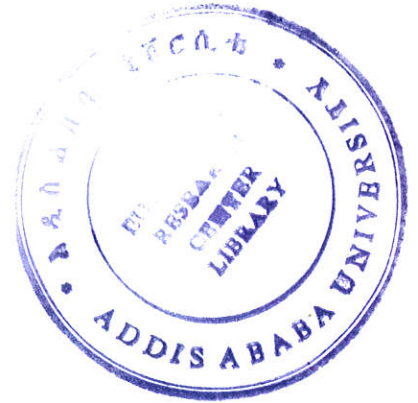


THE CONTRIBUTION OF TVET TOWARDS ENTREPRENEURSHIP
AMONG SELAM TVET COLLEGE ENTREPRENEUR GRADUATES

BY

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ACCRONYMS

AACA:	Addis Ababa City Administration
ACCA:	Association of Chartered Certified Accountant
TVET:	Technical and Vocational Education Training
VGCS:	Vocational Guidance Counseling Service
MOE:	Ministry of Education
NETP:	New Education and Training Policy
NGO:	Non- Governmental Organization
FDRE:	Federal Democratic Republic of Ethiopia
ILO:	International Labor Organization
LMIS:	Labor Market Information System
LMSD:	Labor Market Skill Demand
MFI:	Micro Finance Institutions
MSE:	Micro and Small Enterprise
UNESCO:	United Nation Educational, Scientific and Cultural Organization

Abstract

The main purpose of this study was to examine the contribution of TVET Training towards entrepreneurship (Self-employment) form the prospective entrepreneur TVET graduates of Selam TVET as a particular case. To this end, an attempt was made to look into the status of entrepreneur graduates in particular reference with this entrepreneurship; the major challenges the entrepreneur graduates confronted, the situation (success or failure) of entrepreneur graduates, the hope of TVET graduates regarding entrepreneurship.

Qualitative case study research method was employed to assess the contribution of TVET training towards entrepreneurship. The participants of the study were entrepreneur graduates of Selam TVET college, Dean, Vice Dean, entrepreneurship course instructor, two counselors and one TVET expert. Accordingly, the respondent sampling was carried out through purposive and available sampling techniques. Information is obtained using interviews, observations and document reviewing. The data collected analyzed using narrative description and interpretation. The result showed that the contribution of TVET towards entrepreneurship was remarkable. The finding of the investigation indicated the entrepreneur graduates got quality training on basic entrepreneurship skill, except one the rest of entrepreneur graduates of Selam TVET college have good economic status, confronting challenge like insufficient working capital, inconvenient working site, lack of customer. There was a linkage between the training and labor market skills; Apprenticeship training helped graduates to become successful. Entrepreneur graduates missed vocational guidance service; there are wide prospects of TVET graduates to enter towards entrepreneurship.

Chapter I

INTRODUCTION

1.1 Back ground

The concept of "Entrepreneurship" (Self-employment) has been known for many years, but its renewed popularity explains that it is a "sudden discovery," (Holt, 1998). The word itself derived from 17th Century French word *Entreprendre*, refers to individuals who are "undertakers," meaning those who "undertake," the risk of new enterprise. According to Holt entrepreneurs are "Contractors" who broke the risk of profit or loss. America was discovered and nourished by entrepreneurs. The United States become a world economic power through entrepreneurial activity. The future of USA rests squarely on entrepreneurial ventures founded by creative individuals. Entrepreneurs are inspired people, often adventurers, who can at once disrupt a society and increase progress. They are risk takers who seize opportunities to harness and use resources in unusual ways (Holt, 1998).

Entrepreneurship is a means that help to reduce the problem of unemployment. Youth unemployment is a serious problem in countries where the labor force has grown significantly more than the opportunity for employment (Middelton, et.al., 1993). To deal with this problem a variety of educational policies and strategies of man power developments have been devised at one time or another. Since conditions vary from one another, strategic approaches were devised for each individual country. One of these policy measures to alleviate employment problems is Vocationalization of secondary schools (Blaug, 1987).

In order to overcome the problem of unemployment, a policy has been issued and TVET program has been modified. The past Ethiopian TVET program needed reform and the Ethiopian government has adopted new Education and Training Policy (ETP) in 1994. The Ethiopian government undertook an extensive effort at restructuring the TVET program since 1999/00. During Education Sector Development Program II, (2002/03-2004/05), many restructuring efforts such as expansion of training centers and new courses have been done. ESDP III has also

set clear target for the expansion of TVET institution to create job opportunities for the thousand of young people with the aim to equip them with diverse skills necessary for wage employment or self-employment, (MOE, 2005).

This is also clearly stated in the Strategic Plan of Ethiopian TVET that both public and Private Trainees/graduates of TVET are expected to be competent in such a way that they are equipped with talents that would enable them not only to be employed but also self-employed by incorporating entrepreneurial training.

Therefore, all TVET trainees are entitled to take the entrepreneurship course to prepare them for self-employment starting the year 2003. Leading TVET trainees/graduates become the target of TVET training. Hence, there should be an investigation weather this target is achieving/ becoming successful or not (MOE, 2003). It is with this background that the researcher is interested in investigating the contribution of TVET training towards entrepreneurship.

1.2 Statement of the Problem

Most of TVET trainees/graduates expect job from government organizations and any other employer. However, government and employers do not provide job for all graduates. Due to high population growth and slow comparative growth of the economy at present direct employment opportunities are becoming narrower and narrower and aggravating the problem of unemployment from time to time (MOE, 2003).

The Ethiopian government planning ESDP III with specific target of TVET was designed to address unemployment that education must provide people with work-related attitude and skill, undertaking many structuring effort and designing the over all objective of the national TVET to create competent, motivated, adaptable and innovative workforce in Ethiopia contributing to reduce unemployment and poverty which lead to social and economic development of the country through facilitating demand-driven highly qualified technical and vocational education and training relevant to all sector of the economy, at all level and to all people in need of skill development (MOE, 2006).

Considering the fact that providing vocational and technical training alone would not help trainees obtain independent life, complimenting TVET training skills with entrepreneurial course becomes mandatory. Expecting promising development by enriching trainees with the necessary entrepreneurial skills to lead trainees towards entrepreneurship becomes current issue in the country (MOE, 2003).

Some researchers have been conducting research in their studies regarding TVET and entrepreneurial training, for instance, Daniel Mokonnen about the perception of TVET trainees towards entrepreneurship and Eyasu Terefa regarding TVET program and their impact on the entrepreneurial motivation. However, the situation of TVET training in producing entrepreneur graduates has not been well studied. Hence, the researcher believes that this study would contribute to fill the gap. Therefore, the researcher planned to study the "Topic contribution of TVET training to the development of entrepreneurs" from the perspective of entrepreneur graduates. Hence, the researcher selects to investigate Selam TVET College one of the TVET College in Addis Ababa Administrative region. The reason to select this college, I assumed the following points.

1. Most of Addis Ababa TVET colleges are considered by TVET research except Selam TVET college
2. Selam TVET College is located near the researcher's residential area.

To this end, the researcher designed the following basic research questions:

1.3 Research question

1. What does the status of graduates from Selam TVET College look like with particular reference to entrepreneurship?
2. What are the major challenges that the graduates of Selam TVET College encountered in their effort to become successful entrepreneurs?
3. What seems the situation (success/failure) of entrepreneur graduates?
4. What does the hope of TVET graduates look like regarding entrepreneurship?

Considering prospective entrepreneur graduates the searcher conducted this study in Selam TVET College, investigated its entrepreneur graduates success, sustainability, and challenges that hampered entrepreneurial movement, and the hope of other TVET graduates towards entrepreneurship so as to provide possible suggestions to the college.

1.4 Objective of the study

1.4.1 General Objective

The general objective of this study is to investigate the contribution of Selam TVET College to the development of entrepreneurs.

1.3.2 Specific Objectives of

1. Identifying the type of courses and methods used to provide entrepreneurial skills at Selam TVET College.
2. Investigating whether apprenticeship training benefited entrepreneur graduates to their entrepreneurial skills.
3. Examining the vocational counseling service provided for entrepreneur graduates.
4. Analyzing the major challenges that entrepreneur graduates have confronted.
5. Assessing the success and failure of the entrepreneur graduates from Selam TVET College.

1.5 Significance of the study

The researcher assumes that the research to be conducted will have the following significance.

1. May provide information for educational planners, decision Makers, and others in the area.
2. May help Selam TVET College instructors, Deans and trainers to reconsider the provision of courses and the utilization of certain methods and techniques of training.

3. To magnify the economic and social advantage of entrepreneurship training at the organization level (for training providers) as well as at national level.
4. May help to design a training program according to the interest of trainees and improving the TVET training program.
5. May assist researchers as highlight to carryout further research on TVET and entrepreneurship.

1.6 Delimitation of the study

The study is delimited in terms of scope, depth and sample. It would have been better if more TVET colleges had been included in this research study; however, the scope of this study is delimited to only one TVET College, namely Selam TVET College in Addis Ababa city Administration in order to make the case study manageable. Considering most of Addis Ababa TVET College is considered by TVET research except Selam TVET college, moreover, the college is found near the residential area of researcher.

Furthermore, the issues to be investigated are delimited to: to make depth study about the contribution of TVET training to the development of entrepreneurship from the perspective of entrepreneur graduates of the college. Therefore, it is supposed to consult all the concerning groups having substantial contributions as a partner in entrepreneurial training. In order to get holistic and adequate information, together with entrepreneurial instructor, guidance counselors, principal, vice principal, entrepreneur graduates of the TVET College and finally TVET expert were consulted.

