the MSEs operators by TVET institution based on their skill gaps, jobseekers demands and potentials to adapt advanced technology to achieve the national growth and transformation plan (GTP, 2010). In addition, the technical and vocational education and training (TVET) program responds to the demands of the labour market. It is viewed as central to equip the young with appropriate work skills, disciplines and potential for work, competent self employees, and creation of work, to escape the trap of poverty and contribute to the economy's wellbeing.

In the linkages of MSEs and TVET, different researchers conducted researches. Taddese Molla (2010) was one of them. He attempted to assess linkages of Technical and Vocational education and Training (TVET) and Micro and Small enterprise (MSE). However, his researcher was conducted four years ago. My study differs significantly in its scope and deeply which justifies the need for further research as I did. This study assessed the current status of supports given by TVET institutes to the MSEs operators, the roles of TVET and MSEs to bring about economic empowerment for the MSE operators. It also identified the major challenges that TVET and MSEs faced in three selected Woredas of Addis Ababa City Administration with in Addis Sub City.

1.2. Statement of the problem

Ethiopian government's Plan for Accelerated and Sustainable Development to End Poverty (PASDEP) of 2005-2010 aimed at reducing urban unemployment via promoting MSEs and creation of 1.5 million new job opportunities (MoFED: 2006). The same plan considered MSEs as a way of reducing urban poverty with due emphasis in the national urban development policy. To achieve this plan the government gave due emphasis for the MSE sectors by establishing an independent Organizational structure from Federal down to the woreda level independently by assigning specific objectives and mission.

Globally, Micro and Small enterprise have different constraints related to education and skills development. They tend to be insufficiently linked to market demand and lacks integration of technical and business training (ILO, 2002).

Likewise, the Ministry of Trade and Industry (1997:9); state that in most developing countries, small businesses faced a wider range of constraints and often unable to address the problems they faced on their own in an effectively functioning market economies. Likely, in Ethiopia MSEs faced constraints related to the legal and regulatory environments, access to markets, finance, business information, business premises, the acquisition of skills and managerial expertise, access to appropriate technology, access to quality business infrastructure, and in some cases discriminatory regulatory practices.

To address these constraints the Ethiopian government formulated a strategy of Vocational Education and Training (VET) program to contribute a lot to strengthening of MSEs by equipping graduates with skills, to be dynamic entrepreneurs, helping them to become skilled work force thereby enhancing technology transfers. In addition, to achieve the objectives of growth and Transformation plan in the area of economic development, MSEs and Technical and Vocational Education and Training have worked in closer collaboration.

Then, the researcher assessed the impacts of Public TVET institutions towards strengthening the MSEs in three selected Woredas in Addis Ketema Sub-City of Addis Ababa City Administration.

To meet its objectives, the research attempted to answer the following basic research questions:

1. To what extent do supports are given to MSEs operators by TVET institutes in order to strengthen it?
2. What are the common roles of Technical Vocational Education and Training (TVET), and MSEs towards strengthen MSEs?
3. What are the major constraints that affect the contribution of TVETs towards strengthen MSEs in terms of training?

1.3. Objective of the study

The general objective of the research was assessing the contribution of Public Technical and Vocational Education and Training (TVET) institutes to strengthen Micro and Small Enterprise in Addis Ketema Sub-city of Addis Ababa City Administration.

In line with the above major objective; this study also has the following specific objectives:

1. To identify the degree of supports given to MSEs operators by TVET institutes in three selected woredas of Addis Ketema Sub-city.
2. To identify the common roles of Technical Vocational Education and Training and MSEs for economic development on the MSEs operators in the sub-City.
3. To identify the major challenges in the area of training and Technology, if any, for effectiveness of Micro and Small enterprises.

1.4. Significances of the study

This research identifies the contribution of public Technical and Vocational Education to strengthen MSEs in three selected Woredas of Addis Ketema Sub-City of Addis Ababa City Administration. The findings of the study can help MSE experts to identify the type of supports required for MSEs operators development. It also helps the TVET institutions to know how to train the MSEs operators, measure the satisfaction on the training, and to take corrective action for future training programs. The findings may also serve the experts in the area to amend the MSE strategy and procedures they use so far.

The finding of this research could further help future researchers to comprehend the effectiveness of TVET institution and MSEs, and to conduct additional research on this area to identify problems which was not seen by this researcher.

1.5. Scope of the study

The study focus on the contribution of Public TVET institutes to strengthen Micro and Small Enterprises. In Addis Ketema Sub-City there are ten woredas and three TVET institutes. However for the sake of making the study manageable it was delimited to three woredas (woreda 4,7 and 9) and I took all TVET institutes found in the sub-city. The three TVET institutes gives training for ten woredas' MSE operators based on their training demand.

1.6. Organization of the study

The study is organized into five chapters. The first chapter was deals about the background of the study, statement of the problem including the basic questions, objectives and significance of the study; the second chapter contained the review of related literature, the third chapter treats the research methodology. This part show the instruments that the researcher used during data collection, processing and analysis. The fourth chapter dwells on analysis of raw data collected through different data collection instruments. The last part of the study includes summary, conclusion and recommendation of the study.

1.7. Limitations of the study

While doing this research, the researcher faced challenges to collect data through questionnaires as well as through interviews. The respondents in the MSE operators were scattered in different sites based on their business types. Even there were MSE respondents who were working in other sub-city like building, metal work, installation, wood work and coble stone sectors were working out of Addis Ketema Sub-city. Then, it is difficult to give orientation, distribute and collect data from such respondents. Educational background of some MSE operator's is low and they were unwilling to fill the questionnaire. The other do not give values to the questionnaire and some of them do not return it totally.

On the other hand, some respondents especially those who participated in the trade sectors relate the questionnaires with the tax systems. Regarding collection of data through interview, I faced difficulties of contacting the administrators because they have been in a tight work and meetings. Therefore, these conditions imposed some limits on the quality of the study.

Even if there were the following limitation, the researcher collected the data by giving effective orientation to the respondents of MSE operators in order to give credit for the questionnaires and collected data from the scattered respondents by incurred time and financial costs. Regarding data collection from the interviewees, the researcher conducted the interviews by go to the office of the respondents and calling to them for several time.

1.8. Definition of terms

Micro Enterprise: - Means commercial enterprise whose capital is not exceeding birr 20,000 other than technological and consultancy services (Ethiopia Ministry of Trade and Industry, 2003).

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

Small Enterprise: - Means a business engaged in commercial activities whose capital is between birr 20,000 and 50,000 birr, other than high technological and consultancy service institutions (Ethiopia Ministry of Trade and Industry, 2003).

Supports: - Training, machinery, financial, raw material and facility assistances that TVETs provide to MSEs.

TVET: Technical and vocational education and training. TVET in Ethiopia described all occupational learning and teaching below higher education; it is degree level as defined in the national capacity building strategy (MOE, 2007).

MSEs Operator: Micro and small enterprise operator is an individual who are the member in the MSE business and those who are working together for the common goal.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter provides the reviews of literature with better insight on the contribution of TVET to strengthen micro and small enterprises. It gives general concepts and trends of Technical and vocational Education and Training in Ethiopia and also gives general concepts about Micro and Small Enterprises. The chapter also shows the role of TVET and MSE to strengthening MSE operators in terms of employment opportunity, entrepreneur creation and income generating activities. Lastly, it indicates the challenges that hinder the development of Micro and Small Enterprises.

2.1. Concept of Technical and Vocational Education and Training

Vocational programmes differ from academic ones in their curriculum, their aims of preparing students for specific types of occupations and, in some cases, for letting direct entry into the labour market. The Ethiopian Ministry of Education state that technical and vocational education and training program is designed to train and educate trainees in specific field of vocational and technical education; and the program helps to train skilled work force for private and self-employment (MOE, 2002:94 as cited in Etaferahu, 2008). Similarly, TVET is a concept that encompasses a diverse array of programmes and activities. It emphasizes both education and training, and extends beyond schools, post-school institutions and work place enterprises to community-based systems.

The extreme diversity of TVET programmes is reflected in their forms, structures, educational technologies, curricula, pedagogy, management, resourcing and funding. Different scholars define TVET differently. Akhilanand Sharma stated the following UNESCO definition of TVET as a comprehensive term referring to those aspects of the educational process involving, including general education, the study of technologies and related sciences. It also includes the acquisition of practical skills, attitudes and understanding and knowledge related to occupations in various sectors of economic and social life.

From this, a wider perspective of three particular orientations emerges.

1. First is concerned with training for identified jobs. It is closely connected to the ‘human capital development’ approach that is still popular in some countries.
2. The next orientation focuses on job creation. It is largely concerned with an attempt to prepare human resources for self-owned and self-managed enterprises.
3. The third orientation, namely on-the-job-training, is concerned with upgrading the level of available skills by means of pre-service and in service training programmes.

TVET is the major link connecting the school system and the job market. That is developments in TVET are intimately linked to general trends in the economy. However, to provide graduates of technical and vocational education and training for job is very difficult. Thus, it is necessary to focus on the opportunities to create jobs, in order to minimize problems of unemployment like self-employment through Micro and Small enterprises (UNESCO, 1990).

Attaining the goals of the national TVET strategy of Ethiopia would strengthen the culture of self-employment and support job creation in the economy. In addition, TVET program offers relevant and demand driven training that correspond to the need of the economic and social sector for self-employment. This option obviously achieved through micro and small enterprise, which considered the basis for economic development and betterment of live hood of citizens (MOE, 2008).

2.2. Evolution of TVET in Ethiopian

❖ Trends of TVET in Ethiopia

Education in Ethiopia in its traditional form has long history, referring back to the introduction of Christianity and was predominantly religious education, particularly of the Ethiopian Orthodox church. Accordingly, church education, which provided traditional education, had served the then conservative feudal governments until the introduction of modern education in the 20th century.

The Koranic schools, though not as wide spread as the Geez schools, were part of the traditional schooling system; many of them were using Arabic as a medium of instruction in the teaching of Koranic verses (Amare, 2005).

However, it is worth mentioning that the attempts were made to develop vocational education and training even within the context of traditional education. Ethiopia had its own crafts men and artisan for centuries. The trouble some experience was the then social systems had degraded these crafts into a lower status. They were associated with evil spirits; socially isolated and despised for a long period.

Minilik II School was the first modern school established in Addis Ababa in 1908 by breaking through the existing church opposition. It introduced secular western type of education for the purpose of instructing the kith and kins of nobility in language and diplomacy. It was elitist type of education (Wanna, 1998).

The Ministry of Education established the first formal vocational school in Addis Ababa in 1942. At the beginning, its medium of instruction was French and Amharic. Later on, English and Amharic become the mediums of instruction (Girma, 1990).

In the past TVET was the most neglected area of modern education. However, since 2000/01 massive expansion occurred within the TVET sub-sector. The strategic thinking behind the expansion of TVET sub-sector is to meet the middle level work force demands industry, service sectors and commercial agriculture, which are essential to the overall development of the country.

As it is stated by the Ministry of education (MOE,2006); TVET as an instrument for producing technicians equipped with practical knowledge who unlike in the past would be job creators rather than expecting jobs provided by the government.

❖ **Current Status of TVET in Ethiopia**

On November 20-21/2006, a Global Symposium organized by Ethio-German Engineering Capacity Building Program (ECBP) on implementation of diversified financing strategies was conducted in Addis Ababa.

Experts and practitioners from eleven countries and four continents participated in the symposium. All stakeholders on the symposium seemed to agree that partnerships among the public sector, the private sector and civil society would be a key in making any TVET reform process succeed. Ethiopia has achieved the highest increase of 5,565 % in TVET enrolment from 1999 to 2007 from SSA countries and ranks the second in Africa in terms of number of training institutions (GTZ, 2006).

Relating to its program, as stated on the strategy, formal TVET programs provided for those students who have failed to achieve scores for admission to preparatory program. Students in the TVET path could attend programs that range from level I to level V that would enable them to join the world of work (MOE, 2008).

On the other hand, the non-formal TVET is provided to wide range of target groups such as school dropouts, those with below grade 10 education or lower including non-literate people, unemployed, youth and adults. The training offered through different channels (community based, institutional, apprentice-ship) at Community Skill Training Centers (CSTC), prisons, and farmers training centers and so on. The trainings also offered over different periods from short-term courses of a few days to long-term programs of up to 6 months. The selection criterion of trainee for non-formal TVET depends on the basis of training centers.

❖ **Objectives Of Technical and Vocational Education and Training Program**

The paramount importance of Vocational education and Training programme are to emancipate man from his/her backwardness and above all to live and change the world and themselves. The main objectives of TVET today are to meet the challenges of preparing the work force that plays proficiency and effective role in economic development of a country.

As identified by Evans (1971), there are three essential and core objectives of vocational education and training. These are: meeting the manpower needs of the society, increasing options available to each student, and serving as motivating force to enhance all types of learning.

In the same way, UNESCO (2000) outlined certain points about the objectives of TVET. Accordingly, it aims to produce the work qualification and skills demanded in a given social and economic context to contribute towards the implementation of national policy with regard to employment promotion, poverty reduction, private sectors promotion through increased productivity and enhanced competition in both local and global market.

Similarly, the overall objectives of the National TVET Strategies are to create a competent, motivated, adaptable and innovative workforce in Ethiopia. And it is contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people (MOE, 2008).