1.7 Limitation of the study

While conducting this study, respondents outside the college were settled in scattered place, moreover the absence of willingness to be interviewed from few individuals outside the college and also because of lack of information finding the right respondent was very difficult. Finally adequate documents to be reviewed were among constraints faced in conducting the study. However, through rigorous effort and perseverance important data were collected.

1.8 Operational definition of terms

Apprenticeship: - Job training undertaken by a trainees in an organization pursuant to an agreement concluded among a training institution, an organization and trainee to enable the trainee to put in to practice the training skin and to be acquainted with work.

Entrepreneur: - An innovative individual, who organizes, owns, manages and assumes risks of an economic venture (business).

Fields of studies: - refers a part of department, which is specialization of the study.

Motivation: - The condition of being motivate and posing high moral to act up on the task at hand.

Occupation: - Broad term denoting a group of inter-related activities or any distinct type of manual or non-manual work which can provide a means of livelihood, weather under taken in employment or in self-employment.

Skill: - ability like an art, craft or science which can be expressed plastically.

Stakeholders: - All role players in the TVET system, including TVET providers and institutions, teachers and instructors, employers, (trade unions). Trainees, parents, policy makers (Government). NGOs and other institutions involved in the training and in training and human resource development, educational institutions, donors etc.

Technical and Vocational education: - All form and level of educational process involving, in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitude and understanding relating to the occupations in the various sector of the economic and social life.

Vocational guidance: Consist of assisting individuals through orientation to learn about relevant opportunities for education, training, work and facilitating through counseling their career planning.

Chapter II

REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework of TVET

Technical and Vocational education and training program is part of the education system which is designed to equip trainees with knowledge, skill, attitude and talents required to bring them ready for the world of work. Hence the program is crucial in developing human resource that requires realizing the national economic and social development goals, in line with this idea Anchorchan & Andre (2002:17) stated that technical and vocational education is mainly designed to lead participants to acquire the practical skills, know-how, and understanding necessary for employment in particular occupation, trade, group of trades or occupations.

Technical and vocational education and training is designed to train and educate trainees in specific traditional, modern fields of vocational and technical education (MOE, 2002:94).

Technical and vocational education and training as a form and mode of delivery of skills for trainees, which is beneficial for both individual and for the society to cope up with life changes and to address economic demands. The technically skilled and semi-professional occupations, all demands substantial amounts of post general secondary education and training. In accelerating and upgrading process of technology, there is a steady increase of better training of skills for entry of jobs and retention (Eblers, 1969: 20 & Chakrapani, 1996:28).

Technical and vocational education and training represents a comprehensive and inclusive approach intended to help people achieve their full education and vocational potentialities and as a result make meaningful participation in the development of efforts of their society (UNESCO, 2002:75). Therefore, the introduction of the system and well planned program of technical and vocational education. Vocational education and training as recent phenomena is a means and a method of integrating both the society and the individual by developing and

empowering human potential for better performance in the world of work. It is the significant role that any education and training system need to address in order to cope up with life changes and to secure economic demands, technical and vocational education is training for work (Adler 1988:108).

Even though TVET Training preparing the youth for work it is difficult to provide job to all graduates, thus it is necessary to focus on the other opportunities to create jobs, which minimize the problem of unemployment like entrepreneurship (self employment). Many countries have come to realize the importance of entrepreneurship education. Since it plays a great role in countries" economy by creating jobs, improvement of products, enhancing development, creativity, innovation, production methods and generating foreign currency (David,1998:49). This means that, provision of TVET is wastage unless and otherwise, it could create successful gradates to ensure there involvement in the world of work as entrepreneurs in addition to employment opportunity.

In our context as well, provision of technical and vocational training is one of the major aims of Ethiopian Education and Training Policy (MOE, 1994). Both the public and private TVET providing colleges /institutions are expected to produce a citizens that can be employed and self-employed (entrepreneurs). The entrepreneurship education/ course provided to all TVET trainees considering that this education program can create many entrepreneurs.

2.2 Objectives of TVET Program

The objective of technical and vocational education is meeting the man power needed to the Society is the "earliest and widely accepted". It is one of the primary objectives of technical and vocational education training program is to meet the skilled manpower need of the specific area in which the schools have to operate (Evans, 1971:9). Another objective of technical and vocational education according to Evans is that it is increasing options to trainees so that they could join any areas they want. The availability of vocational education gives trainees an opportunity of having more options in relation to the options that may be possible by attending general educations. Evan also stated that the least understood objective of

vocational education that that can consciously interpret the general education to vocational students.

2.3 TVET Training for Entrepreneurship

2.3.1 The Conceptual Framework of Entrepreneurship

There is no single answer or universal definition /guideline that classify the term entrepreneur (David, 1998). David stated that many authors troubled in identifying, finding, or determining what entrepreneurs do. In an effort to understand entrepreneur, they have sought to define traits or characteristics common to the majority of individuals who start and operate new ventures.

According to Aruna (2003:1) the conceptual framework of entrepreneurship is presented that entrepreneurs considered as agents of change in the socio-economic development of a country seen as innovators, risk takers, decision-makers and people with a definite vision. They have different characteristics as compared to the people accepting jobs or wage employment and also managerial functions. Moreover, he marked that the believe that entrepreneurs are born and hereditary is a misconception that entrepreneurship is a monopoly to some communities and restricted to a certain region privileged; but in the last couple of decades, it was confirmed that people could be trained and developed as entrepreneurs.

No matter how vast its natural resources might be, a country can not achieve economic growth without trained and skilled man power particularly entrepreneurs. The fundamental reason for the gap between highly developed and developing countries lies in this reality (MOE, 2002).

This point has become increasingly crucial issue to countries seeking to enlarge and improve the welfare of their citizens in a highly and rapidly changing world economy (Levine, 1992). Man's work or productivity is one of the big factors for the development of the countries economy which largely depend on entrepreneurs. Hence, countries understand significant step to improve their education system to meet their development needs must promote entrepreneurial movement. The relation of vocational training with work is inseparable in the normal form of life which

is necessary part of human activity so it can produce many entrepreneurs (Yekunuamlak, 2000).

Nowadays Ethiopian TVET training is expected to bring up or produce a competent working force to the world of work. Since it is difficult to provide job to all TVET graduates it is necessary to see for other opportunities is Entrepreneurship development, trainees in the TVET institutions provided basic skill and training for both employment and Self-employment (MOE, 2006).

2.3.2 The characteristics of entrepreneurs

To enrich trainee's with entrepreneurial knowledge to help them better prepared to transform their dream into realities, they must explore the nature of entrepreneurs. Because entrepreneurs have their own peculiar way of doing things (David, 1988: 8). To up-hold entrepreneurial behavior and maintaining strong persistence on the face of challenging situation, entrepreneurs should have specific characteristics and pattern of behavior, which the entrepreneurs find important in achieving their goal. Entrepreneurs' characters should be known by trainees/ graduates over and above knowing about new and small business. Entrepreneurship course related with knowledge of how one starts his own new and small business. Entrepreneur's create something new or different they change transmute values (Ducker,1985:9). Entrepreneurs' have different characteristics; however, the main characteristics of entrepreneurs' as stated by Sliver in David (1998) are self -confident and optimistic (positive thinkers), flexible and able to adopt new situation, Independent minded, creative, and need to achieve etc.

To see a promising development, TVET institutions are expected to enrich their trainees with these special characteristics by providing effective training that can be realized. The main theme of entrepreneur course focused on creating an individual, who have the need for achievement, willing to take risk, having self-confidence in decision making and independence for creativity. It should be stressed that many of these traits, which are a need for achievement, willingness to take a risk, self-confidence and independence for creativity are highly interrelated, that is, People

who are self-confident accept for their decision, be willing to take risk, and become a leader (MOE, 2001).

2.3.3 Motivating Factors for Entrepreneurship Development

Motivation is the force that makes to do things. It is the result of individual needs being satisfied so that he/she has aspiration to complete given task. Motivation is a drive to achieve some standard of excellences Endrise (2008). People with high need for achievement prefer moderately difficult effort and responsibility when a person aspires to be an entrepreneur there must be motivation for his successes. Just a force moves an object, motivation moves to his aspiration (Kumar et. al., 2004). Motivation is concerned with "why" of human behavior. Why do people do things? (Jacob, 2006:15). Motivation is a crucial factor in teaching and learning process because those who are well motivated learn well as remarked by Eyasu (2007).

That it is a practical training that mainly serves as a source for entrepreneurial motivation of trainees. When trainee reach level of performing a task independently by (him/her-self) starts taking ground in his/her mind. His achievement on one task motivates him for another task because all human action is the result of both motivational and cognitive factors (ability, intelligence, skill) as stated by Eyasu (2007). Achievement motivation developed as a result of successful performance of one task together with another sense of independence created in the mind of an individual serves as a fertile ground for entrepreneurial motivation.

Deasi in Eyasu pointed out that, the entrepreneur is also motivated to fulfill his/her innate argue to achieve success in life, improve his/her social standing, gaining social recognition to provide something to society ". but also he mention that motivational factors are not uniform, vary from place to place, time to time, from person to person (entrepreneurs) as well. Behind any person there are motivational factors to make entrepreneurial decisions. That there are always motivational factors that shape his/her entrepreneurial traits.