2.3. An Overview of Micro and Small Enterprise

The ILO's global agenda for employment puts small enterprises in their proper place to the heart of job creation. It considered micro and small enterprises (MSE) as the natural home of entrepreneurs. In most successful economy they are seen as an essential spring board for growth, job creation and social progress. Likely, ILO noted that there is no universal or international definition applied to the size of enterprises. The criteria used to determine this definition vary across countries (ILO, 2008).

Likely, there is no clear definition for Micro and Small Enterprises in Ethiopian. At least, different definitions were given by Ministry of Trade and Industry as well as Central Statistics agency (FMSE, 2011).

According to the Ministry of Trade and Industry, Micro Enterprises are those small business enterprises with a paid-up capital of not exceeding Birr 20,000, and excluding high technical consultancy firms. In addition, Small enterprises are those business enterprises with a paid-up capital of above 20,000 and not exceeding Birr 500,000 and excluding high technical consultancy firms and other high tech establishments (MTI, 1997).

On the other hand, CSA categorizes enterprises into different scales of operation on the size of employment and the nature of equipment. To CSA, establishments employing less than ten persons and using motor operated equipment considered as small-scale manufacturing enterprises. Enterprises in the micro enterprise category are sub divided into informal sector operations and cottage industries (CSA: 1999b and 2000 cited in Tegegn and Meheret, 2010).

However, based on the improved definition give by Federal Micro and Small Enterprises (2011), Micro enterprise under industry sector (manufacturing, construction and mining) are those enterprise operates with 5 people including the owner and/or their total asset is not exceeding Birr 100,000 (one hundred thousand). Under service sector (retailer, transport, hotel and Tourism, ICT and maintenance service) it operates with 5 persons including the owner of the enterprise and/or the values of total asset is not exceeding Birr 50,000(fifty thousand). Similarly, small enterprises under industrial sectors (manufacturing, construction and mining) operate with 6-30 persons and/or with a paid up capital of total asset Birr 100,000(one hundred thousand) and not exceeding Birr 1.5 million. And under Service sector (retailer, transport, hotel and Tourism, ICT and maintenance service), it operates with 6-30 persons or/and total asset, or a paid up capital is with Birr 50,001 and not exceeding Birr 500,000 (FMSE, 2011).

These improved definition is given based on the gathered experience, by identifying the gaps of the existing definition of MSE, ignoring the size of employee and by taking total asset as criteria and by dividing it into industry and service sector; and considering the coming 5 years inflation and fluctuation/irregularity of currency (FMSE, 2011).

2.4. Objectives of Micro and Small Enterprise development program

The objective of micro and small enterprise development is to increase employment and establish economic growth which can reduce unemployment and poverty in the country, with the focus on education, training and other forms of assistance. Education and training are considered the best tools to improve enterprises development; education creates awareness and training improves the ability to do more and better (Naomi M, 2010). As it

was added by USAID report (2005) the objectives of MSEs was to generating a substantial share of both overall employment and output and income levels in the country.

Ethiopian Ministry of Urban Development and Construction, on its regulation No.33/1998, and supportive financial sector reforms stated the principal objectives of the Federal Micro and Small Enterprise Strategy (FMSES) and Regional Micro and Small Enterprise Strategy (RMSES) as exploitation of local raw materials, creation of productive job opportunities, adoption of new and appropriate technologies, and enhancement of the development of MSEs which have wide-ranging backward and forward linkages.

The primary objective of Federal Micro and Small Enterprise of Ethiopia is to create conducive environment for the operation, growth and progress of the MSEs in the country. It has also the following specific objectives: facilitates economic growth, create long term jobs, strengthen economic cooperation between MSEs provide the basic for medium and large scale industries, promote export and balance preferential treatment between MSEs and bigger enterprises. The researcher will elaborate each of them below: (FMSES , 2011).

❖ **Facilitate economic growth and bring about equitable development**

MSEs by making use of predominantly local resources engage in the production of goods and services of mass consumption and stimulate the growth of the economy. The expansion of MSEs also contributes towards a more equitable regional development and distribution of income and wealth.

❖ **Create long-term jobs**

While MSEs activities have absorbed a large number of unemployed people, they are not always in a position to generate remunerating long-term jobs. Therefore, support for MSEs has to include skill upgrading programs for MSE operators and strengthening the use of appropriate modern technologies that boost their capacity to create long-term jobs.

❖ **Strengthen Cooperation between MSEs**

It is everyday phenomena that there are many constraints that limit the growth of MSEs, the most pressing of which is shortage of resources. MSEs individually lack the skills and resources to improve their capabilities. Therefore, it would be very important that the small and fragmented enterprises within sectors, regions or other localities be supported to network more effectively in order to jointly address hindering obstacles, take up opportunities and build collective efficiency. In addition to this, inter-sectoral linkage would also be crucial for their development.

❖ **Provide the basis for Medium and Large Scale Enterprises**

MSEs provide the seedbed for growth and stimulate indigenous entrepreneurship. They provide training for entrepreneurs and managers and through this learning process, MSEs grow in to medium and large ones.

❖ **Promote export**

The MSEs strategy will also focus on designing and developing mechanisms that will help MSEs participate in export market especially in leather and leather products, textiles, horticulture, etc., in which the country has comparative advantages.

❖ **Balance preferential treatment between MSEs and bigger enterprises**

The support strategy will help to correct the preferential treatment accorded in favor of bigger enterprises. At the same time, it aims at bringing the greatest possible cooperation and interaction between the segments (Micro, Small, Medium and Large) of the economy.

2.5. Common Targets of TVET and MSE for Private Sector Development

A comparative global market economy requires technical and professional citizens trained in broad and specific occupation. This leads to have sectors which can absorb the post graduates of TVET. It is with this consideration the TVET institutions are believed as

strategic centers for the development of marketable and entrepreneurial skills and as means to development. The MSE sectors are, therefore, host to intake the skilled and semi-skilled labour forces and a comprehensive human resource development programme aimed at strengthening its capacity (MOE, 2006).

In developing countries, MSEs take the lion share of private business operations in terms of number, specialisation and product diversifications. MSEs operate with relatively smaller capital, labour intensive and create more jobs per unit of investment as compared to larger firms (Sharma, 2008).

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. On the other hand, the Ethiopian TVET strategy formulated 2008 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 and self-employment through MSE.

Technical and vocational education provide specialized vocational training in traditional and newly-emerging skills needed for existing jobs and production practices, and which encourages self employment and improves productivity. These initiatives enable MSE operators to enjoy commercial viability and evolve into strong private business sector in the economy (UNESCO (1998).

The Ethio-German Cooperation unpublished material of TVET and Economic Development (2001) stated that development cooperation initiatives which facilitated by the GTZ in Ethiopia is one of the private sector development program. Accordingly, the objective of the Ethio-German cooperation in the priority area is to initiate economic development by stimulating income and employment generation through coordinated intervention in the fields of TVET and MSE development as well as privatisation (GTZ, 2001).

2.6. The role of TVET to Strengthening MSE

The integration of Technical and Vocational Education and Training and Small and Micro business sectors is essential particularly in developing countries since unemployment and underemployment is high.

Therefore, the TVET system has the mandate and takes responsibility for building a competent and adaptable workforce according to the needs of different segment of the labour market with special emphasis to micro and small business enterprises. So, TVET is established to intensify productivity in this sector. And the linkages are often everlasting and essential when thought employability and reduction of poverty.

Both TVET and MSE sectors can only exist when each depends on the others. It seems very difficult to establish TVET institute without the function of MSE while intended to alleviate unemployment and to design objectives for creating job opportunities and self-employment tasks. That is why, from the strategic point of view, the TVET system of Ethiopia set objectives to make TVET be responsive to the needs of the labour market; to improve access to TVET for all target groups in needs of training in the Small and Micro business sectors, facilitate proper training for the progress of self-employment and the development of small and micro business which are integrated with other MSE development services; to facilitate research in liaison with MSE in order to support the increase in the production (Taddese, 2010)

The Ethiopian TVET institutions are expected to transfer relevant technologies to MSEs sector in order to increase their productivity, to improve the quality of products and services and facilitate the creation of new business. Provision of TVET programmes and technology transfer services are the means to strengthen MSE in urban and semi-urban areas (MOE, 2008).

TVET institutions are mainly expected to replicate new and selected technologies and transfer the same to the relevant industry in order to increase the competitiveness of the sector according to international standards. It is also needed that these technologies focus on creative capacity building and greatly contribute to the economic development of the

country in a bid to mitigate problems. In order to replicate the technologies, it is required to refer to international best practice and use it as a basis for occupational standard and curriculum development closing teachers' and trainers' competence gaps will be addressed by hiring foreign experts.

Their role is to capacitate Ethiopian teachers and trainers. By doing so, teachers, trainers and trainees will be able to contribute to transfer the technology to the industry. TVET institutions, having accumulated technology capabilities, and using this potential to promote technology transfer, would contribute to the enhancement of productivity and the competitiveness of industries. TVET institutions are further expected to revamp and supply services to the market to transfer the newly selected technologies as stated in TVET strategy (MoE, 2008).

As the Federal Micro and Small Scale enterprise implementation frame work of 2011 stated that the Technical and Vocational Education and Training play the following roles in order to strengthen the MSEs:

- Organizing and providing industry extension services that enable to be effective.
- Identifying the provided technology undertaken and distribute sample and design activities
- Preparing and providing training on the basis of MSE level of growth
- Providing support to trainers to get certificate of assurance
- Providing training and advice services about job creation/innovation/ hard working competency, KAIZEN that help to realize saving attitude/ outlook and analyzing other related management principles and methods.
- Providing support and common services of quality control, design, maintenance and material rent services to MSE of the region.

In general, Ethiopian Education and Training Policy has given particular emphasis to TVET to integrate with job creation and enterprising. The Ethiopian Government has established MSE development strategy in order to create long term employment and facilitate growth and equitable development. MSE development is particularly aimed at

supporting the National Agriculture–led Development Industry Strategy that is providing the necessary inputs and services for agricultural diversification and growth together with intervention, i.e. credit provision, facilitation, of linkages marketing development, improvement of the institutional and regulatory environment etc. This strategy emphasizes the critical importance of TVET and MSE development and for economic of growth. Hereby, the most important issuance stressed is the interdependent and oneness feature of the integration of TVET and MSE, which are the backbone of any developing countries to attain sustainable economic development. The institutions work together to enrich their missions and aims at obtaining the Millennium Development Goals (GTP, 2010).

2.7. Importance of developing MSE and the role they play in society

In developing and developed countries there has been an increase in the number of MSE (Nichter and Goldmark 2009). MSEs in the developing countries need to be stimulated because they can generate employment, decrease inequality, alleviate poverty, increase output, increase productivity, increase cash flow and create jobs and ultimately bring economic growth.

The foundation of MSE in this global world particularly, in the developing countries for mobilization of high population and invest small amount of resource is indispensable. It helps to absorb the semi-skilled and skilled TVET graduates and other experienced people who have had long time practices.

As various studies as well as government reports indicate that MSEs are largely believed to provide means of livelihood to quite a large proportion of the population in Ethiopia (MoTI, 1997; PASDEP, 2000; CSA, 2003; GTP, 2010). Similarly, MSE contributes the following to the economy: employment opportunity, entrepreneurs' creation, free competition, and linkages to medium and large companies. Let's elaborates each point:

❖ **Employment opportunity**

Tackling issues of unemployment through the support and promotion of large scale manufacturing industries has repeatedly failed.

Large-scale enterprises are characterized by larger demand for heavy machineries with relatively advanced technologies, high investment and working capital, and more skilled manpower, which are all in limited supply in developing countries. Large industrial establishments are relatively advantageous in successfully reducing unit cost of production. Such establishments enjoy the benefits of economies of scale; and better labor productivity. However, it is disadvantageous as it became difficult to absorb the less skilled unemployed labor in the economy. In developing economies, heavier industries as well as medium scale enterprises are missing both considered as “the missing link” but very large numbers of small and micro enterprises are exists. Therefore, promotion and support of large scale enterprises (equivalent to discouraging smaller and micro enterprises) is not a wise policy decision for less developing countries overwhelmed by quite large number of unemployed youth (MUDC, 2013). Ministry of Urban Development and Construction survey study added on the employment creation of MSE that Promotion of labor intensive technologies in production was one of the growth policies and strategies believed to address unemployment problems of both rural and urban residents and adopted by most developing countries.

❖ **Entrepreneurs creation**

MSE sector is an important source of innovation and they considered as the home of entrepreneurs. While medium and large companies may rely on huge advertising budgets; MSE must rely on innovation as a strategy to compete, survive and prosper.

Nowadays, it has been recognized that MSMEs play an important role in the economic growth process of developing countries and it is believed that the success or failure of a transition economy can be traced in large part to the performance of its entrepreneurs (McMillan & Woodruff, 2002).