2.3.4 Course and methods of TVET Entrepreneurship Training

As practice makes perfect, perfection leads to creativity and innovation work entrepreneurs becoming creative and innovative mind through practice. A long term experience obtained through practical training expands the opportunity for individuals to become entrepreneur (Eyasu, 2007).

Mesfin (2007) stated that education in general and entrepreneurship training in particular plays great role in any nation's economy. From the different courses given at various level of education/training one of the great considerations is entrepreneurship. Thus, entrepreneurship plays great role in the development of a country's economy. Some of the most important contributions of entrepreneurship to the economy are the creation of jobs, development of better product and methods of production and generation of foreign currency as pointed out by Mesfin. As education and training is the activities of increasing the knowledge and skills for doing particular jobs, many countries have come to realize the importance of conducting entrepreneurship education at various levels, as cited from Mesfin (2007). Oldham in Mesfin remarked that every individual is born with an entrepreneurial seed deeply rooted within us. It is necessary to take proper care and nurture this seed so that our entrepreneurial talent become realized or practiced. Most entrepreneurs are action-oriented persons who believe that working hard and being smart are keys to success. Thus, in bringing the internal capacity of each individual trainees/ graduates, the appropriate training will create many entrepreneurs.

Atchoarena (1994) and Ziderman (2003) asserted that in an economic climate where the labor force has grown significantly and where there are greatly reduced opportunities for wage employment, great emphasis has been placed on the potential contribution to the economy by the self-employment. According to Hailey (2005) self-employed or entrepreneurship is defined as the people who have the ability to see and evaluate business opportunities together with the necessary resource could take advantage. Thus, entrepreneur is a person who has a need for achievement, take a risk and have self-confidence, willing to take moderate risk, and strong self-confidence. Successful entrepreneur should have creative and risk taking

qualities for effective entrepreneurship, therefore, trainees need to have these talents.

Considering the advantage of entrepreneurship training Ethiopia started providing entrepreneurship training in all TVET college. Ethiopian education and training policy (1994 E.C) explains that all TVET trainees are entitled to take entrepreneurship equally for 80 hours in a class room alone in addition to their field project work or apprenticeship. There are three types of entrepreneurial courses which provided for entrepreneurship training in all TVET colleges such as entrepreneurship, small business development, and business growth strategy. Each of these courses is taught respectively for three years. In teaching the first course concepts, characters of entrepreneur, real story of successful entrepreneurs and challenges they faced are presented. Moreover, exercise, discussion question are used, short case study question and project assignments are given. Every case study question is a real case and most are current, here trainees identify entrepreneurs by their real names. The cases pose the real-world problems that entrepreneurs encountered. (MOE, 2003).

Regarding the method and strategies of entrepreneurship training Aruna from India listed number of methods using materials such as videocassettes, stories, books using T.V demonstration, role-play, experience sharing, field visit, exhibitions, case-methods etc. The method and strategies used in Ethiopian TVET College using training manuals to teach the course are oral demonstration of concepts, providing assignment, like case studies, and practical exercise, project assignments and conducting the assignment in the class group discussion. Using the real story of famous entrepreneurs demonstrating their history, the problems they confront, how they talked the problem etc. In relation to this they are given case study, exercise and project assignments to do new things to encourage their creative effort using their technical skill (MOE, 2003).

To enrich the trainees /graduates with entrepreneurial skill, the TVET institution should have qualified trainers who play a great role in this area. Entrepreneurship can be explained in part by understanding what motivates the individuals to pursue their dream morally. Setting theory a side, trainees need to acquire this skill or

understanding best by brain storming using story of model entrepreneurs (David, 1998). David suggested the method of training by expressing the experience of model entrepreneurs/, motivating, and encouraging trainees to build self-confidence, creativity, optimistic, risk taker, bringing independent minded and flexible, these and other important characteristics of successful entrepreneurs (Holt, 1998).

To enrich trainees with an understanding of the entrepreneurial skill the course entrepreneurship should be taught in a way that trainees shaped with entrepreneurs peculiar characteristics. To transform their dreams into realities and explore the nature of entrepreneurship trainees/graduates should get basic skills of entrepreneurship. Therefore, all stake holders for TVET system must try their best efforts to create successful entrepreneurs who contribute to the development of the country as a whole.

2.3.5 Importance of Vocational Guidance for Entrepreneurship

One of the most important changes for less developed countries, the change in peoples' attitude towards work from those of traditional societies to those observed in modern society stated by Agedew (1977:48). Vocational guidance play great role to change the attitudes of trainees towards entrepreneurship and its importance will be discussed below.

Organized education is the greatest social innovation of all time, the contemporary civilization in a real sense is partly dependant upon organized education; and it is evident that education makes both the individual and society some thing which they otherwise not become effective, thus as an organized TVET Institutions should have vocational guidance service that contributes for high quality training provision (Ali, 2007:1).

Guidance and counseling services in TVET colleges as a part of training and parcel of educational program is very essential to all trainees. The vocational guidance and counseling service in TVET colleges is one of the most important services that trainees should be offered to help them as needed so that they can acquire

appropriate skill, attitude and values that enable them to become effective and productive member of the society.

The guidance and counseling service provide help to trainees, vocational and personal assistance so that they make the necessary adjustment in their further life. Guidance service is essential to people at different time in their life. However, it is believed that the TVET college trainees must get special consideration so that by increasing their self-confidence, encouraging creativity and motivating towards achievement make training effective (Crew & crown 1960:264).

To produce the citizen that can be self-employable, guidance and counseling service is one of the basic factors in facilitating fruitful training. As marked by crown it provides guidance for intelligent decision making in relation to career, problem solving, and occupational information and the likes help trainees in their career life.

According to Crew (1960:264-266) the general aim and function of vocational guidance stated as follow.

1. Assist a trainee to acquire knowledge of the function, responsibility and rewards of Occupation;
2. Assist trainee to discover his own abilities, and skills, and to fit in requirement of the occupation under consideration;
3. Assist to evaluate his capacity and interest which regards to his greatest worth to him;
4. Giving exploration opportunities in different area of school learning and vocational exploration that will enable the learner to get full of several types of activities;
5. Assist the individual to think critically about various types of occupational to learn a technique for analyzing information about various vocations.

To sum up, the vocational guidance service should develop self-confidence, creativity and good attitude for trainees to make them productive citizens and self-employable.

2.3.6 Importance of Apprenticeship for entrepreneurship

Apprenticeship training is a particular mechanism of cooperation between enterprise and TVET institution in delivery of practical training. Apprenticeship programs aimed at achieving quality of training and exposing trainees to the real world of work. It is a method through which trainees get on -the -job training in addition to the theoretical and basic practical training in the institutions. The trainees acquainted with the relevant skills and attitudes, which enables them to integrate easily in to the work environment (Engeda, 2007).

Apprenticeship training is informal form of training which has originated when a human being start to live to together and work for their live and produce their needs until with the establishment of state formal training in the 19th Century. An Apprenticeship was much more about the social control of youth than about economic consideration, but, help as a meaningful vehicle for the developments and transference of occupational skills, knowledge and understanding (Alison, 1998:154).

Through out the period, the apprenticeship changed and started to widen up to the transfer of knowledge and skills from former generation to new generation (it was a way of familiarizing new generation) more with practical works (Alison, 1998). It has been served as a meaningful way for the development and transfer of occupational skill, knowledge, and understanding. In addition to these apprenticeship, is international concepts which provide a structure with which young can learn and, most importantly demonstrated their ability and potential (Alison, 1998).

The practice obtained through apprenticeship program enrich trainees/ graduates what they learn at school and to integrate them in the real world of work. Compared to other modes of training apprenticeship training characterized by its capacity to train and organize the process of transition of the young man power to the world of work (Engeda, 2007:6).

Apprenticeship training helps to enrich and exercise trainees with good communication skill, teamwork, leadership, organizational culture, work habit etc which are most important knowledge that benefit entrepreneur graduates. However,

the modern apprenticeship training has not yet developed in Ethiopia (Engeda, 2007). Thus, there should be great effort and duty of responsibility required point to bring modern apprentice institutions both apprentice and willingness apprenticeship institution.

2.3.7 Supports of TVET Entrepreneur Graduates

For some people entrepreneurship is a deliberate career choice venture out on their own from a sense of dissatisfaction with their organization, but they not necessarily unhappy with their career field. Therefore a nonprofessional without the knowledge of entrepreneurship one could become a famous entrepreneur that is not surprising because it is in their present employment that entrepreneurs will get most of their valuable business idea (David, 1998:9). Some habitual entrepreneur does it over and again in the same industries. The art and science of entrepreneurship is one of the fastest growing new fields of study in America (William, 2008). Entrepreneurship study in higher education becomes a wonderful example of entrepreneurial change because the whole body of knowledge about entrepreneurship has developed during the past two decade. The process of creating new business is well understood. No one is guaranteed to become a Billgate or Donna Karan, but students with a good aptitude or having a vision could become better entrepreneurs (Willam, 2008).

Although finance is not every thing, entrepreneurs need finance to invest in new equipment and machinery, reaching out new markets and products, cope with temporary cash flow shortage as well as to innovate and expand. Since capital is scare in developing countries, essentially deployment in a way that maximizing the creation of new jobs and production of new goods and services rather than being used to convert a very small number of business into modern-intensive ones (Mulat and Wolday, 2006). Lambering & Kuehl (2000) pointed out that banks or other financial institution like microfinance provide a large amount of money for small business development, microfinance in many countries plays major role in the development of entrepreneurship by providing small amount of loan to trainees to engage towards entrepreneurship/self-employment.

Like other countries, Ethiopia undertaking microfinance service for individuals who are engaged on self-employment/entrepreneurial activity. However, micro financing is a recent phenomenon in our country. The role of Ethiopian micro and small enterprise development sector in employment creation, economic growth and poverty reduction has received the recognition in poverty reduction strategy. However, the sector's finance is limited to access constraints. The sector provides credit to start business/self-employment but only for those who have grantee individual/ organization (Mulat and Wolday, 2006).

2.3.8 Capacity Building in TVET Training

For those to be educated and qualified as teachers/trainers, the pre-service courses make only the beginning of teacher's professional education. To make education more attractive to the users through the efficient utilization of service giving staff, the quality and competence of teachers must further be improved to become stronger along the provision for many professional training and development opportunities. To ensure the provision of an acceptable level of quality training to trainees and the society at large, development of teachers' competency must be a continuous process (MOE, 2004).

Development of teachers can be obtained by providing them with adequate education/or in-service training and by creating favorable conditions to promote appropriate posting and follow-up support for actual utilization of teachers effectively (Anderson, 1995). Training, on the other hand, is the development of the individual which arises from the whole range of events and activities by which serving teachers can be extend their personal academic and practical education, towards their professional competence and understanding of educational principles and methods (Aderson,1975).Through training teachers' performance increase, accompanied by moral up-lifting. Therefore, training of teachers that is directed towards their actual work can develop teaching methods, class room management, planning of work and potential work in education and desirable educational attitudes (Anderson;1995).

2.4 Quality of Training for to build EntrepreneurialCapacity

TVET can only be viewed as relevant, if it achieve to equip trainees with high quality skill that help to gain employment or self-employment. The skills imparted by TVET should be demanded and helped to improve economic productivity. Employment and productivity are important economic and social indicators of efficient TVET training (MOE, 2003).

To provide quality training there are factors that should be fulfilled these are appropriate, adequate and well equipped training facilities, the existence of sufficient competent and well qualified trainers, efficient management up-to-date and flexible skill training that could meet the relation between the school and the world of work (Psachorpoons, 1987:325).

The question of quality is an important issue in TVET programs. Often, access to jobs that training provides depends on the nature and qualities of training; and job performance of graduates depend on the right kinds of skills acquired. Such quality of a program is usually affected by a number of factors. The information required to specify the important dimension of quality may be extensive. The contents of some dimensions of quality are also unsettled and disputed (Lauglo, 1993; Norton, 1999) and Prokhorof (1997), the quality of technical and vocational institution can be affected by inadequate financing, inadequate recruitment of suitable trainers and high management complexes.

2.4.1 Trainers Competency

Of all the resources required for TVET Programs, trainers (teachers) are the major components who play the most important role in successfully achieving the objectives of the training. The qualities of the training program largely depend upon the trainers. They are at the heart of the matter. Regarding this UNESCO (1973:200) summarizes the importance given to trainers the training and securing of well qualified trainers (teachers) must precede all other consideration; besides, the development of any educational level presupposes the availability of competent trainers in sufficient number. Therefore, it is often suggested that TVET will be as

good as those who teach it. The quality of teachers will then have a direct effect on how well trainees are prepared for their future career.

Quality can also be maintained through some standardization to provide reliability, consistency and definition of what TVET trainer's qualification encompasses in terms of technical skill and teaching competence (World Bank, 1999; Middleton, 1993). In reality it might be difficult to quantify and specify staff development requirements exactly. Nevertheless, different reports and observations highlight some important indicators : That include: refreshing industrial or work place experience, improving technical and academic competencies, pedagogical, management and leadership training (World Bank,1993).

Therefore, TVET college/institutions should have sufficient competent trainers to provide quality and relevant training.

2.4.2 Training Facilities

Fulfilling the training facilities and providing up- to-date teaching materials is one of the relevant measures to maintain high quality training. Vocational and technical courses usually have high development and recurrent cost. The extremely high cost of facilities makes it difficult to easily secure the latest technology; textbooks, practice materials for workshops, are very essential to effective training as is effective maintenance of facilities and equipment. These elements contribute significantly to high recurrent costs of good quality vocational programs. (Middleton, 1993)

Material development in a given institution may be expensive due to rapidly changing nature of present day occupations. However, such materials for modern sector occupations can be easily adapted from models used industrially developed countries. To facilitate such adaptation, maintaining close cooperation with enterprise (employers) is relevant to adapt existing materials and familiarized with practical side of their future job or new occupations. But in a real sense, no school can create such workshops covering all fields of technical and vocational education, nor can it afford to provide costly equipment and machinery. As a result, workshops

use outdated equipment purchased on the cheap or given to them as donation by donors or leaving workshops without adequate supplies. In consequence, the training as well as its quality suffers considerably (Prokhorof, 1997 & Middleton, 1993). Similarly World Bank (1993) confirmed that inadequate supply of equipment, very poor basic equipments, lack of laboratories, unserviceable or outdated equipment, lack of surrogating and maintenance will make effective teaching impossible. Moreover, advanced programs will not be practical because of such shortages of adequate establishments, equipments and auxiliary services. Shortage of finance makes the situation more difficult for public colleges to supply up-to-date machinery and equipment with the requirements of the modern occupations.

Efforts should be made to update the training materials, textbooks and manuals, so that trainees may get knowledge identical to that which they will subsequently practice on the job. Training for self-employment also must be developed to incorporate skills that are specific to local regulatory and market environment (Prokhorof, 1997: Middleton, 1993). There is more evidence that the availability of training materials, books, equipments, and other educational resources training facilities would noticeably improve quality. Adequate budget must be allocated for this purpose (World Bank, 1993).

2.4.3. Management Efficiency

Maintaining effective and efficient management in training institution is often challenging. A number of preconditions must be fulfilled. Expensive and complex facilities and equipment must be fully maintained. Instruction should be delivered in class rooms, workshops, laboratories and during apprenticeship programs, in enterprise. Tracer study and job placement tasks are also highly needed; curriculum materials must be constantly adjusted and upgraded, and the most effective institutions are likely to use flexible and innovative instructional systems that require a high level of planning and managerial attention (Middleton, 1993).

Similarly, when resources are allocated for a particular TVET program, it usually requires effective managerial control and supervision to generate a program with particular characteristics. In this connection, the implementation stage is decisive

because there may be many ways in which resources intended for training may fail to result in a well established program. The funds may be misspent or may be spent on initial planning and administrative costs without recruiting instructors who are the heart of the program; or a program may be started by failing to attract any trainee. Alternatively, a program may be initiated, but its characteristics may be different from those intended, etc. (Norton, 1999:13) this call for enhanced managerial responsibilities.

Attracting and training effective managers is not entirely an easy task for weakly financed training systems. Management training is not often provided. This inability of TVET institutions to attract qualified managers and staff has combined with centralization in many countries to restrict the autonomy of individual institutions. This is manifested in centralized curriculum decisions, regulations that hinder entrepreneurship in revenue generation, adherence to government rules and regulations, salary scales in teachers' recruitment and compensation (Middleton, 1993).

2.4.4 Linkage of the training with Labor Market skill

According to ILO (2004) an effective vocational education and training response depends on both the type of change and the level of response. Rapid changes require a quick reaction, usually through continuing training longer term changes allow vocational education and training planners to develop standards to support the changes process.

This means, institutions need to get information on labor market trends, skill requirements of the economy, technological changes and how they affect skills development, programs offered by competing institutions, and similar information to be able to develop and run programs efficiently. The curricula and the types of programs these institutions offer have to be adjusted on a regular basis so that graduates from these institutions have the appropriate and relevant skills for an ever changing market place (Nicholas, 2000).

Regarding this MOE (2006) stated that the importance of informing trainees, unemployed and workers about new occupations and the skills and knowledge required from them. The labor market information should also provide information about vocational training possibilities and qualification programs. Moreover, it can provide counseling service to help people to find out their individual professional profile so that they can chose field of studies according to their interest of skill. Trainees use labor market information to gain a better understanding of the current and future skill requirements of the labor markets so that they can make appropriate training and decisions. In addition to that provision of information on vocational training possibilities like courses offered by public or private training organizations is an important function of the labor market information system. This kind of service mostly aimed at young, adults and individuals wishing to enter the labor market for the first time (MOE, 2004).

Therefore, the planners and program developers in educational and vocational training institutions use information on labor market trends and the anticipated impact of technological changes on future skill requirements to support trainees to determine the type of programs to be offered and the number of trainees to be accepted in each program. Responsive training policy requires more often accurate, regular and update labor market Information and socio economic trend analysis. Systems to develop information on labor markets and to monitor training are necessary to adjust constantly to changes in skills demand. However, such systems are not well developed at national levels and are even weaker at regional and local level (MOE, 2005).