❖ **Create free Competition**

Monopoly is a threat to the market system that similar products are provided in the market. Then sellers monopolize the markets and set the price. In addition to government legalization, micro and small enterprise check monopoly in the market place by providing differentiated products and services to the market. Here it creates the competition in the market and the price set based on the demand and supply (Taddese, 2010)

❖ **Linkages to the Medium and large Companies**

MSEs have both forward as well as backward linkage with medium and large companies. Principally, the “Linkage and MSE Growth” model assumes proper value chain analysis, clustering, sub-contracting, vertical and horizontal integration could contribute to the development of the MSEs in its further competitive environment (MUDC, 2013). Similarly, MSE serve for the large companies by providing intermediate products they may consider uneconomical to produce and also serve as marketers in the distributive system of medium and large companies.

MSEs serve as suppliers to large companies as distributors, whole sellers or retailers and consumers; MSEs and large companies demand from and supply to each other goods and/or services.

2.8. Entrepreneurs in MSEs and TVET

MSEs play a vital role in poverty reduction, employment generation as well as economic development in poor countries. But to bring it to the modern arena, much is expected from TVET institutions in that they are the main suppliers of qualified labour force. In support of this, Ratchusanti (2008) identified effectiveness of MSEs and TVET integration as follow:

- Strengthening Partnership with the private and government organizations supporting TVET projects.
- Support the effective TVET Projects of fostering entrepreneurship or self employment of TVET students and the people.

- Integrating teaching learning in knowledge and skill for students in writing business plan and managing the MSE.
- Establishing incubator training centers in the colleges and enhancing the smart TVET students.
- Enhancing TVET students in sufficient economic, moral, work habit, career attitude and MSE concept by integrating in teaching and learning.
- Topping up skill and knowledge for the people in the community who has their own business by TVET Colleges. Ratchusanti added that MSE sustainable development should be an integral aspect of TVET plans and activity in teaching and learning process. But for its success, the role of administrators and teachers are the key essential.

In order to integrate TVET and MSEs in Ethiopia a great effort is made by the GTZ. Accordingly, private sector development is one of development cooperation initiatives that are pursued. The objective of the Ethio- German cooperation in the priority area is to initiate economic development by stimulating income and employment generation through coordinated intervention in the fields of TVET and MSE development as well as privatization.

The approach of the Ethio-German Cooperation in the priority areas comprises of the following strategic aims, as sited in (<http://www.bds-ethiopia.net/approach-tvet.html>):

- Diversify and increase the relevance and quality of TVET in order to make TVET responsive to the development needs of all economic sectors in Ethiopia; in particular the private industry, urban and rural MSE sector.
- Provide access to adequate TVET for all target groups in need of training, in order to improve the capabilities of these target groups to make use of existing income and employment opportunities.
- Create a dynamic entrepreneur group as a partner in the economic development process thereby enhancing the contribution of the private sector to sustainable economic growth
- Ensure ownership of all relevant stakeholders in the planning and implementation of major policy fields, in particular TVET, the privatization policy and MSE promotion

- Relieve tied resources and enable the Government re-deploy its scarce resources and the privatization proceeds to higher priority sectors and poverty reduction programs

The GTZ-TVET program operates in the areas of skilled labour supply, the MSE Project works with those institutions that promote MSE sector operators. Hence, TVET intervenes on the skilled labour supply side while the MSE Project works with the potential employers.

The objective of the network is to enable the skill trainees enter the private sector workforce. By so doing, additional employment and incomes would be gained for the trained youth. On the other hand, the private business sector would enjoy more profit from the skilled labour input produced from the TVET system.

The strategy adopted by the TVET and the SME Projects is to bring all stakeholders that work in collaboration with the two Ethio-German Programs together and devise viable ways of linking skill training to employment in the MSE sector. The interest and good will shown for networking in the two Ethio-German programs is apparently encouraging and expected to produce a synergy effect in the pursuit of economic development and employment promotion (GTZ, 2001).

2.9. Some challenges on the strengthening of MSE

Despite their critical importance for job creation and economic growth, globally, the MSEs face numerous obstacles that hinder their development to expand them in different centers, including limited access to and the high costs of credit, high hidden costs of start-up and operation, and limited managerial skills. Many MSEs lack access to information and technology needed to improve production, efficiency and product quality. They also face difficulties in establishing and maintaining adequate marketing networks, reducing long marketing chains, and responding quickly to changes in market demand. Having such obstacles, smaller businesses cannot compete effectively with larger firms that benefit from preferential government policies and programs. Experience indicates that the expansion of small businesses depends on increasing the demand for goods and services produced by

small enterprises. This requires steady economic growth, and both supply and demand oriented policies that promote sustainable economic expansion. In addition, government and private sector procurement seek supplies from small enterprises can help them to increase their production.

Given increasing demand, the ability of small enterprises to expand and create jobs often requires regulatory and administrative changes that allow small enterprise to operate more efficiently; adequate public infrastructure and services; and educational and vocational training programs that improve the quality of the labor force. Improving the efficiency of small enterprises further depends on technical assistance, improvements in management and technology and greater access to credit and materials (Dennis A. Rondinelli and John D. 1992).

The MSE to be competent with different large enterprises in their products, their skills development is very essential; however, most of the Micro and small enterprise suffer from problems, including lack of appropriate skills and capabilities to make their products and services globally competitive. The smaller the SME's, the more they find it difficult to afford skilled workforce and their competitiveness is severely affected.

Many studies have indicated that in most countries, both developing and industrialized, the incidence of formal training rises with firm size. MSEs, therefore, are more constrained in training than their larger enterprises.

Poor access to finance is the number one constraint cited by employers in offering training to their workers. Other important constraints included poor information on training needs, and the perception that existing worker skills and informal on-the-job training provided by supervisors and co-workers was more than adequate (Yoseph, 2010).

In the Philippines country report (2009), therefore, the government and the education and training institutions, both public and private, remain to be the major providers of the skilled manpower requirements of the MSEs, the industry and the economy, in general.

Accordingly, Ethiopian Micro and Small Enterprise strategy (FeMSE, 2011) identified the following main challenges.

- Challenges related to finance supply
- Challenges related Production and sales cluster development
- Challenges related Industrial extension service
- Challenges related Human Resource Development
- Challenges related Technological development and growth
- Challenges related Market and marketing system

In the some way, Growth and Transformation Plan (2010) of Ethiopia, has also given a priority to MSEs development by combating the challenges they face. The GTP put the MSEs development as one of the seven identified growth pillars of the country.

CHAPTER THREE

3. RESEARCH METHODOLOGY

These research methodology deals with research design, sample population and sampling technique (participants of the research), instruments used for data collection, procedure of data and data analysis methods.

3.1. Research Design

The purpose of the research was to assess and investigate public technical and vocational education and training contribution to strengthen MSEs and identify the major challenges; the degree of supports that the MSEs got from the TVET institutions and assess the common targets of TVET and MSE in terms of economic empowerments of its operators, particularly in three selected Woredas of Addis Ketema Sub-City of Addis Ababa City Administration. Then, to conduct such research, the researcher adopted descriptive research design.

As Singh (2006) noted that descriptive research concerned with the present and attempts to determine the current status of the program under investigation. It is concerned with conditions or relationships that exist, opinions that are evident. It tries to find answer to questions through the analysis of variable relationships in terms of identifying those factors that seems to be associated with certain occurrence, outcomes, conditions or type of behavior. Thus, descriptive research is for the most part concerned with the present, although it often considers past events and influences as they relate to current conditions. In this study, the researcher used quantitative and qualitative research techniques to gather numerical data, data in words and concepts to use statistical analysis to arrive at meaningful conclusions.

Employing both qualitative and quantitative techniques brings a further perspective to the research questions. As Punch (2005) contends, qualitative techniques allow in determining the attitudes, behaviors', and perspectives of the research subjects while quantitative

techniques help in understanding the environment of the study. When combined, the methods can present a clear picture and may offer clear answers to the research questions. Similarly, the researcher addresses the quantitative methods to describe record, analyze and interpret conditions that exist. While, qualitative technique used for systematic procedures to discover non quantifiable relationships between existing variables.

3.2. Source of data

The researcher obtained data from primary and secondary sources. The primary data were collected from administrators, TVET trainers, operators from MSEs Sectors using different data collection instruments for the reason that they can provide relevant information to understand the problem under study; while the secondary data were collected from relevant books, professional journals, web site, guidelines etc.

3.3. Population, the sample and sampling techniques

1. Population

In Addis Ketema Sub-City, there are 3 TVET institutes. The researcher selected three of them (General Winget TVET College, Hidase TVET College and Higher 7 TVET College) because these TVET institutes provides training for the whole woredas of MSE operators found in the Sub-City. Regarding MSEs operators, there are 10 woredas, out of these woredas the researcher selected three of them to make the study manageable.

In the three TVET institutes there are 352 trainers. Among them, the researcher took 20% sample respondents randomly, which amounts to 70 respondents. There are four MSEs administrators in the study area, including Sub-City MSE administrator and the researcher took all of them for interviews. In the same way, there are 7 TVET administrators in the three TVET institutes and all of them were taken for interviews. Concerning MSEs operators, there are 1892 MSEs operators in the study area. The researcher selected 189

(10%) of them using simple random sampling techniques from the five stratum proportionally.

In general, 259 questionnaires were distributed, but 243 (93.82%) were filled and returned back. Among the respondents who filled and returned the questionnaires, 177 (93.65%) were MSEs operators and 66 (94.29%) were TVET trainers. Another, seven administrators, from the TVET institutes and four administrators from MSEs operators participated in the study through interviews. A total of 254 respondents participated including the higher officials and their parentage share were listed on the following table.

Table 1: Type and sample respondents, and distributed questionnaire

No	Types of respondents		Sample population	Questionnaires distributed	Questionnaire returned
1	MSEs operators from the five sectors	Construction	466	47	43
		Trade	382	38	35
		Manufacturing	905	91	86
		Urban agricultures	35	4	4
		Services	103	10	9
Total			1891	189	177
2	TVET trainers			70	66
Sub-total			1961	259	243
The interviewees					
				Expected participant	Actual participant
3	MSE administrators			4	4
4	TVET deans			7	7
Sub-Total				11	11
Totals				270	254

2. sample and sampling techniques

The researcher used different sampling techniques while selecting the respondents. Simple random sampling technique was applied when data was collected from TVET trainers and to select the three woredas. The researcher choose these techniques because this types of sampling techniques is unbiased and give equal chances for the trainers in the institutes as well as for the woredas which are found in the sub-city.

The researcher used stratified sampling techniques to collect data from the heterogeneous groups of MSE operators, the business types were taken as strata. First, the MSE operators were stratified on the five major sectors (construction, manufacturing, services, trade and urban agriculture). These strata help to give equal chances for each groups, then MSEs operators were selected from the five major business types (strata) using simple random sampling techniques.

The deans of the TVET institutes and MSE administrators at the Sub-City and the Woreda level were selected using purposive sampling technique because the researcher believed that they knew the condition better than other staff members because of their close contacts with the study area.

3.4. Instruments for data collection

The researcher employed triple instruments to collect data for the study. These are questionnaires, interviews, observation.

3.4.1. Questionnaire

According to Zikmund (2003), questionnaires are a simple yet effective research tool. They are cost effective and reduce distortions in data resulting from any ‘interviewer biases introduced during the interview process. Since the research aimed to discover deeply held personal attitudes and beliefs, some of which may be sensitive in nature, the anonymous nature of the questionnaire allows respondents to express their inner beliefs, attitudes, and perceptions freely. The researcher used questionnaire as the main data collection

instrument and depend on the respondents characters, the researcher prepared questionnaires for trainers of technical and vocational education and training institution and for Micro and small enterprises operators (MSEs).

The questionnaires included both open-ended and closed-ended questions to determine the context of the research by asking general questions like age, gender, occupation etc. Multiple choice questions were employed with Likert scales so respondents could indicate the 'intensity' of their attitude towards each aspect of their job and the Likert scale range from 'Strongly Agree' to 'Strongly Disagree'.

This gave respondents the ability to make fine distinctions between attitudes (Dundas, 2004). The questionnaire was structured so that general information was sought first before moving to questions that probed deeper aspects of the TVET contribution to strengthening MSEs.

3.4.2. Interview

Interview is the primary data collection instrument that allows strengthening the data collected by questionnaire. Properly constructed and conducted interviews are practical methods of data collection concerning participants' reactions, insights, and interpretations of relevant situations (Punch, 2005). They can be a versatile and successful method of obtaining specific information and insight relevant to a workplace. Similarly, interviews has been more preferred to other methods in order to obtain deep information on issues that how the TVET support MSEs operators to strengthen their capacity to increase their productivity and allowing to provide quality products to their customers. And the interviews conducted with experienced personnel who have deep knowledge in the area using semi-structured interviews. The interviewees were conducted with deans of TVET institutes, head of Sub-City and woreda MSEs Offices. The interviews lasted between 10 minutes and 30 minutes, and were conducted consecutively within each respondent in their own organization.

3.4.3. Observation

Regarding observation, it is important instrument to capture the real meaning of what is being observed in order to take the judgment how the cooperation of Public TVET and MSE in the sub city takes place. As it stated by Korthari, the observation help to observe activities accurately done and what is currently happening (Korthari C.R, 2004:96). It helped the researcher to get information in the area of linkages between TVET and MSE, the availability of training materials, assess methods of training conducted to MSEs operators. Similarly, the researcher observed the practical training activities provided to the MSE members in Hidase TVET and General Winget TVET institutes guided by the checklists.