2.5 Challenges and Opportunities of Entrepreneurship

2.5.1 Challenges of Entrepreneurship

Entrepreneurial activity is not an easy task it has diverse range of obstacles on the day- to-day activity and these create obstacle on the growth and development of firm and their sustainability or brings failure, there is a lot of obstacle, constraint, and a series of problem marked that one of the qualities or the character of successful entrepreneur is risk bearing or risk taker, from the study conducted, when the pattern behavior of a large number of people is studied, some people identified as a zero

risk takers. They don't take any risk and afraid of taking challenges. There are also other peoples hundred percent risk takers. An entrepreneur who takes a moderate risk can go on the entrepreneurial career (Aruna, 2003:53). The challenge of entrepreneurship lies in overcoming these difficulties, in reality the successes of entrepreneurship will depends largely on effectively confronting, tackling, struggling and overcoming these challenges. Even though finance is not every thing entrepreneurs need finance to invest in new equipment and machinery, to reach out the new market and products, to cope with temporary cash flow shortages as well as to innovate and expand their firm (Mulat, 2006:64). Mostly the case of failure in business are Luck of sufficient working capital, Lack of Loans, lack of supply of inputs, marketing of products, high price for input and low price for products, lack of working area and product display area, rules and regulation of government, etc. (Lawrence et. al , 2000: 113). In addition failure in business occurs because of external condition. Every business is affected by fluctuating interest rate, interrupted supplies, labor market trend, inflations, government regulation and unstable financial markets (David, 1998: 72).

Furthermore, starting a business face constraints like lack of access to finance, shortage, poor access to land, or place to operate from, lack of information, lack of adequate work experience the necessary permit and licensing are crucial for the successes of entrepreneurship program (Temesgen, 2007). Moreover, an entrepreneur encountered problems in the manufacturing area are shortage of raw material not received on time, damage of machineries, not able to found replacement of broken damage part of the machineries, power cuts or lack of adequate power supply, lack consistent product quality, in effective inspection. Lack of technical know how, and lack of advanced technology, lack of storage facilities problem of transportation, or capacity for processing etc.

With this in mind, many governments have accepted to co-ordinate facilities and establish some form of national training system and program to tackle the problems in accordance with government plan (Hurrley, 1987). Hence government agencies are generally responsible for creating favorable economic environment and financial policies to provide adequate infrastructure and adjusting the rules and regulation as well as to assisting the entrepreneurs on non-financial services.

2.5.2 Opportunities of Entrepreneurship

In any event where there is problem there will be also opportunities. Whenever changes occurred in the entrepreneurial environment different opportunities will be created for entrepreneurs. An opportunity is the chance to do something in away, which is different from and better than the way it was made at some movement. What was the advantage for entrepreneurs is exploiting opportunities that arise from different sectors (David, 1989). Entrepreneur tends to be strategic thinkers who recognize and see opportunities where others do not see, by creating new firms based on these changes.

To exploit the result of changes, entrepreneurs must be change oriented and inspired people. Scientific knowledge changes every time and it is the heart of many firms, for instance, Charles Babbage created a mechanical calculating machine more than a century ago hence he become the forerunner of mechanized adding machine, Babbage is mentioned historically as contributing to the concept of a computer because, he helped revolutionized numerical manipulation. The brief history of computer is interesting, because only scientist to exploit their investment were Eckert and Macuchly of Univac, Meanwhile, hundreds of companies evolved from these pioneer efforts (David, 1989).

Entrepreneurs must be able to identify and evaluate opportunities that arise from the environmental change for their success; Hirsch in Mesfin (2007) remarked that Identifying and evaluating a good opportunity is the most difficult task. Mostly good opportunities do not suddenly appear but rather result from an entrepreneurs alert to possibilities and in some cases, by establishing mechanism to identify potential opportunities. It is important for entrepreneurs, therefore, to understand the factors causing the opportunities like the technological/ industrial change, scientific knowledge, Market shift/change, Demographic change, social and cultural changes, government regulation etc. each of these factors and the resulting opportunities has considerable market size and dimension.

Moreover, Mesfin (2007) pointed out that important economic opportunity in the entrepreneurial development include Industrial policy and procedure, agricultural

resources based environment, unexploited market, and availability of natural resources, cheap labor, and low degree of competition are some of the encouraging potential opportunities. Thus it is very essential to entrepreneurs to exploit the available business opportunities by interpreting and identifying them.

Opportunities have time horizon during which opportunities exist before something else happens to eliminate them. A unique opportunity, once shown to produce wealth will attract competitors, and if the business is easy to enter, the industry will become immediately saturated. Literally every successful product and service has had an option period of time for commercialization. Those introduced too early have usually failed, and those introduced too late suffered from crowded markets (David, 1989).

Since entrepreneurs are opportunity seekers TVET trainees must be strategic thinkers that can cope up with opportunities obtained to become successful and to make sustainable their firms as well as contribute to the economy of the country.

2.6. Ethiopian TVET training

2.6.1. The Trends of TVET in Ethiopia

Education in its traditional form has long history in Ethiopia. Modern education in Ethiopia was introduced in early 20th century. Prior to that period, traditional education was mainly provided by religious institutions. However, it is worth mentioning that the attempts made to develop vocational education and training. Ethiopia had its own craftsmen and artisans for centuries. However these men and women of talent was neglected and regarded as lower status and having evil spirit by the traditional Ethiopia. They were isolated and despised for a long period of time. Despite the negative attitude towards artisans and craftsmen Ethiopia ruler like Emperor Tewodros II (1855-1868), Yoannes and Menelike tried to correspond with European to bring technicians who could build mechanical devices in Ethiopia. Emperor Tewodros II attempted to develop crafts at Gafat; King Menelik brought in some Swiss artisans to Ethiopia in the year 1887. The first vocational school of Addis Ababa was established by the ministry of education and fine Arts (Ecole National des Arts in 1942 E.C). The school used French and Amharic language as a

medium of instruction and later on, it was renamed as Addis Ababa Technical School. The medium of instruction become English and Amharic (Girma, 1990).

Technical and vocational education and Training (TVET) was the most neglected area in the history of the Ethiopian education and training system. However, since 2000/01 massive expansion of this sub-sector has been operational. The strategic thinking behind the expansion of the TVET sub-sector is to meet the middle-level man power demand of the industry, service sector and commercial agriculture, which have become very essential to the over all development of the country. TVET is an instrument for producing technicians equipped with practical knowledge, who unlike in the past would be job creators rather than expecting jobs to be provided by the government (MOE, 2006).

The objective is to provide quality education and training in the TVET sub-sector. To this end, the curriculum was revised, skill upgrading training was given to TVET teachers and expert teachers were employed to overcome the shortage of teachers. In order to provide diversified training and education to the trainees, field of specializations have now reached to 25 government and 16 non-government-institutions. In collaboration with private sector and government enterprise, apprenticeship program was also introduced to develop to the world of work (ESDP III, 2005).

2.6.2 The current status of TVET in Ethiopia

Development of TVET sub-sector of education in Ethiopian is still in its infancy. It remained a neglected sub-sector of education until recently. International comparative data show that in1994, the portion of TVET to academic students at the second level of education in Ethiopia was nine times less than that of the Sub-Saharan Africa as a whole when compared to Europe; this proportion was 36 times less for Ethiopia (MOE, 2006).

Currently, both public and non-public agencies provide short and long-term technical and vocational training using formal and non-formal approaches. First, there are higher education institutions, which train top-level professional and technical

personnel. Second a number of technical and Vocational training schools, institutes, and college training personnel at the middle and lower occupations levels. Third, training centers attached to public agencies provide training to meet primarily their own internal manpower needs. Fourth informal on-the-job training apprentice training take place in non-formal occupations at work places (MOE, 2006).

Considering that, the importance of developing sufficient supply of skilled and productive manpower for the economic development, the education and training policy and the education sector strategy assign high priority for the development of technical and vocational education and training programs in the country (ESDP II, 2002).

The economic policy and strategy of the country requires technical and professional skills in broad specific occupational fields. It is with intention that the government of Ethiopia has put in a place a comprehensive capacity building development program aimed at strengthening its human resource potential through TVET (MOE, 2006).

2.6.3 Objective of Ethiopian TVET

To meet the challenge of rapid economic and technological changes or to implement poverty and unemployment alleviation developed countries have persuade the program of vocationalisation to which technical and vocational education is instrument. Vocationalisation in, indeed, a reform to replace institutions that offers academic oriented curricula which give emphasis to practical skills (Gills, et.al.:1996).

To day technical and vocational education is called "a plan for accelerated sustainable development to end poverty." That TVET can undoubtedly play a significant role in poverty reduction. The over all objective of the national TVET strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia which contribute to poverty reduction, social and economic development through facilitating demand -driven high quality technical and vocational education and training, relevant to all sector of the economy, at all level and to all people in need of skill development. Therefore, both public and private TVET College is

expected to produce not only employed but also self-employable productive citizens. Thus, the National TVET Strategy (MOE, 2008) planned to attain the following objectives.

- create and further develop a comprehensive ,integrated, out-come based and decentralized TVET system for Ethiopia
- Strengthen TVET institutions in view of making them Centered for Technology Capacity, Accumulation & transfer
- Create a coherent framework for all actors and stakeholders in the TVET system
- Establish and capacitate the necessary institutional set-up to manage and implement TVET in ensuring quality management system(QMS)

Chapter III

Research Design and Methodology

This chapter of the thesis deals with general research approach or framework. It, therefore includes, researcher's role, the research setting, rational for selecting the setting, population and sampling procedures, data collection tools and procedures, data analysis techniques and finally research standards of quality and verification.

3.1 Research design

In linking the data to be collected with conclusion to be drawn to the initial question of the study the research design is important logic that consist at least four problems, what questions to study, what data are relevant, what data to be collected and how to analyze the reports therefore, a research design is a plan, structure and strategy of investigation conceived as to obtain answers to research questions or problems (Kumar, 1996). It is a plan of research practice that indicates what the researcher will do from problem formulation to suggest operational recommendation. The approach of this study follows qualitative case study method. I select qualitative method because it would enable me to obtain elaborated details about phenomenon such as feelings, thoughts, and thought processes and emotions that are difficult to extract or learn about the issue under study. Qualitative approach helps the researcher to understand the social world based on the way participants' character, their experience about the world and favors the use of opinion, experience and understanding of the context in its 'original' form and provide thick information which in turn leads to theory that is grounded. This helps to get rich descriptive data about the contexts, activities, and beliefs of participants in educational setting and their working areas, represents educational efforts and their results as they naturally occurred in the context.

Moreover, the reason to choose the case of Selam TVET College training regarding entrepreneurial development is to investigate and describe details about its contribution in producing entrepreneur graduates. Hence, I assumed that the qualitative case study method is the right approach that would help me to investigate

about "Selam" TVET college's training contribution towards entrepreneurship from graduates perspective who become entrepreneurs, in greater depth and flexible ways. The approach was also more of time effective and direct context focused, to stimulate, explore and development of ideas.

3.2 Researcher's role

Since I have designed my research as a qualitative study, no need of research proof methods and techniques required. In other words, I was the major data collector by being an outsider participant observer, interviewer, storyteller and the descriptive writer through recording as faith fully as possible, in a way I saw, heard and felt the phenomena, since in depth understanding of human interaction requires native language of the research participants, I used Amharic as a means and median of communication. In short as an observer I visited what the research area seems, listened what respondents said, and made interactions what I observed and listened from the respondents (Bagele, 2005:143).

3.3 Research setting

Selam TVET College is one of the TVET College among 97 TVET colleges in Addis Ababa Administrative region which is found around Kottebe at the back of Hanna Marriam church. It was established in the year 1989 by David Rosily and his wife Mare Luise Rosily citizens of Switzerland, David the former director of Selam children's village, which is non- governmental organization supports orphans. In 1989 David planned to establish a metal work center to help growing for Selam youths and other orphans as well as private applicants from the community. The Ethiopian government provided him 400,000 m², the first building was constructed. The center was growing from time to time; two years ago the center was up graded to Technical and vocational College. Since it was found fulfilling the criteria set by government for becoming TVET College. Currently as technical and vocational college it provides training for the youth about seven fields with the strong focus on practical training. The Fields of study provided from Selam TVET collage are General Mechanics, Auto Mechanics, Building Construction, Electricity, Woodwork

and Machinery, and Girls vocational training (food preparation, processing and handcrafting).

In 1994 E.C with the change of curriculum and educational policy, it came along with a new system or training of youth in 10+2, 10+3, 10+4 program. Currently the program providing training for the last batch of 10+3, new curriculum program level-2 and level-3 trainees programs. Since it has established it has grown into well-equipped and highly organized educational training center, the college produced 1267 male and 95 female totaly1362 graduates until 2009 (Selam,2009). In all the seven fields provided in the center currently there are 25 female and 322 male totally there are347 trainees. The number of graduates in the 2010 will be 17 female, 202 male totally 219 trainees. Moreover, the college participating with street children training in collaboration with Addis Ababa Administration office and other non-governmental organization.

Selam TVET College is very attractive, it has beautiful houses, throughout the compound there are green and flowery gardening, on the main get street after waking for five mints there are offices, classrooms, library, and computer class/room setting a side together, on the other side a group of workshops numbering 29 arranged together, surprisingly it seems an industrial village, the workshops are very huge, the inner side of the workshops looks very nice. There are properly arranged trainees bench works, the instruments and tools safely set on the walls , the huge machinery placed properly with enough space to move in and secured trainers and trainees. There is a production of different products in every workshop. There is also a big cafeteria for trainees and staff on different rooms. Moreover, the very wonderful site a large area with observable fence where the up-to-date technological products is set there huge machineries that are produced in Selam by full participation of trainees. In the middle of the compound there is a big sin board indicating the vision, mission and goals of the college, there is also small sin board that shows the direction of different parts of the college.

3.4. The population, sampling and Sampling

The research issue is about the contribution of TVET training towards entrepreneurship from the perspectives of entrepreneur graduates of Selam TVET College. The population of the study was Selam TVET college staff and entrepreneur graduates. To investigate the research sources of data were entrepreneur graduates, entrepreneurship instructors, vocational guidance counselors, Dean and vice Dean of Selam TVET college, and a TVET expert from TVET Agency. The entrepreneur graduates of Selam TVET College who participated in the study are divided into two categories. The first category or the first groups are nine in number these groups are the early graduates of TVET before entrepreneurship training started, the second group are six in number they are the recent graduated of Selam TVET College. Who have taken the entrepreneurial courses.

Thus, from the very nature and feature of qualitative case study research procedures, that normally employ non-probability sampling technique such as accidental or purposive sampling (Bagele, 2005:145). The population of study from Selam TVET was 31 staff and 1362 graduates. Among them the instructor teaching entrepreneurial courses, vocational guidance counselors, the college Dean and Vice Dean were purposively selected to obtain appropriate information. Entrepreneurial graduates of the college selected by available sampling. The graduates are the prime focus of the study, because they are the main actors who know the details of the issue under the study, hence, they can provide more information. In addition, emphasis was given for available TVET expert from TVET Agency.

As a result, the research sample consists of both females (3) and males (18) participants, one instructor, two vocational guidance counselors, two Deans of the college, fifteen entrepreneur graduates of Selam TVET College, and one TVET expert from TVET Agency. The total number of sample is twenty one. I have met entrepreneur graduates by means of information obtained from individuals outside the college they are working in a scattered area like kottebe, industrial village around lamberet, kolfeye, Saries and debereziet.

3.5 Data collection tools and procedures

Multiple data collection tools will minimize the inadequacy of the information and strengthens the validity and reliability of the information gathered, multiple data collection tools were used. Accordingly observations, interviews and document analysis were employed to come up with relevant and appropriate data of the study.

3.5.1 Interview

To make deeper study, considering that interview will provide reliable information about what is in the mind of respondents, I prepared semi-structured interview questions to conduct face-to-face discussion with entrepreneur graduates, deans, selected instructors, vocational guidance counselor, and TVET agency expert. The reason to choose interview is that it is the main source of case study that permits greater depth of response which may not be accessible through other means, it helps to get information concerning the feeling, attitudes, or emotions in relation to the theme of the study, moreover, using the semi-structured interview question has the advantage that provide greater flexibility, make free the interviewer largely to arrange, modify and add some new questions and also it is focused, depth and non-directive tool. (Bagele, 2005:145-172)

3.5.2 Procedure of Interview

So as to make deeper study and cross evaluation of the information collected, interview was found to be an alterative tool, since it helps to provide information about what is in the mind of respondents which may not be accessible through other means (Bagele, 2005). Hence an interview procedure was planned as follows.

- (A) Preparation: - focused questions were carefully prepared and its type was decided by considering what to yield from the interview as a substance for the research to be conducted and informing the participant the purpose of the study.

- (B) Conducting the interview: - I planned as to where the interview to take place without threatening but having pleasant discussion, by going through graduate entrepreneurs working area, or the place where they select. Requesting to gain entry in to the college to deal about issue of the study with principals and to get contact with the concerned instructor, vocational guidance counselor with their office, and the TVET expert in her office.
- (C) By requesting the willingness of respondents, for repeated listening and to develop comprehensive understanding about the data collected tape was used, to remember the points discussed, to pick important information missed during writing and make confidential the data gathered.
- (D) Ethical issues: - questions were carefully prepared for not touching sensitive issues that creates discomfort of respondents and acknowledging for their wiliness, asking clear and easily understood interview questions etc. was considered. Tape recorder was used after gaining the willingness of respondents by informing clearly the purpose of the study to feel free them and gaining their accurate response and by informing them that the record data will used secretly by researcher only and promising to delete the records after achieving the target of the study to avoid artificial information.

3.5.3 Observation

Considering that observation is one means of data collection tools, as an outsider non-participant observer, I spent a minimum of two hours a day for seven days to look into various issues in the college to obtain additional data based up on the situation of the setting and the physical environment of the college, entrepreneur graduates working areas and workshops of entrepreneurs. I have observed in the college that trainees in the college are participating in the production process, undertaking their training activities as well as products produced by entrepreneur graduates and producing materials on their workshops. There were frequent visits Deans, instructor and vocational counselor for consecutive days.

Accordingly, to strengthen the reliability of the data colleted from respondents, I prepared felid notes, and photographing which has direct relation with research questions were analyzed.

3.5.4 Document Analysis

For better understanding and valid information about the study, official documents, curricula, documents, magazines, leaflets, profile of and other documents related to the study were analyzed.

In order to support data collected through interview and observation, timely checkup of valuable documents having relation with training such as curricular documents, project assignments, leaflets and entrepreneurial graduates profile etc. were utilized.