3.5. Procedure of data collection

Data gathering instrument used in the study were drafted on the bases of review of literature and the intended data to be collected. Questionnaires were prepared in English, and translated to Amharic for MSE operators to clarify and ease respondents understanding. Instruments were administered with the necessary explanation on their objectives by the researcher.

3.6. Method of data Analysis

In order to analyze the contribution of public technical and Vocational education to strengthening micro and small enterprises, both qualitative and quantitative methods were employed. Quantitative data generated through questionnaires were analyzed using SPSS (Statistics Package for Social Science) software version 20. Using this software, the researcher utilized mean, percentages, and tabulation to facilitate meaningful analysis and interpretation of research findings. The data obtained through open ended items and in the questionnaires, interviews and observation were analyzed qualitatively, which was used to strengthen the analyzed result obtained through statistical analysis. Finally, after data were analysed by employing appropriate statistics were methods, findings were summarized, concluded and recommendation were made.

CHAPTER FOUR

4. DATA ANALYSIS AND RESULTS

This chapter of the study deals with analysis and interpretation of the data collected through various data collection techniques to reveal the real nature of the TVET contribution to strengthen micro and small enterprises in three selected Woredas of Addis Ketema Sub-City. For this study the researcher prepared two categories of questionnaires for MSEs operators in three selected Woredas and for trainers in three public TVET institutes. Similarly, interview questions for MSE heads/principals at Sub-City and Woreda level, and College deans to collect relevant information which strengthen the data collected from MSEs operators and TVET trainers. In addition to this the researcher prepared observation checklist to know the way and degree of training provided to MSE operators through TVET institutes.

In order to collect information, the researcher distributed 259 questionnaires; of which 243 (93.82%) were filled and returned. From the total of 70 questionnaires distributed to the TVET trainers, 66 of them were returned; which covers (94.29%). Similarly, out of 189 questionnaires distributed to the MSEs operators in three selected Woredas of Addis Ketema Sub-City, 177 of them were filled and returned; which accounts (93.65%).

Finally, interpretations and analysis of collected data were made based on the basic questions raised under the statement of the problem using SPSS software of version 20 only to simplify the calculation of percentage and mean and for tabulation. But the researcher was not used further application of SPSS soft ware for the study.

4.1. General characteristics of the respondents

Table 2 shows the general characteristics of the respondents in terms of sex, age, and education background and service years of the respondents.

Table 2. The general characteristics of respondents

No	Characteristics	MSE operators		Trainers	
		Frequency	%	Frequency	%
1	Sex				
	Male	96	55	54	82
	female	81	45	12	18
	Total	177	100	66	100
2	Age				
	18-29	113	64	54	82
	30-40	49	28	6	9
	above 40	15	8	6	9
	Total	177	100	66	100
3	Education qualification				
	Grade 1-4	1	1	0	0
	Grade 5-8	56	32	0	0
	Grade 10/12 complete	57	32	0	0
	10+1/10+2	38	21	6	9
	10+3/Diploma	23	13	12	18
	BA/BSC	2	1	48	73
	Total	177	100	66	100
4	Service years				
	Less than 3 years	0	0	36	55
	3-5 years	0	0	24	36
	6-10 years	0	0	6	9
	More than 10 years	0	0	0	0
	Total	0	0	66	100

As stated on item 1 of table 2, the majority of TVET trainers' respondents were male. Moreover, the sex ratio of the respondents in the MSEs operators shows almost similar trend. As the information stated on item 1, in the MSEs operators gap of sex ratio is not that much pronounced, there is a clear indication that there still exists a 5% gap between the two genders that shall be closed in some way. However, male predominance is observed in TVET trainers composed of 54(82%) males and 12(18%) females. There are no great changes on involvements of females in MSEs business when compared with males. But gender mainstreaming initiatives is essential to promote the participation of females as trainers.

Item 2 of table 2 shows the age groups of the respondents. About 113 MSEs operators (64%) falls in between 18-29 age groups, followed by 30-40(28%) age groups, while the age above 40 years accounts for 15(8%). Similarly, 56 TVET trainers (85%) falls under the age groups 21-29, while that of 30-40 age groups covers 5(8%). Trainers above 40 years constitutes 4(6%) of the total population. As stated on table 1, the highest percentages of MSEs operators falls under the age of 18-29 years. This age group's category under the age groups of youth and they considered as they have the ability to understand everything simply and try to test everything, have initiative and internal fillings to do everything with their own interest. But, they are not matured, haven't the management skill. So they require training, guidance and counseling to capacitate their potential to be more productive within their profession.

With regard to educational level, as stated on item 3 of table 2, about 57(32%) MSEs operators educational qualification are grade 10/12 completed which followed by grade 5-8 complete that form 56 people (32%). The remaining (21%), (13%), (1%) and (1%) are 10+1/10+2 completed, college diploma (10+3), BA/BSC and above, and grade 1-4 respectively. Similarly, as indicated under item 3 of table 2, about 48 trainers (72.73%) are BA/BSC degree and above, 12 respondents (18%) trainers are diploma holder while another 6 respondents (9%) in their qualification less than diploma.

From the above observation TVET institutions still have many unqualified trainers teaching with minimum qualification; this has negative effects on the quality of training.

A total of around 16 trainers (27%) educational qualification in the three TVET institutes falls below the first degree holder. Regarding the MSEs operators, around 33% of the respondents educational qualification falls below second cycle primary education. Then, this indicates that they require training and support to make them more productive.

Regarding TVET trainers work experiences, 36 TVET trainers (55%) had less than three years of teaching experience. Another 24 respondents (36%) and 6 others (9%) have teaching experiences ranging between 3-5 and 6-10 years respectively. However, there is no TVET trainer who has work experiences of more than 10 years teaching experience, thus the majority of trainers have inadequate teaching experiences. They need continuous training and capacity building to fill their skill gaps.

Table 3. The marital status and family size of the MSE operators

No	Item	Number of respondents	% share
1	Marital status		
	Married	74	42
	Single	84	47
	Divorced	13	8
	Widowed	6	3
Total		177	100.0
2	Family size		
	1	65	37
	2-3	61	34
	4-5	40	23
	above 5	11	6
Total		177	100.0

With regard to the marital status, about 84 MSEs operators (47%) are single , while married respondents covers 74 which constitutes (42%) of the total sample. The remaining 13(7%) and 6(3%) of the respondents are divorced and widowed, respectively.

From this observation, marital status has no effect on memberships of MSEs and to run different types of businesses.

Concerning family size, about 65 respondents (37%) in MSEs have 1 family size; followed by 2-3 family sizes covers 61(34%). The rest respondents have an average of 4-5 and above 5 family size which covers 40(23%) and 11(6%), respectively. As it is known that, MSEs helps an individual to develop their income and used to cover their house hold expenditures. Similarly, as stated on table 3, 112 respondents (64%) in MSEs have more than 2 family sizes. This indicates that MSE business helps an individual's in order to cover their household expense demands.

Table 4 Previous and current work activities of the MSE operators

No	Frequency and percentage distribution		
	Items	Frequency	Valid Percent
1	In what business type did you participate before joining in the MSE		
	Daily laborers	7	4
	Merchants	18	10
	Unemployed	71	40
	Student	41	23
	private business	15	9
	house wife	25	14
	Total	177	100.00
2	In what business category the MSE operators currently involved		
	Construction	43	24
	Manufacturing	86	49
	Trade	35	20
	Services	9	5
	urban agriculture	4	2
	Total	177	100

Knowing past experience of business enterprises helps to identify the operators who require training and support by the concerning government bodies.

As stated on item 1 of table 4, about 71 respondents (40%) in the MSEs are unemployed before joining the MSEs, followed students which covers 41(23%) of the total respondents. The rest respondents covering 24(14%), 18(10%), 15(8%) and 7(4%) of the total were working as house wife, trade sectors, private business and daily laborers, respectively.

From this observation the researcher proved as MSEs are the most important program in creating job opportunity for unemployed as well as students who quit their classes at different grade levels and for graduate. MSEs primarily benefited the poor unemployed and students by creating job opportunities to get access to income to cover their family expense. Besides, MSE program helps in adjusting income distribution in the economy.

Similarly, as shown on item 1 of table 4, the majority of MSE operators had no previous work experiences. This indicates that most operators in MSEs lack business experiences. Therefore, the successive training and supports should be given for operators both during the beginning and operation to build their capacities.

Regarding the current business, majority of the respondents in MSEs are participating in manufacturing sector. This sector hosts 86(49%) of the total respondents, followed by the construction sector that hosts 43(24%) of the respondents while, the trade sector includes 35 respondents (20%). The rest statistically covers 9(5%) and 4(2%) working in trade, service, and urban agriculture sectors, respectively. According to Ethiopian governments Growth and Transformation Plan (2003-2007 E.C), high emphasis was given to all sectors of MSEs in general and manufacturing sector in particular. Because, the manufacturing sector contributes a lot in import substitution and export promotion strategy. In addition to this, the manufacturing sector helps as an instrument in absorbing the large number of unemployed through creating lot of job opportunity.

4.2. Assessing the supports provided by the TVET institutes to the MSE operators.

The quality and productivity improvements of the MSEs operators are the means to growth and developments. This can be achieved by capacitating the skills of the operators on their specialization. Skill development training for the MSE operators were takes place by the TVET institutes. Then, the responses on degree of supports are seen on the following table below.

Table 5: The MSE operators' enrolment in the training

No	Items	Frequency of respondents					
		TVET trainers		MSE operators		Total	
		No.	%	No	%	No	%
1	How the MSE operators training conducted in the TVET institutes?						
	Based on the choice of the TVET institutes	42	64	34	19	76	31
	Based on the choice of MSE offices	24	36	87	49	111	46
	Based on the choice of MSE operators	0	0	56	32	56	23
	Total	66	100	177	100	243	100
2	Do you believe that the training provided by the TVET based on their interest and skill gaps?						
	Yes	60	91	56	32	116	48
	No	6	9	121	68	127	52
	Total	66	100	177	100	243	100
3	Do you believe that the training needs assessment on MSE operators was fully conducted before the training?						
	Yes	30	46	69	39	99	41
	No	36	54	108	61	144	59
	Total	66	100	177	100	243	100
4	If your answer for question No 8 is "No", what are the major reasons?						
	Problem of MSE offices	20	56	54	55	74	55
	Problem of TVET institutes	12	33	28	29	40	30
	Lack of assigned expert who identify this in the MSEs office	4	11	7	7	11	8
	Problem of the government	0	0	9	9	9	7
	Others	0	0		0	0	0
	Total	36	100	98	100	134	100

As described on item 1 of table 5, the respondents were asked to answer for question raised in relation to the ways of providing training to the MSE operators. Accordingly, 42 TVET trainers (64%) answered that the training was provided to the MSE operators based on the choices of TVET institutes and 24(36%) of trainers answered that the training provided to the MSE operators based on the choice of MSEs operators. Similarly, 87 respondents (46%) of MSEs operators answered that the training was provided to them based on the choice of MSE offices. The rest respondents of MSE operators which cover 56(32%) and 34(19%) claimed that the training was provided to them based on the choices of MSE operators and TVET institutes, respectively. From this observation the researcher observe that there as are no equal awareness among the MSE operators, TVET institutes and MSE offices on ways of conducting training for MSE operators.

In item 2 of table 5, respondents were also asked to identify whether the training provided to the MSE operators based on their interest or not. In this regard, 60(91%) of the trainers said “YES” and the rest 6(9%) of trainers said “NO”. About 121 of respondents (68%) answered as “NO” while 56(32%) answered “YES” on the same question raised to MSEs operators above. From these responses the researcher concludes that there are two contradicting answers for a similar question by two set of respondents. This implies that it requires better follow up by the concerning bodies to address the gap and to identify where the problem lies.

As can be shown on table 5 of item 3, respondents were asked to see whether training needs assessment was conducted before providing training or not. In this respect 36 of TVET trainers (54%) and 108 MSE operators (56%) responded as “YES”, the rest 30(45%) of TVET trainers and 69(39%) of MSE operators responded “NO” for question raised on whether training need assessment was done or not. From item 3 of table 5, the researcher observed that a large number of the respondents stressed that the training needs assessment were conducted. Then conducting training need assessment help to identify training interest of MSEs operators and help to know the skill gaps seen on MSEs operators.

Regarding item 4 of table 5, respondents were asked to answer the reason why training needs assessment was not conducted. Accordingly, 20 of TVET trainers (56%) and 54 of MSE operators (55%) attributed the problem to the MSE offices. Followed 40(29%) attributed the problem to the TVET institutes while the rest respondents covered 11(8%) and 9(7%) attributed to lack of assigned focal person who identify this from MSE offices and problem of the government, respectively. Concerning the above questions, the interviewees' respondents asked about the cooperation of TVET and MSEs in doing together. Based on the questions, the interviewees answered that there were no continuous and fixed interacting between the TVET and MSE officials to discuss about the challenges and performance of MSEs.

Table 6: Performance and attitudes of respondents towards training.