3.6 Data Analysis Techniques

Since qualitative data has massive amount of data, analysis is used to describe for more understanding about the issue of the study. The data collected were started to be analyzed immediately as data collection started to generate ideas, to simplify preceding data collection, to make decision regarding research question and the setting, it helps to inform about emerging themes, issues that need to probing and questions that need to be asked etc. (Bagele, 2005:172). As a result, the data collected through interview, observation and document analysis were verbally narrated by constructing descriptive paragraphs. The data obtained through the tools were grouped according to their similarity. Moreover, the data were verbally described in accordance with the original view of the respondents and then followed by interpretations of the research this approach was assumed at discussing the findings and answering the 'so what question' and attach meanings to the novel ideas of respondents information.

In my case, I used single case analysis strategy where I made the use of personal knowledge and understanding for detailed analysis of a case under study, which will lead to the understanding of how Selam TVET training contributes entrepreneurship from its entrepreneur graduates perspectives.

In addition, I used narrative sentences, and phrases to create a category that were followed by the interpretation of my own personal understanding from the literature reviewed.

Eventually, after the data collected and analyzed, the analysis of the information made on the basis of

- Rereading the summary notes of the observation,
- careful transcription of the interview responses
- Identifying constant occurrence of interview responses;
- Identifying the emergence of divergent and convergent data to the point under study;

After completing all these procedure the data analyzed were given meaning in relation to the literature reviewed.

3.7 Standards of quality and verification

The research attempts to secure validity and verification in the research, taking part in as an outsider non-participant researcher in the setting and spending more time in the process (Cresswell, 2003:195). It is also demanding to cross check the quality of the data collected by employing multiple instruments to triangulate the data that would lead to the verification of the research findings.

Moreover, as it is stated by Ajarsia and Gay (2000:232), besides getting permission to enter into the desired research setting, qualitative researcher is expected to clarify the purpose, the time to be spent in the setting and its direct impact on the regular activity of the institutions and findings the final outcomes, reason of selecting the setting and the participants and the benefits, the research will have for the setting. Therefore, to keep standards of quality and verification of data collected, the following ethical behaviors were mentioned; for the validity of the research and to make it reliable: -

- Participant's interest in the case of confidentiality was respected:
- No involvement was made without the permission of the concerned body;

- Participants were ethically considered to be the one who were legitimate directly or indirectly to the point under the study. So they were consulted before any publication.
- Recognition and negotiation was reached between the researcher and the researched before any attempt was made officially.

Generally, attempts were made to check the accuracy and worthy fullness of the information through the use of alternative data gathering tools.

Chapter IV: Data presentation and analysis

The major objective of this study was to investigate whether TVET training contributes towards entrepreneurship. This chapter is devoted to the analysis of the data generated from entrepreneur graduates, principals, trainer and Vocational counselors concerning the contribution of TVET training towards entrepreneurship.

To meet the purpose, I have included my own interpretation and understanding of the issue depending on the data obtained as an observer, and document reviewing. Accordingly, the data is organized into seven major themes namely quality of skill training, TVET training contribution towards entrepreneurship, source and support to become entrepreneur, benefit of entrepreneurs from self-employment, success or failure of TVET entrepreneurial movements, improvement for TVET entrepreneurial movement, and similarity and difference of entrepreneurs taking or not taking entrepreneurship courses. Each major theme consisted of sub-themes related to the basic issue raised during the investigation.

4.1 Quality of skill training

Among the major objectives of the study realizing provision of basic entrepreneurship skill (relevant training) as manifested by entrepreneur graduates, trainers and other participants of the study. I made an in-depth interview, observation and document reviewing in order to get relevant data to the point under the study. The data concerning quality of skill training are presented and analyzed in this section.

The analysis made by categorizing the data pertinent to the quality of skill training into five sub-sections. The analysis presented in this sub-section takes into consideration of the training facilities as quality of training.

4.1.1 Training Facilities

From among all the necessary factors required to provide quality training, training facilities availability is mandatory. Training facilities includes educational materials such as textbooks, instructional materials and tools, audiovisuals, library, laboratory, devices, etc. and educational technologies such as machineries, equipment, instruments, including building workshops, the required supplies to use the technology including all other facilities.

To meet, the desired result in the provision of high quality skill TVET colleges/institutions should possess adequately all the required training facilities and utilize appropriately.

To this effect, Selam TVET College's Training quality was assessed in terms of training facility. The response of participant from any category manifested that there is the best quality of training facilities available adequately.

In addition as an observer, in my study in the college, I have visited the college through out the compound, the classrooms, workshops, laboratories, products produced with full participation of trainees in the display sites. My observation conformed that, with no exaggeration Selam TVET College seems a manufacturing village. I was impressed with what I observed specially the workshops. The workshops are twenty nine.

The desire to produce entrepreneur trainees/graduates with innovative minds can only be realized when the training center provide quality education. Among all other things, one of the components of quality training is training facilities including textbooks, materials, equipment, tools, spare parts, raw materials, and machines, workshops which are completed and up-to-date.

In addition, the document reviewed also indicates that the college is well equipped and organized with training facilities. The products seen on the pictures, brochure, leaflet and magazines are technological products. The products are produced with

full participation of the trainees. Concerning the availability of training facilities, a participant from entrepreneur graduate, his pseudonym, Abate said:

The training quality in Selam is a modern technology which is the standard of developed countries not in our country level, I am sure where ever you go in Ethiopia you may not find such college equipped and organized with up-to date training facilities. Seeing is believing you better go and visit than my words, my words may not sufficiently express the availability and adequacy of the best training facility of Selam (Abate, February 10, 2010).

Abate confirmed that the training facilities in Selam TVET College is the standard of developed countries which is supported by modern technology adequately available. Similarly, the other participant, Degu, regarding the training facility reported as follow:

let alone to compare it from other TVET college, I have seen the technologies in Akaki Kaliti metal fabric at time of my apprenticeship training; even though there is a modern technology in this factory, machineries like the Selam TVET college are not available in the Akaki factory, እንደሰላም ማሸነፊዎች ለስራ ምቹት የላቸውም። (Bekele, February 10, 2010).

The training facilities in Selam TVET College not only in other TVET College even don not found in Akaki metal fabric. Moreover, work simplification is comfortable in Selam than Akaki. In the same manner, from college Vice Dean, Debebe reported:

The training facility in our college tells you the reality. You better visit the workshops and other areas. Especially the workshops with machinery, instruments, and technological products will tell you more than me and then you can tell more than me to others (Debebe, February 27, 2010).

One who visits Selam TVET College can observe the availability of high quality training facilities adequately and he can tell others what the reality of technology existence.

TVET expert regarding training quality express a general statement not detail, as follow:

I am a new staff. I stayed here for about six months I don't know the college physically, but from discussion in meeting regarding TVET Training quality, what I have heard about Selam is a good fame and known by TVET Agency that Selam TVET has well organized educational training facilities such as standardized workshop, with machineries educational materials, best quality skill training etc. From among all TVET College in Addis there are two colleges with good training facilities, the one is Selam TVET College. Selam has good communication with the Agency (Weyene, March, 9/2010).

Selam TVET College has a good fame in TVET Agency for its quality skill training. Selam is one of the two known TVET College from among all TVET Colleges; in providing high quality skill training. It has well organized training facilities and provision of best quality skill training. Moreover Selam TVET College has good communication with TVET Agency.

From the facts discussed so far, one can infer that Selam TVET College has high quality and adequate training facilities. The training facilities are among important factors required to provide quality training. It fulfills the quality in terms of training facilities.

4.1.2 Trainers Competency and Capacity Building

Above all the factors required for provision of quality training of TVET colleges, trainers (teachers) are the major components that play the most important roles in successfully achieving provision of high quality training program. They are the heart of the training program, because the training program largely depends on trainers.

Securing adequate number of competent trainers who are well qualified should be a perquisite consideration. Without the presence of competent trainers the best training facilities like machineries, equipments and any other training materials are meaningless. Since the trainer operate, manipulate and use facilities in the process of teaching-learning, in demonstrating his/her lesson and showing the practical training to his/her trainees. Trainer's competency and capacity building of Selam TVET College have been discussed here under.

The existence of competent trainer as part of high quality system training, Selam TVET College investigated availability of adequate and competent trainers. The response of participants from any group manifested that there are competent trainers. Regarding trainers competency one of the participants, expressed his view,

Our trainers are very outstanding, hard workers, cooperative and friendly. They are taught us in a good manner theoretically. Particularly, in practical training I acquired their skill by sharing their experience in producing different technological equipments and products by giving us a chance to fully participate through out the process of production. They were with us side by side with encouragement. I appreciate their competency really (Esmael, Feburary16/2010).

Esmael asserted that there are competent trainers in Selam TVET College especially in the practical training; they are very fine that he appreciates their talent, who helped him in producing different technological products,

Similarly another participant, supporting Esmael's idea she remarked her opinion as follows:

Our trainers were competent enough, especially in practical training. They provide us basic skill training, which enabled us to be successful, i.e. the majority of our friends employed and some of as become self-employed. Our success is an indicator of our trainers' competency. You could not find unskilled trainee/ graduate of Selam; if you get unskilled

trainee/graduate, the weakness is not our trainers' since our trainers were competent enough. Their graduates become owners of the right skill result of trainer's effort (Hewiot, February, 21/2010).