No	Item	Frequency of Respondents			
		TVET trainers		MSE operators	
		No	%	No	%
1	Interest of trainees in the training				
	Very high	-	-	12	7
	High	-	-	31	17
	Medium	-	-	79	45
	Low	-	-	34	19
	Very low	-	-	21	12
Total				177	100
2	If trainees' interest is below very high and high, what was accounted to the problem?				
	Their academic problems	-	-	18	13
	Awareness problems on the significance of training	-	-	109	81
	Trainers methods of teaching	-	-	5	4
	Family problem	-	-	2	2
	Others	-	-	0	0
Total		42	100	134	100
3	How do you judge the performance of MSEs operators in the training?				
	Very high	9	14	-	-
	High	24	36	-	-
	Medium	18	27	-	-
	Low	15	23	-	-
	Very low	0	0	-	-
Total		66	100		
4	Do you believe that the MSE operators who took training will apply practically on their own business				
	Yes	58	88	97	55
	No	8	12	80	45
Total		66	100	177	100

As stated in item 1 of table 6, 79 MSE operators (45%) respondents claimed that they have modest interest on the training they were taken from TVET institutes. Regarding item 2 of table 6, about 109 of MSE operators (82%) claimed lack of awareness problems as the main cause for their lack of interest in the training.

From this, the researcher observed as MSEs operators require continuous support in the area of awareness creation by the concerning government organs to know and accept the importance of training.

As item 3 of table 6, the TVET trainers were asked about the performances of MSE operators in the training. Accordingly, 24 of the respondents (36%) claimed high. Followed 18 respondents (27%) claimed as the modest while rest response covers 15(23%) and 9(14%) shows low and very high, respectively. From this the researcher observed as on average the MSE operators carefully attended the training given by the TVET institutes and they scored medium performance in attending training.

Similarly, item 4 of table 6 indicate the question whether the MSE operators utilize the skills and knowledge got from TVET institutes to their business or not. Regarding this, 58 TVET trainers (88%) claimed that they get enough knowledge to effectively run their business. Only 8(12%) of trainers believed that they may not apply their training effectively to run their business for which answered “NO”. Among 177 MSE operators, 97 MSEs operators (55%) answered “YES” while another 80 respondents (45%) of MSE operators answered “NO”. From this the researcher assumes that continuous support and follow up is required from the MSEs operators after the completion of the training to properly utilize the skills and knowledge they got.

Table 7: Training supports provided to the MSE operators by the TVET institutes

No	Items	Frequency of MSE operators response									
		Strongly agree		Agree		Disagree		Strongly disagree		Total	Mean
		No	%	No	%	No	%	No	%		
1	I have got orientation before starting my business	36	20	81	46	41	24	18	10	177	1.68
2	I have got entrepreneurship training	22	12	95	54	49	28	11	6	177	2.72
3	I have got marketing training	14	8	90	51	54	31	19	10	177	2.56
	I have got way of planning and financial report preparation training	14		79	45	61	34	23	13	177	2.47
5	I have got machine maintenance training	11	6	84	48	64	36	18	10	177	2.50
6	I have got customer service training	2	1	83	47	72	41	20	11	177	2.38
7	I have got skill development training	15	9	116	66	40	22	6	3	177	2.79
8	I have got machine maintenance services	1	1	57	32	91	51	28	15	177	2.2
Average mean											2.44

To assess impact of training contribution to strengthening micro and small enterprises, data was gathered from respondents using likert scale. The expected average mean value for this study was 2.5; which shows the average mean value of the respondents. Even if TVETs are not expected to tackle all constraints that MSEs operators faced, there are some supports that can be taken as a responsibilities of TVET institutes. TVETs are training centers; which are expected to equip trainees with the necessary skills, knowledge and attitudes through formal, informal or non formal basis. Then, as stated on table 7 the researcher tried to assess whether TVETs are providing effective and productive training to the Micro and Small Enterprises or not.

Training provided to the MSE operators enables them to create their own businesses rather than seeking employment in any organization and increase their business productivity. In order to strengthen such trends, TVETs are providing training to the MSE operators who participated in different businesses. Even though this is the case, MSEs do not agree with the provision of training provided to them. This is well indicated in the assessed average mean value of 2.44 of the table 7. Similarly, respondents disagree about the needs for orientation before starting their business, planning and financial report and customer service training. That is MSE operators are reluctant to the supports that the TVET institutions could give them as well indicated in the mean values (1.68) and (2.47) and (2.38), respectively as stated in table 7.

The minor exception to this rule is observed in the case of machine maintenance and technical skill trainings that MSEs operators seem to better as table 7 portrays it very well. TVET centers are supposed to support MSEs operators in developing the skills of maintaining machines when they faced problems and providing marketing training skills to the operators. As clearly stated in the table 7 above, machine maintenance training and marketing trainings are given to the MSEs through TVET institutes. The mean values of them shown as (2.56) and (2.5) and this mean value shows above expected average mean values. However, the degree of respondents' agreement is weak.

So far, the overall supports given to MSEs operators by TVET institutes are below average as the grand mean (2.44) shows in the table 7. According to the data collected through interviews, indicate that TVET institutions provide maintenance services and different types of training to build the potentials of MSE operators. However, the degrees of supports provided to them are not satisfactory and requires further works to strengthen their linkages.

Item 8 of table 7, respondents of MSE asked to state the degree of supports provided by the TVET institutes in terms of machine maintenance services. Regarding this, 91 respondents (51.41%) answered as they disagree about the machine maintenance services provided by the TVET institutes. 57 of the respondents (32.2%) responded agree, 28 of them (15.82%)

strongly disagree while only 1 respondents strongly agree. The mean of the respondents' covers 2.18 and this value indicate that there is a general disagreement about the supports on machine maintenances services provided to the MSE operators by the TVET institutes. Because of lack of machine maintenance services, some of enterprises were forced to incur extra costs from their working capital and were forced to liquidate their businesses.

Table 8: Training related supports provided by the TVET institutes to the MSE operators.

No	Items	Frequency of TVET trainers response									
		Strongly agree		Agree		Disagree		Strongly disagree		Total	Mean
		No	%	No	%	No	%	No	%		
1	The training is essential to strengthening MSE operators	12	18	48	73	6	9	0	0	66	3.09
2	The training contain adequate theoretical and practical lessons within a given schedule	14	21	31	47	16	24	5	8	66	2.91
3	The MSEs operators are satisfied with the training	0	0	54	82	12	18	0	0	66	2.82

The researcher asked the TVET trainers to know their attitudes towards future relevance of the training to strengthening MSE operators. Concerning this, 12 respondents (18%) strongly agree while the rest, 48(73%) and 6(9%) respondents answered as agree and disagree respectively. This translates to the mean values of 3.09. This intern indicates that TVET trainers are aware the MSE program and the training which helped them to build their potentials.

Concerning item 2 of table 9, respondents were asked to state their degree of agreement about the training provided to the MSE operators in terms of theoretical and practical application. Theoretical training, supported by practice makes the training more effectives.

That is 14 respondents (21%) strongly agree that the theoretical training should be support by practice. Another 31 respondents (47%) agree the theoretical training provided to the MSE operators should be complemented by practice. While 16 respondents (24%) and 5 respondents (8%) answered as disagree and strongly disagree respectively that theoretical training should not supported practice.

Question was raised for TVET trainers to check the level of their satisfaction with MSE operators following the training under item 3. Out of total respondents 54(82%) trainers answered that they are satisfied with the progress of MSE operators in the training. The rest 12 respondents (18%) answered as their trainees/MSE operators were not satisfied by the training they were given to them.

Table 9: Services provided by TVET institutes to the MSE operators

No	Items	Frequency of TVET trainers response									
		Strongly agree		Agree		Disagree		Strongly disagree		Total	Mean
		No	%	No	%	No	%	No	%		
1	Lack of adequate machines in the training workshops	6	9	36	55	24	36	0	0	66	2.73
2	Lack of skills to operates machines while giving practical training	21	32	15	23	18	27	12	18	66	2.64
3	Difficulty of properly maintaining faulty machines in the training	12	18	30	45	18	27	6	9	66	2.73
4	I Didn't take sufficient maintenance course and the manuals do not usually give me clear information.	12	18	36	55	12	18	6	9	66	2.82

As item 1 of table 10, the researcher asked the TVET trainers about lack of adequacy of training machine in the training workshops. Regarding these 36 respondents (55%) that agreed about lack of adequacy of training machines and equipments. Another groups of 24 respondents (36%) reflected their opinion that they disagree and the rest 6(9%) have strongly agreed. This was reflected in the mean values of 2.73 which indicate that the

average of respondents agree that there are no adequate machines and training equipments in the training workshops.

Item 2 of table 10, stated that instructors were asked about the existence of problems to properly operate machines while giving practical training. About 21 respondents (32%) reflected their opinion that they strongly agree. Another 15 respondents (23%) reflected their opinion that they agree. While 18 respondents (27%) reflected their opinion as they disagree about the issues raised on item 2 of table 10. The rest 12 respondents (18%) answered that they strongly disagree on the issue. The mean value of the existence of difficulty in operating training machineries shows 2.64. Then, from the mean values trainers/instructors agree as they faced difficulty of properly operating the machineries in training workshops. So, the trainers/instructors require skills gaps training and need to train instructors when new model machines comes.

As can be seen on item 3 of table 10, the researcher raised a question whether or not the instructors have the skills of maintaining fault machines in the training process. Then, 30 respondents (55%) agree about the issue. While another 12 trainers (18%) reflect their opinion that they strongly agree about the issues. The rest 18 respondents (27%) express their opinion that they strongly disagree about the issues. Similarly, a total of 42 respondents (72%) who have opinion of strongly agree and agree confirming their agreements to insufficiency of skills to properly maintain faulty machines. The mean values (2.73) of the response indicates that an average the respondents agreed that instructors faced difficulties in maintaining faulty machines.

Similarly, under item 4 of table 10, the respondents expressed that they do not take sufficient maintenance courses. The 2.82 mean values of the respondents' confirm the agreements about the issues. From this observation the average respondents expressed their concerns about maintenance training.

Table 10: Skill development related training and industry extension services provided by the TVET institutes to the MSE operators

No	Items	Frequency of TVET trainers response									
		Strongly agree		Agree		Disagree		Strongly disagree		Total	Mean
		No	%	No	%	No	%	No	%		
1	Relevance and technological up-to-dateness of the machines and equipment for skills training purposes.	12	18	30	46	12	18	12	18	66	2.64
2	TVET prepared training modules and manuals for MSE operators	6	9	48	73	12	18	0	0	66	2.91
3	Focal person assigned to run industry extension activities	24	36	36	55	6	9	0	0	66	3.27
4	The services provided to the MSE would be based on the study/ research in order to keep the quality and effectiveness	3	5	13	20	41	62	9	14	66	2.64

Item 1 of table 11 indicates that the trainers were asked to express their opinion on relevance and technological up-to-dateness of the machines and equipment for practical training. Accordingly, 30(45%),12(18%), 17(26%) and 7(10%) respondents of TVET trainers responses stated as agree, strongly agree, disagree and strongly disagree respectively. The mean values of the responses are 2.64. These indicate that the overall agreements about the existences of relevant and modern machineries and training equipments in the TVET institutes for practical training. But the degree of agreement shows modest.

The effectiveness of training depends on methods of training, training equipments and machineries used for the training, and training environment. Modules and manuals are the types of training materials used to conduct effective training. A properly prepared training modules and manuals helps the trainees to understand the training effectively. Concerning this, respondents of TVET trainers asked on item 3 of table 11 whether TVET prepared training modules and manuals or not.

About 46 respondents (70%) agreed that the training modules and manuals were prepared by training institutes. The rest respondents opinion differed; about 7(10%) and 13(20%) respondents responded as strongly agree, and disagree, respectively. The mean values of the respondents' response accounts for 2.91, which suggests that the average respondents agreed about the concerned issues.

On item 4 of table 11, respondents were asked about the existence of assigned focal persons who facilitate the industry extension services within the TVET or not. Regarding this, the response of TVET instructors covers 24(36%), 36(55%) and 6(9%) as strongly agree, agree and disagree, respectively. This accounts for mean values of 3.27 which shows that the majority of the respondents agree about the concerned issues.

The writers also prove the issue through interviews where the three Public TVET institutes in the research area has assigned focal person who facilitates the industry extension program.

The last item of table 11 concerned whether the services provided to the MSE would be take place supported by research or not. Then, 3(5%), 13(20%), 41(62%) and 9(13%) of the respondents answered as strongly agree, agree, disagree, and strongly disagree. The mean values of the response are 2.64 which indicate the existence of overall agreements. However, the degree of agreement about the issue indicates a lower range.

4.3. Economic impacts of TVET and MSEs on Micro and small enterprises operators

The major objective of the study was to assess the impact of TVET contribution to strengthening MSEs. Then, the strengthening of MSEs leads to improving the income of their operators; which helped for the change in the livelihoods income of the operators. The improvements in operators' income and their living standards were assessed based on the actual data collected. Accordingly, on these, respondents were asked whether they were developing their income level to cover their household expenses.

Table 11: The rate of MSE operators income levels

No	Items	Frequency	% share
1	How did you rate your income level for the last 12 months		
	Increased	87	49
	Decreased	15	8
	The same	35	20
	Not known	40	23
	Total	177	100

As stated on table 12, MSE operators were asked to state the status of their income level. Then, almost half of the respondents answered that their income level got from the enterprises is increasing. Which covers 87(49%) of the total respondents. Other indicate that their income level is ‘not known,’ ‘the same’ and ‘decreasing’ which covers 40(23%), 35(20%) and 15(8%) of respondents respectively. This response indicates that almost half of the MSE operators’ monthly income shows rising. But the other 51% of the respondents answered as they don’t show an increment in their business. This response indicates as they are at risk. Then, to protect them from failure as well as to identify their root cause in order to take corrective measure continuous support and follow up should be essential by MSE offices and other concerning bodies like Ministry of Urban Development and construction.

Table 12: Status of MSEs operators in terms of income and expenditures

No	Items	Frequency	% share
1	How much money spent on house hold expenses		
	Below 600	19	11
	601-1000	26	15
	1001-1500	43	24
	1501-2000	22	12
	2001-2500	49	27
	above 2500	19	11
	Total	177	100
2	Did you experience an improvement on fulfilling your house hold equipments after joining this business?		
	Yes	150	85
	No	27	15
	Total	177	100
3	Does your monthly income from this business sufficiently meet your basic family expenses		
	Yes	124	70
	No	53	30
	Total	177	100
4	If your answer for the above question is No, how do you cover your extra expenses		
	from family support	13	32
	from abroad (remittance)	3	7
	from per time works	25	61
	Total	41	100

Regarding amount of money spent for house hold expenses, MSEs operators were asked to respond the amount of money they spent on monthly expenses. As stated on table 13, 49 respondents (27%) of MSEs operators monthly expenses fall between 2000-2500 birr. Another 43 respondents (24%) monthly expense covers 1001-1500 birr. While the rest respondents response about their monthly expense statistically cover (14.6%), 22(12.4%), 19(10.7%) and 19(10.7%) expressed as 601-1000 birr, 1500-2000 birr, above 2500 birr and below 600 birr, respectively. as stated on table 12 the majority of the MSEs operators monthly income were above 600 birr; hence the majority of them living above poverty line. According to World Bank and IMF standards, individuals whose daily incomes below one dollar, indicate as they live under absolute poverty line. Therefore, a total of 89% of the respondents live above absolute poverty line. So, it can be concluded that the MSE program leads to the change in social welfare.

Similarly, the MSEs operators were asked to respond about improvements on fulfilling their house hold equipments. As stated on the table 13, 85% of the MSEs operators responded that there were improvements in meeting their house hold equipments. On the other hand only 15% of the respondents felt that there were no improvements in fulfilling their house hold equipments.

Regarding their household expenses, MSEs operators were asked to indicate whether their served them to cover their house hold expenses sufficiently. In response, 124 respondents (70%) answered “YES” while 53 respondents (30%) replied “NO”. Those respondents who were unable to cover their monthly expense through the income they got from their business required additional income sources. Concerning this question, 60% of the respondents covered their total house hold expense deficits from working par time jobs. The rest respondents cover their expense deficits from family subsidies and remittances accounts for 32% and 3%, respectively.

From this the researcher observe that MSEs stand out as basic avenues to create new job opportunities and reduce dependency ratio of the youth on their family. But it is not equally applicable and efficient on all operators. Then to enhance the effectiveness of MSEs on each business sector and members they require continuous follow up and supports by the concerning government organs.

Table 13: The attitudes of MSE operators towards the contribution of MSEs development program for economic empowerment of their members.

No	Items	Frequency of responses	
		Number MSE operators	% share of the responses
1	How do you see MSEs developmental program contribution for economic empowerment of MSEs members		
	Very high	37	21
	High	58	32
	Modest	64	36
	Low	14	8
	Very low	5	3
Total		177	100.0

The researcher tried to identify the attitudes of the MSE operators about the development programs of MSEs. The respondents were asked to indicate their attitudes towards the development program of MSEs. As shown on table14, a total of 64 respondents (36%) of MSEs operators responded that MSE development program has modest contribution for economic empowerments of their members. While 58 MSEs operators (32%) responded that they agree about MSEs development program has a contribution for economic empowerments of their members.

The rest 14(8%) and 5(3%) respondents reflect their opinion on the contribution of MSEs development program for economic empowerments of their members covers very high and very low, respectively. The above observation indicates that there were considerable differences in the attitudes of MSE operators towards MSEs development programs. As indicated on table 14, total of around 47% of the respondents from the MSE operators perceived MSE development to have modest and low contribution to the livelihoods of its members. But the literature on page 13 stated as MSE has great opportunity to bring about economic empowerments of its operators through creating of productive job opportunity, making forward and backward linkages among MSEs and adopting appropriate technology to increase production and productivities. Based on these idea researcher decided that the operators require further training and continuous support to develop good attitudes and adopt the new technology which can help their production and productivities in order to compete in the market. But, without attitudinal change it is difficult to adopt the new technology and to utilize their full efforts. Similarly, all interviewees both from MSEs office and TVET institutes reflect their opinion that the MSE development program helps to empower the incomes of its operators like through creating job opportunity.

Table 14: Types and magnitude of challenges that MSE Operators faced

Different literatures stated that, successes of business in MSEs are influenced by a number of challenges. Then in this section the researcher examined major challenges related to training and support that hinder the development of MSEs operators.

No	Item	Frequency of respondents		
		Number of MSE operators	% share	Mean
1	Challenges related to capitals			3.17
	very high	31	18.67	
	High	29	17.47	
	Medium	55	33.14	
	Low	39	23.49	
	very low	12	7.23	
	Total	166	100	
2	Production and sales cluster development			3.14
	very high	13	8.38	
	High	48	30.97	
	Medium	54	34.84	
	Low	36	23.23	
	very low	4	2.58	
	Total	155	100	
3	Lack of ethics and business ownership of MSE operators			2.51
	very high	1	0.64	
	High	4	2.56	
	Medium	40	25.81	
	Low	90	57.53	
	very low	21	13.46	
	Total	156	100	
4	challenges related to technological development and lacks of skills			3.54
	very high	36	20.93	
	High	62	36.53	
	Medium	39	22.67	
	Low	29	16.38	
	very low	6	3.49	
	Total	172		
5	challenges related attitude, commitment and readiness for work			2.79
	Very high	0	0	
	High	40	25	
	Medium	59	36.88	
	Low	48	30	
	very low	13	8.12	
	Total	160	100	

As indicated in different literature, entering into a new market is not as such a simple task; there are several obstacles which affect sustainability of their businesses in the markets. In relation to this, respondents were asked to indicate the challenges they faced and to show its magnitudes.

Accordingly, as stated on table 15 of item 1, 55 respondents (33%) answered that they faced modest challenges related to capital. While, 31 respondents (19%) expressed their opinion as they faced the highest challenges related to capital. The rest respondents response covers 29(17%), 39(24%) and 12(7%) shows the challenges related capital as high, low and very low, respectively.

On challenges related to Production and sales cluster development, 54 respondents (35%) of the total respondents believed the challenge was modest. The rest respondents answered their opinion on the challenges related to production and sales cluster development stated as statistically 13(8%), 48(31%), 36(23%) and 4(3%) indicated very high, high, low and very low, respectively.

Regarding the challenges related to lack of ethics and business ownership by the operators, 90 respondents (58%) expressed their opinion that they faced lower challenges . while, 40 respondents (26%) responded as they faced modest challenges on the some issues. The rest respondents opinion statistically expressed as 1(1%), 4(3%), and 21(12%) shows the highest, high, and the lowest, respectively.

To know the degree of challenges pertinent to technological development and growth in the operators' skills, the respondents were asked to show the degree of challenges they faced. Accordingly, 62 respondents (36%) of MSE operators' answered as they faced higher challenges. While 39 respondents (23%) answered that they faced the modest challenges. The rest respondents states their opinion that their response statistically covers 36(21%), 29(16%) and 6(3%) as the highest, lower and the lowest, challenges respectively. Similarly, the respondents in the MSE operators also asked to state the extent of challenges related to attitude, commitment and readiness for work. Then, as stated on table 16 of the last item, 59(37%) of the respondents answered as they faced modest challenges.

While 48 respondents (30%) among the total respondent answered that they faced lower challenges. The rest respondents expressed their opinion on the some issues statistically expressed as 40(25%) and 13(8%) shows high and the lowest, respectively.

From the above observation, the researcher decided that the majority of the respondents highly faced challenges related to technology and skill development, and the total of 58% of the respondents' response strengthen this idea. The data collected through interviews both from MSE administrators and TVET deans confirm the existence of challenges that hinder the development of MSE operators. Similarly as stated on the review of literature on page 23, confirm that the MSE operators faced different challenges like technology and information needed to improve production, difficulties of market and marketing system etc.

In other way, TVET institutes and MSE offices have not regular meeting schedule to discuss about challenges they faced and on the services provide to MSE operators by TVET institutes. Then, from the above discussion the researcher believed that the MSE operators require training and skill development to operate their business effectively and efficiently.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the major findings are summarized; conclusions are drawn based on the findings and viable recommendations are forwarded for the concerned bodies to take corrective measures.

5.1. Summary and findings

The main purpose of the study was to assess the contribution of public TVET institutes to strengthen MSEs in Addis Ketema Sub-City. It was also identifying that how the MSEs operators strengthen their income level to cover the expenses. In addition, it tried to address the challenges that hinder the development of MSEs operators in terms of training and the supports that MSEs operators acquired from TVET institutes.

To conduct this study the researcher took sample of 177 MSE operators engaged in 5 sectors and 66 TVET trainers using stratified, simple random sampling and purposive sampling. In the process of answering the basic questions, questionnaire was designed related to: demographic profiles, characteristics of MSE operators and TVET trainers, the supports given by the TVET institutes to strengthening MSEs operators, the role of MSE and TVET for economic empowerments of operators and the challenges that hinder the development of MSE operators was designed in a closed ended and open ended question. Moreover, interviews were held with top officials of MSEs, TVET agency of the sub-city and TVET institutes administrators. After the data has been collected, it was analyzed using simple statistical techniques (tables and percentages) and descriptive statistics mean using SPSS soft ware of version 20.

Additionally, all possible efforts were made to answer the basic questions by making reviews of related literatures, collecting relevant information through questionnaires, interviews, document analysis and observation.

Based on 243 respondents' response and analysis the major findings obtained are summarized as follows:

1. The participants of female MSEs Operators are approaching similar in number with male and it covers 46%. Whereas, the participation of female trainers in the training institutes covers only 18%. Regarding age categories, the majority of the respondents fall under the age groups of 18-29, this covers 64% and 82% of MSE operators and TVET trainers respectively. Concerning the previous job experiences of the MSEs operators, a total of 63% of the respondents were unemployed and students before joining in MSEs. Regarding family size, 57% of the respondents have a family size of 2-5 members.
2. The study indicates that there are still trainers within the TVET institutes who did not fulfill the minimum requirements of educational qualification as college trainers.
3. The MSEs operators training interest was found to be low and the major cause for this was raised as their awareness problems on the significance of training they are taking. Concerning their training interests, 76% of the respondents answered as they have no interest in the training they are taking.
4. The MSEs operators acquired supports from TVET institutes to sustain their efficiency. Then, the degree of supports covered as: orientation support before starting their business 66.1%, marketing training 59%, planning and financial report preparation training 53%, skill development training 74% and supports on skills of utilizing modern technology 74%. However, regarding supports on entrepreneurship training 66%, machine maintenance training and machine maintenance services 33%, relatively lower and customer service training (6%) indicated the lowest compared with other type of supports.
5. The objectives of MSEs are to create employment opportunity. About 71 of the respondents (40%) of MSEs operators were unemployed. Similarly 41 respondents (23%) of the MSEs were students. Then, this statistics indicate that MSE program play the significant role in reducing unemployment rate.

6. Concerning the improvements of MSE operators' living standard, 158(89.3%) of MSE operators monthly expense covers above 600 birr and this figure indicates that they expend daily above one dollar which shows as they are living above poverty line. Similarly, the MSE program also helps to fulfill house hold equipments. Regarding this 150 respondents (85%) agree that MSE program helps them to fulfill their house hold equipments.
7. TVET trainers are facing different types of challenges while providing trainings to the MSE operators. Among such challenges the existence of inadequate machines and training equipments in the training workshops is the one as expressed by the mean values of ($X=2.73$). The mean values of the rest respondents ($X=2.64$, $X=2.73$, $X=2.82$) shows that trainers have difficulties of skills in properly operating machineries within training workshops and gaps in instructors skills in maintaining faulty machines, respectively.
8. As stated in the analysis and interpretation of data MSE operators faced different types of constraints while taking place their business. Then the challenges are stated as: the mean values of challenges related to capitals, challenges related to production and sales cluster development, constraints regarding lack of ethics and business ownership of MSE operators, challenges related to technological development and lacks of skills and challenges related to attitude, commitment and readiness for work was covered as ($X=3.17$, $X=3.14$, $X= 2.51$, $X= 3.54$ and $X=2.79$), respectively.

5.2. Conclusions

On the basis of the major findings, the researcher it is plausible to conclude that MSEs are rated high in terms of gender mainstreaming. Female's participation in MSEs was found to be high. But it requires great efforts to increase in the share of females instructors into the TVET institutes. Most TVET trainers and MSEs operators are found to belong to the youth age category. Thus, they are very energetic to do any tasks assigned and they demonstrated lower resistance to run businesses. This is a good opportunity for both MSEs and TVET to raise work effectiveness and business predominantly.

Training and development programs help anyone to boost their potentials and efficiencies for any activities. However, in the training institutions a number of instructors are not fulfilling the minimum requirements of qualification, which is first degree. Such existences of unqualified trainers may have negative impacts on the quality of training given to the trainees/MSE operators. Similarly, still there are unqualified technicians within the training institutions to maintain modern machines and equipments, and to properly manipulate the machineries. This has left considerable machines to sit idle, improper utilized or underutilized. But, the cooperation of TVET and MSE institutes to function on the progress of MSEs operators development through training relatively better; but it requires continuous support and follow up from Addis Ketema City Administration to have better linkages among the TVET and MSE to strengthening the productivity of MSEs operators.

According to the finding of the study, both TVET and MSE help for the improvements of MSE operators' living standard. Regarding this majority of the respondents' income get from their business helped to covers their expense and to fulfill their house hold equipments. However, there are still problems which need attention and government intervention to improve the lively hoods of MSE operators' to produce quality product for local and international markets, to have good markets linkages for their products. Similarly MSEs and TVET have pivotal roles for economic empowerments of MSEs operators through creating job opportunity for unemployed and graduated students at any level.

As based on the summary of the findings, even if the TVET institutes support a lot for skill development of MSE operators, their contribution to strengthening MSEs in three selected woredas of Addis Ketema Sub-City was not significant and unable to enrich to the required level; because the majority of MSE operators' respondents were students and unemployed with no strong prior work experiences. Then, they faced different challenges at different levels related to: capitals, skills to operate different machines, and to improve production and productivity and skills gaps for innovating new brand products to compete in the domestic as well as international markets. With the existence of the challenges, it is difficult think about quality and fruitfulness of the MSE operators.

5.3. Recommendations

Based on the conclusion derived from the findings of the data analyzed, the following recommendation are forwarded as possible way of curbing the problems that hinder the strengthening of MSEs operators in terms skill development.

1. To master the skills gain from the training institutes, requires qualified and skilled trainers who can properly manage the training program, provide required guidance in the training process. But, as stated on the findings some of TVET instructors in Addis Ketema sub-city did not fulfill the minimum requirements of at least first degree. From this, the researcher observes that the quality, relevance and effectiveness of training in the TVET institutes are questionable. Therefore, TVET institutes and TVET agency needs to think over in hiring qualified and skill full instructors to provide and maintain quality trainings. In addition to this, the TVET institutes should facilitate leaning opportunity for the trainers who did not fulfill minimum requirements to teach college level.
2. The development of MSEs plays great roles in national development in general and economic empowerments of its operators in particular. But, as stated on the findings in Addis ketema Sub-City, some of MSE operators did not get enough training from the TVET institutes. Therefore, to enhance their activities and to achieve national objectives, the concerning bodies should arrange training program.
3. MSE operators lack equal awareness problems regarding the importance of trainings between the MSEs operators. And as indicated in the findings majority of the respondents in the MSEs operators lacked interest for the training give by the TVET institutes. This makes difficulty for the micro and small enterprises to achieve its goal. Therefore, MSEs operators require successive and continuous awareness creation program by the MSE offices and other concerning bodies. The program helps to have good attitudes regarding training and to know how the development of MSE achieved.
4. A total of 63% of the respondents of MSEs operators were have no previous work experiences as indicated in the findings and did not attend any kind of training

programs. Therefore, successive training for such group seems mandatory and identifying the types of training required, continuous support and follow up and guidance and counseling are expected from MSE office and TVET institutes to capacitate the productivity of MSE operators.

5. As indicated in the summary finding, it is believed that the TVET trainers were facing inadequate machines and training equipments in the training workshops while conducting practical training. In a single machine a number of trainers were practicing. Then, in this situation it is difficult to capacitate the trainees. So, the Federal TVET Agency, Addis Ababa TVET Agency, Sub-City TVET Agency and other concerned government organs with cooperation of nongovernmental organization who are working with TVET program like GTZ must fulfill the necessary equipments and training material.
6. As presented in the finding of the study, MSE operators faced challenges related to capitals, to production and sales cluster development, lack of ethics and business ownership of MSE operators, technological development and lacks of skills, attitude, commitment and readiness for work. Then, to overcome such challenges it is suggested to concerned bodies should facilitate training and orientation to have commitment on their work and positive attitudes towards the development program. And also medium and large industries as well as TVET institutes should provide trainings for updated technologies utilization to increase production and productivity of MSEs business.

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APPENDIX A
ADDIS ABABA UNIVERSITY
DEPARTMENT OF BUSINESS EDUCATION
GRADUATE PROGRAM IN MANAGEMENT OF VOCATIONAL EDUCATION
Questionnaires designed for MSEs operators

This questionnaire is designed to investigate “The impact of Public Technical and Vocational Education towards strengthening Micro and Small Enterprises in Addis Ketema sub-City of Addis Ababa City Administration.”

The main purpose of this questionnaire is to collect relevant and appropriate data on the topic and to provide some possible recommendations on problems encountered, if there are any. So, the success and completeness of this study is determined by your genuine, honest, frank and timely response. Lastly, the researcher is grateful to the respondents for letting their precious time in completing this questionnaire.

Note:

- No need of writing your name
- Reassured that your responses will be solely used for academic purposes and that your responses will be kept privately and confidentially.
- Please read each question carefully and indicate your response by putting “√” in the given table, or by giving short response where necessary.
- Write brief as possible by giving in responding the open-ended question.

Thank you in advance for your kindly cooperation!

Section one: Respondents' background

1. sex

Male Female

2. Age

Below 20 years 30-40 years
21-29 years above 40 years

3. Educational qualification

Can't read and write Grades 1-4
Grades 5-8 Grade 10/12 complete
10+1 and 10+2 10+3/Diploma
BA/Bsc and above

4. Marital status

Married Single
Divorced Widowed

5. Family size

1 2-3 4-5 above 5

6. In what business type did you participate before joining in the MSE?

Daily laborers merchant
Unemployed Student
Private business house wife
State, if other _____

Section two: General question about the training they take from the TVET institutes.

A. Enrolments of MSE operators in the training

7. How training was conducted by the TVET institution?

Based on the choice of the TVET institution

Based on the choice of the MSE office

Based on the choice of MSE Operators

8. Do you believe that the training you got from TVET institutes conducted based on your interest and skill gap?

Yes No

9. Do you believe that the needs assessment was conducted before the training?

Yes No.

10. If your answer for question No 8 is “No”, what are the major reasons?

Problem of MSEs Offices

Problem of TVET institutes

Lack of assigned expert who identify this in the MSEs offices

Problem of government others _____

11. How do you rate the interest about the training you are taking?

Very high High Medium

Low Very Low

12. If your interest in the training you are taking are low or very low, what is the major problem that forces them to lose interest?

Their academic background Family problems

Awareness problems on the significance of training

Trainers’ methods of teaching

Other, specify _____

13. Do you believe that the training you are taking makes you successful to apply it practically on your own businesses?

Yes No

The supports given by the TVET institutes to MSEs operators

The following are the supports given by the TVET institutes to strengthening MSEs operators. Then you have to evaluate the degree of supports given to your business and put tick mark (√) on the given choices. (4= strongly agree, 3= agree, 2= disagree, 1=strongly disagree)

No	Support area	Agreement scale				
		1	2	3	4	Description
14	Type of supports given to MSE operators by the TVET institutes					
14.1	I have got orientation before starting my business					
14.2	I have got entrepreneurship training from TVET institutes					
14.3	I have marketing got marketing training from TVET institutes					
14.4	I got the way of planning and financial report preparation training from the TVET institutes					
14.5	I got machine maintenance training from TVET institutes.					
14.6	I got customer service training from TVET institutes					
14.7	I have got the skills of utilizing modern technology application from TVET institutes					
14.8	I have machine maintenance services from TVET institutes					

Section three: - Economic impact of TVET and MSEs on MSEs operators

15 How do you see MSEs developmental program contribution for economic empowerment of MSEs members?

Very high high medium
Low very low

16. How did you rate your business income level for the last 12 months?

Increased decreased
The same not known

17. How much money do you spend on monthly expenses?

Below 600 601-1000 1001-1500
1501-2000 2001-2500 above 2500

18. Does your monthly income from this business sufficiently meet your basic family expenses? Yes No

19. If your answer for Q. No. 18, is “No”, how do you cover your extra expenses?

From family support through remittance
From par time works
Other sources-----

20. Did you experience an improvement on fulfilling your house hold equipments after joining this business?

Yes No

Section Four: - Challenges related questions

Please tick this mark (√) the available degree of challenges you faced.

No	Items	Very high	High	Medium	Low	Very low
21	Type of challenges					
21.1	Challenges related to capital					
21.2	Challenges related to Production and sales cluster development					
21.3	Lack of ethics and business ownership.					
21.4	Challenges related to technological development and growth (lack of skills)					
21.5	Challenges related to attitude, commitment and readiness for work					

Please state if any _____

22 According to your observation what are the major problems do you observe about the relationships between TVET institutes and Micro and small enterprises

APPENDIX B
ADDIS ABABA UNIVERSITY
DEPARTMENT OF BUSINESS EDUCATION

GRADUATE PROGRAM IN MANAGEMENT OF VOCATIONAL EDUCATION

This questionnaire is designed to investigate “the impact of Public Technical and Vocational Education towards strengthening Micro and Small Enterprises in Addis Ketema sub-City of Addis Ababa City Administration.”

The main purpose of this questionnaire is to collect relevant and appropriate data concerning on the topic and to provide some possible recommendations on problem encountered if there are any. So, the success and completeness of the study determined by your genuine, honest, frank and timely response. Lastly, the researcher is grateful to the respondents for letting their precious time in completing this questionnaire.

Note:

- No need of writing your name
- Reassured that your responses will be solely used for academic purposes, and that your responses will be kept privately and confidentially.
- Please read each question carefully and indicate your response by putting “√” in the given table, or by giving a short response where necessary.
- Write as brief as possible by in responding to the open-ended questionnaire.

Thanks in advance for your kindly cooperation!

QUESTIONNAIRE FOR TRAINERS

Part one: personal background

1. Name of your training institutes _____
2. Sex: Male Female
3. Age: 18-29 30-40 40-50 above 50
4. Educational background
Less than Diploma Diploma BA/BSC
MA/MSE and above
Other _____
5. Years of services
Less than 3 years 3-5 year 6-10 years
More than 10 years

TWO: General question

Enrolments of trainees/operators in the training

6. How training was conducted for the trainees/MSEs operators with in the TVET institution?
Based on the choice of the TVET institution
Based on the choice of the MSE office
Based on the choice of MSE Operators
7. Do you believe that the training provided to MSE operators conducted fully based on their interest and skill gap?
Yes No
8. Do you believe that the needs assessment on MSEs operators was conducted before the training?
Yes No.
9. If your answer for question No 8 is “No”, what are the major reasons?
Problem of MSEs Offices
Problem of TVET institutes
Lack of assigned expert who identify this in the MSEs offices

MSE operators' interest and their performance in the training

10. How would you rate the interest of MSE operators in the training they are taking?

Very high High Medium
Low Very Low

11. How do you judge the level of performance of MSEs operators in the training?

Very high High Medium
Low Very Low

12. Do you believe that the MSE operators who took the training successfully will enable them to apply it practically on their own businesses?

Yes No

13. If your answer for question 12 is "No", please specify the reasons _____

14. Type of Training provided for the MSEs operators

No	Types of service	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
14	Training provided					
14.1	The training given to the MSE operators is very useful for future strengthening of the operators					
14.2	The training provided for MSEs operators contain adequate theoretical and practical lessons within the given schedule.					
14.3	The MSE operators are satisfied with the training.					
14.4	The machines now you are using to train your trainees lacks adequacy.					
14.5	I am now having problems to properly operate machines while I gave the practical training.					
14.6	Maintaining faulty machines is one of the major problems I face frequently in the training process.					
14.7	I did not take sufficient maintenance course and the manuals do not usually give me a clear information					
14.8	Relevance and technological up-to-dateness of the machines and equipments that they use to develop their skills					
14.9	Our TVET prepared training modules and manuals for MSE operators					
14.10	Focal person assigned to run industry extension services					
14.11	The services provide to MSE would be based on study/research in order to keep the quality and effectiveness.					

15. From your general observation and experience as a trainer what are the major weakness of training institutions in providing training to the MSE operators to produce competitive products to the markets and upgrading their skills in business? _____

APPENDIX C
ADDIS ABABA UNIVERSITY
DEPARTMENT OF BUSINESS EDUCATION
GRADUATE PROGRAM IN MANAGEMENT OF VOCATIONAL EDUCATION
Interview Questions with MSE heads at sub-city and woreda levels

1. How did you see the supports given to the MSE operators by TVET institutes?
 - In terms of training
 - In terms of machine support
 - In terms of machine maintenance
 - In terms of introducing modern technology
2. How did you observe the major roles of TVET and MSE on the economic empowerment of the MSE operators?
 - Income level
 - Job opportunity
 - Technology transfer
 - Skills to operate modern technology
3. What problems did you face while running MSEs in relation to:
 - Markets
 - Finance
 - Technology
 - Infrastructure
 - Training
4. How did you describe your cooperation with Technical and vocational education?
5. How do you describe the role of the MSEs development program in improving the livelihood of its operator?

APPENDIX D
ADDIS ABABA UNIVERSITY
DEPARTMENT OF BUSINESS EDUCATION
GRADUATE PROGRAM IN MANAGEMENT OF VOCATIONAL EDUCATION
Interviews question for TVET deans and Sub-City TVET office head

1. How do you explain the relationship you have with MSEs?
2. Do you have regular meeting periods?
3. Do you give priority for the meeting you have with MSEs?
4. How did you observe the type of supports given for MSEs operators by TVET institution?
 Training
 Technology
5. What major problems did you face in working jointly with MSEs?
6. What measures did you take to solve the problems you faced?
7. How do you evaluate your relationship with MSEs for the economic empowerment of MSE operators?
8. Do you believe that the cooperation between MSE and TVET play significant roles on economic empowerment of MSE operators?

Appendix E
Observation Checklist

No	Items	Degree of observation		
		More than satisfactory	Satisfactory	Not satisfactory
1	Adequacy of machines and equipment in the shops			
2	Relevance of the machines and equipment to those in use labor market.			
3	Technology up-to-dateness of the machines and equipments.			
4	Availability of enough practical training time			

APPENDIX F

አዲስ አበባ ዩኒቨርሲቲ

ቢዝነስ ኢኮኖሚክስ ትምህርት ክፍል

በቴክኒክና ሙያ ትምህርት አስተዳደር የድህረ ምረቃ ፕሮግራም

ለጥቃቅን እና አነስተኛ ኢንተርፕራይዞች አባላት የተዘጋጀ መጠይቅ

ይህ መጠይቅ የተዘጋጀው “በአዲስ አበባ ከተማ አስተዳደር የአዲስ ከተማ ክፍለ ከተማ የቴክኒክና ሙያ ትምህርትና ስልጠና ተቋማት ጥቃቅን እና አነስተኛ ኢንተርፕራይዞችን ለማጠናከር የሚያደርጉት አስተዋጽኦ” በሚል ርዕስ ለሚዘጋጅ ጥናት ሲሆን፤ የመጠይቁ ዋና አላማ የተለያዩ ጠቃሚ እና ክርክሱ ጋር ተያያዥነት ያላቸውን መረጃዎችን በማሰባሰብ እና በመተንተን ችግሮች ካሉ የተለያዩ የመፍቱ አቅጣጫዎች አስቀምጦ ለማለፍ ነው።

ስለዚህ የዚህ ጥናት ስኬታማነት እና ውጤታማነት፤ በእርሶ በጎ ፈቃድ፣ ቅንነትና ጊዜ ሰጥተው ለመጠይቁ ምልሽ በመስጠት ላይ የተወሰነ በመሆኑ ይክን ተረድተው በጊዜ መጠይቁን ሞልተው እንዲመልሱልኝ እየጠየኩ፤ ጊዜዎን ሰውተው ለዚህ መጠይቅ ቅድሚያ ሰጥተው ምላሽ በመስጠቱ ክልብ አመሰግናል።

መግለጫ

- ስሞን መጽሀፍ አይጠበቅቦትም፤
- እርሶ የሚሰጡት ምላሽ ለትምህርታዊ አገልግሎት ብቻ የሚውል ሲሆን ፤ ሚስጥራዊነቱ የተጠበቀ ነው፤
- እባኮ ሁሉንም መጠይቆች በቅደም ተከተል በማንበብ በተሰጠው ሳጥን ውስጥ መልሶ በሆነው ላይ “√” ምልክት ያስቀምጡ ወይም አጭር ምላሽ በሚያሻበት ቦት ግልጽና አጭር ምላሽ ይስጡ።

ስለትብብር ከወዲሁ አመሰግናለሁ!

ክፍል 1: የተጠያቂው ታሪካዊ ዳራ

1. የታ

ወንድ ሴት

2. እድሜ

ከ20 አመት በታች ከ30-40 አመት

ከ21-29 አመት ከ40 አመት በላይ

3. የትምህርት ደረጃ

መጻፍና ማንበብ የማይችል/ት ከ1-4ኛ ክፍል የተማረ/ች

ከ5-8ኛ ክፍል የተማረ/ች 10/12ኛ ክፍል ያጠናቀቀ/ች

10+1ና 10+2 ያጠናቀቀ/ች

10+3/ዲፕሎማ ያጠናቀቀ/ች ዲግሪና ከዚያ በላይ

4. የጋብቻ ሁኔታ

ያላገባ/ች ያገባ/ች የፈታ/ች በሞት የተለየ/ች

5. የቤተሰብ ብዛት

1

ከ2-3 ከ4-5 ከ5 በላይ ሌላ ካለ

6. በጥቃቅን እና አነስተኛ ከመደራጀቱ በፊት የተሰማሩት በምን መስክ ነበር

በቀን ሰራተኛ ነጋዴ ተማሪ የቤት እመቤት ስራ አጥ

በግል ስራ ሌላ ካለ ይግለጹ-----

7. በአሁን ሰዓት የተሰማሩበት ዘርፍ

በኮንስትራክሽን ዘርፍ በማምረት በንግድ

በአገልግሎት ዘርፍ በከተማ ግብርና

8. ለጥቃቅን እና አነስተኛ ኢንተርፕራይዝ አባላት ስልጠናው በምን መልክ እየተሰጠ

ይገኛል?

በትምህርትና ስልጠና ተቋማት ፍላጎት

በጥቃቅን እና አነስተኛ ተቋማት ፍላጎት

በጥቃቅን እና አነስተኛ ተቋም አባላት ፍላጎት

9. ከስልጠና ተቋማት የሚሰጥዎ ስልጠና በርሶ ፍላጎት የተከናወነ ነው ይላሉ?

አዎ አይደለም

10. በተራ ቁጥር 9 ላይ መልሶ "አይደለም" ከሆነ ለችግሩ ምክንያት ምንድን ነው?

የጥቃቅን እና አነስተኛ ተቋማት ጽ/ቤት ችግር

የትምህርትና ስልጣና ቋማት ችግር

የዚህን ሂደት የሚከታተል ባለሙያ በጥቃቅን እና አነስተኛ ተቋማት የተመደበ ባለሙያ የሌለ በመሆኑ

11. በስልጠናው ላይ ያለዎት ፍላጎት በምን ደረጃ ላይ ይገኛል?

በጣም ከፍተኛ ከፍተኛ መካከለኛ

አነስተኛ በጣም አነስተኛ

12. በስልጠናው ላይ ያለዎት ፍላጎት አነስተኛ ወይም በጣም አነስተኛ ከሆነ ለችግሩ ምክንያት የሆነው ምንድነው?

ያላቸው የትምህርት ደረጃ ያመለካከት ችግር

የቤተሰብ ችግር የሰልጣኞቹ ስልጠና አሰጣጥ ሁኔታ

ሌላ ካለ ይግለጹ-----

13. የወሰዱት ስልጠና አሁን በሚሰሩት ስራ ላይ ለመተግበር ይጠቅማል ይላሉ?

አዎ አይጠቅምም

ክፍል ሁለት ፡ ቴክኒክና ሙያ ተቋማት ለጥቃቅን እና አነስተኛ ኢንተርፕራይዞች የሚሰጧቸው ድጋፍ።

ከዚህ በታች የቀረቡት ነጥቦች ቴክኒክና ሙያ ተቋማት ለጥቃቅንና አነስተኛ ኢንተርፕራይዞች የሚሰጧቸው ድጋፍ ሲሆን ይህ እርሶ በተሳተፉበት መስክ ምን ደራጃ ላይ እንደሚገኝ በተሰጡት አማራጮች አመልክቱ

መግለጫ፡ (4 በጣም እስማማለሁ 3 እስማማለሁ 2 አልስማማም 1 በጣም አልስማማም)

ተራ ቁጥር	የድጋፍ አይነት	የስምምነት ደረጃ				
		1	2	3	4	መግለጫ
14	ቴክኒክና ሙያ ተቋማት ለጥቃቅን እና አነስተኛ ኢንተርፕራይዞች የሚሰጡት የድጋፍ አይነት					
14.1	የስልጠና ድጋፍ					
14.1.1	ሰራ ከመጀመሪያ በፊት የስልጠና ድጋፍ አግኝቻለሁ፤					
14.1.2	የኢንተርፕራይዞች ስልጠና ከቴክኒክና ሙያ ትምህርት ተቋማት አግኝቻለሁ፤					
14.1.3	የማርኬቲንግ ስልጠና ከቴክኒክና ሙያ ትምህርት ተቋማት አግኝቻለሁ፤					
14.1.4	የእቅድና የፋይናንስ ሪፖርት አሰራር ስልጠና ከቴክኒክና ሙያ ተቋማት አግኝቻለሁ፤					
14.1.5	የተለያዩ ማሸኖች አጠጋገን ስልጠና ከቴክኒክና ሙያ ተቋማት አግኝቻለሁ፤					
14.1.6	የደንበኞች አገልግሎት አሰጣጥ ስልጠና ከቴክኒክና ሙያ ተቋማት አግኝቻለሁ፤					
14.2	የማሸን ድጋፍ					
14.2.1	የተለያዩ ቴክኖሎጂዎች አጠቃቀም ስልጠና ከቴክኒክና ሙያ ተቋማት አግኝቻለሁ፤					

15. ከቴክኒክና ሙያ ማሰልጠኛ ተቋማት ያገኙትን ሙያ፣ እውቀትና ክህሎት ወደ ስራ ቦታዎ ሲመለሱ ምን ያህል ጠቅሞናል ትላላችሁ?

በጣም ከፍተኛ ከፍተኛ መካከለኛ
ዝቅተኛ በጣም ዝቅተኛ

ክፍል ሶስት፡- የጥቃቅን እና አነስተኛ ኢንተርፕራይዞች እና ቴክኒክና ሞያ ተቋማት ለጥቃቅንና አነስተኛ ማህበር አባላት ያላቸው ኢኮኖሚያዊ ፋይዳ

16. ባለፉት 12 ወራት የድርጅትዎ አጠቃላይ የገቢ ሲታይ ምን ይመስላል?

እየጨመረ ነው እየቀነሰ ነው
ተመሳሳይ ነው አይታወቅም

17. የጥቃቅን እና አነስተኛ ኢንተርፕራይዞች የእድገት ፕሮግራም ለማህበሩ አባላት ያለውን ኢኮኖሚያዊ ፋይዳ እንዴት ተመለከቱት?

በጣም ከፍተኛ ከፍተኛ መካከለኛ
ዝቅተኛ በጣም ዝቅተኛ

18. ወርሃዊ ወጭዎ በብር ምን ያህል ነው?

ከ 600 ብር በታች 601-1000 1001-1500
1501-2000 2001-2500 ከ2500 ብር በላይ

19. አሁን በሚሰሩት ስራ የሚያገኙት ገቢ ወርሃዊ ወጭዎን ይሸፍንሎታል?

አዎ አይሸፍንም

20. በተራ ቁጥር 20 ላይ መልስዎ አይሸፍንም ከሆነ ተጨማሪ ወጪዎን የሚሸፍኑት ከምን አይነት የገቢ ምንጭ ነው?

ከትዳር ጓደኛ ከሚገኝ ገቢ ከሀገር ውጭ በሚላክ ገንዘብ
ከተጨማሪ ስራ በሚገኝ ገቢ ከጡረታ
ሌላ ካለ ይግለጹ _____

21. በዚህ ሞያ ከተሰማሩ ወዲህ የተለያዩ የቤት ውስጥ ቁሳቁሶችን ለማሟላት ረድቶኛል ይላሉ?

አዎ አረዳኝም

ክፍል 3:- ጥቃቅን እና አነስተኛ ኢንተርፕራይዞች ስለሚያጋጥሟቸው ችግሮች

ተ.ቁ		በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅጠኛ	በጣም ዝቅተኛ
22	የችግሮች አይነት					
22.1	ለተለያዩ ተግባራት መንቀሳቀሻ ካፒታል፣					
22.2	ከማምረትና ከሽያጭ ጋር የተያያዙ ችግሮች፣					
22.3	የስነምግባር እና የባለቤትነት ስሜት መጓደል፣					
22.4	የቴክኖሎጂ፣ የክህሎት፣ የአሰራር እና የእውቀት ማነስ ችግር፣					
22.5	የአመለካከት፣ የቁርጠኝነትና የዝግጁነት ጋር የተያያዙ ችግሮች፣					

Declaration

I, the undersigned, declare that this thesis is my original work, prepared for the partial fulfillment of the requirements for MA degree in Management of Vocational education entitled “The contribution of public TVET institutes to strengthen Micro and Small Enterprises in Addis Ketema Sub-City” has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledge. I have made it independently with the close advice and guidance of my advisor.

Name : Gebeyehu Tuji Benti

Signature: _____

Date: _____

Approved by advisor

This thesis entitled “the contribution of public TVET institutes to strengthen Micro and Small enterprises in Addis Ketema Sub-City” is submitted to me as a thesis advisor by Gebeyehu Tuji Benti as students researcher for the purpose obtaining my approval on the study, to which I have agreed.

Name: Tsegaye Berhe (PHD)

Signature: _____

Date: _____