Hewiot, confidently that confirmed her trainers competency being the outcome of her trainers competency with appropriate skill. Another participant, Vice Dean of the college, reported similar response here under:

Here, in Selam trainers are competent enough. Trainer with no competency has no chance to get employment; if by chance happens, he/she could not exist any more. Here there is production of technological products which required the trainer to perform this and to give the basic theoretical and practical training requirement of trainer competency is critical and only real talented trainers enter and exist in the college. Moreover, trainers are experienced with variety of manufacturing skills and we have adequate trainers (Debebe, February, 27/2002).

Debebe remarked that any trainer with no competency can neither enter nor exist in the college. If happen by chance with no competency, he/she will miss the job within a short time. This ascertains trainers to be competent and talented.

Regarding the existence of capacity building training program to avoid skill gap as part of high quality training system Dean's of Selam TVET College stated his response here under:

There is no a capacity building training program of trainers in our college. Because at one time some trainers who got training left the college it is a loss for the college if they left after taking the training, therefore, we decide to cancel this program, instead we employ a competent and well experienced trainer. Using this method we have not faced any skill gap problem until now (Mesfine, March, 26/2010).

Ato Mesfine confirmed that there is no a capacity building training program for trainers that help to avoid skill gap. Because some trainers left the college after taking training, therefore, the management cancelled this program and decided on employing competent and experienced trainers; moreover, he mentioned that the college has not faced such a problem before.

From the facts discussed so far, one can understand that adequate and competent trainers are available in Selam TVET College. As components of quality training, competency of the trainer is mandatory as well as to ensure the provision of an acceptable level of quality of training to trainees and the society at large, capacity building of trainers' competency must be a continuous process (MOE, 2004). Since trainers play the most important role in development of trainees/graduates basic skill and competency requirement. High skilled, qualified, motivated, flexible and creative trainers are the backbone of any TVET institution as stated by national TVET strategy (2006). The trainees follow their trainers eagerly with full concentration, if only the trainer is competent and attractive in teaching them. Therefore, I can conclude that Selam TVET College provides high quality teaching that can be the owner of appropriate skill graduates. However training capacity building is cancelled this decision may create a negative impact on Selam TVET Training.

4.1.3 Efficiency of Management

Maintaining efficiency of management in training institutions/ college is often challenging. A number of preconditions must be fulfilled. When training facilities with required resources are allocated, there should be efficient management to control, supervise, and manage to generate qualified training. Efficiency of management means achieving organizational objectives in- a cost-effective manner (Canadian, 1987:5). Efficiency in TVET training relates to the concept of relevance, quality, and linkage to a labor market skill (MOE, 2000:22). Since Technical and vocational education training provision is expensive, their out come graduates are highly expected to contribute to the development of the economy. Therefore, in providing efficient education system in general and TVET institution in particular is extremely crucial for successful training system because TVET can only be viewed as a relevant if only it achieves to equip trainees with the right skill for employment and

self-employment., this realized if the management of the institution/college is efficient.

Hence, to produce productive citizen which is successful both for employment and self-employment, TVET institutions / colleges should have efficient management. Regarding this fact, Selam TVET College was investigated in the facts that have been discussed reported hereunder. The response of participants from any group disclose that Selam TVET college management was so strong that contribute for high quality training for the successes of graduates both for employment and Self-employment. One of the respondents, Belay, indicated his opinion hereunder:

The management is so serious that every body must obey the rules and regulations of working discipline. This shapes trainees / graduates to be hard workers, disciplined, and motivated trainees to acquire basic skill. The management is so strong in controlling and follow-up on the training. It has a good communication skill with other organizations, helps the graduates by providing job opportunities in the college for those who highly talented graduates and other graduates got job opportunities from other organizations by the help of college management as mediator (Belay, February, 16/2010).

Belay argued that even though there is a strict management it shapes trainees/ graduates to be hard workers, disciplined, and motivated trainees to acquire basic skill and avoids carelessness of trainees. Moreover, the management helps to give job opportunities in the college for high talented graduates. Good communication skill of the management helps graduates to obtain job opportunities immediately as they graduates.

Another participant, Vice Dean of the college, similarly states his view regarding management effort:

Here in Selam TVET College the management is so strong. Everybody either trainee, trainer and any other staff must follow the working discipline, obey the rules and regulations, like time management,

material utilization, honesty and other organizational ethics and respecting the government rules. The strength of management helps trainees to get appropriate skill. Moreover, its good communication skill with other organizations created opportunities for trainees at time of apprenticeship training and after graduation to obtain job. For instance, at time of apprenticeship organizations recognize that quality of skill trainees' acquired, and the management's good communication skill creates job opportunities to its graduates. Because whenever organizations need employees they communicate with management. It has appreciated by many organizations who give apprenticeship training and employers (Debebe, February 27/2010).

Debebe marked that the management has strong controlling system, work discipline, time management, and proper material utilization and appropriate controlling mechanism of property of the college; the management has good communication skill that helped graduates to get job opportunities.

In addition, as an observer in the college I have observed the strength of management system. For instance regarding time management; there is a signatory attendance, in the morning at entry time, at time of tea break both in the morning and afternoon and lunch time. The staffs go to sign on the time set. The signature attendance will be taken off even one minute is passed. Trainees are also required go to library, whenever there is free period. Only at time of tea breaks and lunch time that one can see them outside. In the working hours in the compound you will never see any trainer, trainee, or other staff without any purpose. You may see few individuals going here and there moving their work purpose. Moreover, the document which I observed in the reception room manifested good relationship of Selam with other organizations Like Akaki metal fabric /Messfin engineering, Agri-service Ethiopia, Education offices and other organization; Selam is also awarded from Addis Ababa University for its Quality of TVET training it.

The facts discussed so far, disclosed that the management is so strong which has a good impact on the contribution of high quality training. Moreover, it is strict on work discipline, time management, high concern on training, trainee's disciplines and

graduates job opportunity etc. So, one can understand that the management is so efficient in creating productive citizen which are successful both for employment and self-employment. However its strictness not supported in a scientific way it is the characteristics of autocratic style of management, to make followers the leader should be democratic (ACCA, 2002:95).

4.1.4 The link between skill training and labor market demand

Understanding to prepare trainees/graduates for the world of work is an important educational and training aim of the recent years (MOE, 2006). To help graduates be ready for the world of work, the direction of training must relate with responsiveness of labor market demand. Because training is relevant, if and only if, it equips trainees /graduates with right/timely skill for any type of employment or occupation.

To see a promising development, TVET institutions/ Colleges should provide effective, efficient, competitive, flexible, and responsive training system. This system should be demand-driven i.e., the provision of training should aim at meeting the skill and knowledge need of the existing economy of the society. In other words the skill and the knowledge gained by graduates should be timely which can be practiced in their world of work. In relation to this fact, Selam TVET skill training was assessed the result of that has been discussion mentioned here under.

The response of participants from every category indicates that the training skill in Selam TVET has linkage with the labor market demand. Regarding the linkage between training and labor market skill one of the participants, SHEMELES, reported:

I haven't faced any problem I can produce any thing that can be produced by any metal worker. I am a graduate of Selam TVET College, I acquired the right skill. Even in my apprenticeship training in Akaki metal fabric, there was no greater skill difference between me and regular worker. It is only the relation between peoples and some sort of or style of way of doing materials/ difference occurred. Even we were welcomed by organizations, since we were easily harmonized to working process. The employees left their work to perform duties /works by

ourselves freely after some days only, being as supervisors to evaluate our performance (Bedelu, February 15 /2010).

Bedelu argues that there is a linkage between the skill training in Selam TVET College and the world of work by asserting his skill capacity performance needed by labor market demand. In relation to this issue, Lakew manifested some idea different from shameless, as follow:

Of course there is some difference between our training skill and the world of work. Technical skills exist in our country are part of our skill training. Moreover, there are special skill training of Selam TVET practiced to produce newly technological products. What I want to say is that our training skill is traveled more up-to-date (Lakew, February, 16/2010).

Lakew marked that the skill training existed in Selam TVET are linked with the skill existing in our country, Moreover, the colleges skill training is traveled more up-to-date.

Another participant, Vice Deans of the college, reported His view:

Really there is a linkage between our college training skill and labor market skill. Our trainees/graduates are evidence for this they can produce any product that request their technical skill. Believe it or not, our graduates are successful enough in every organization because the acquired appropriate skills need by the labor market; where ever they employed they fit the required skill in the working area. We get feedback every time regarding our graduates' that they acquired appropriate skills (Debebe, February, 27/2010).

Debebe indicated that the college skill training has linkage with labor market demand, he evidenced trainees skills they can produced any product requesting their technical skill, this evidenced by employers feed back that graduates fit for jobs in their employed organization any where.

Moreover, as an observer I have visited some of working areas of entrepreneurs. I saw their products, some are related to presently existing products and some are newly technological products not produced in some other areas. Moreover, the document reviewed also asserted skill provision is more related to the existing labor market; even better skill training does exist.

Responses of participants and my observation confirmed that the college training traveled up-to-date way of skill provision. It can really be appreciated and can be a model for other TVET Colleges or institutions, because meeting the changing demand of society and working place is a crucial factor for success of TVET graduates in their future career. This in turn brings development in a countries economy, while Selam TVET College seems realizing.

4.1.5 Profile of Entrepreneur Graduates

To understand the nature of entrepreneurs, researchers sought to define traits common to the majority of individuals who start new business, Sliver in David (1998) described that the entrepreneur's common traits are like self-confidence, creative, risk taker, having vision and mission, competent and hard worker etc. Moreover many entrepreneurs engaged with their field of study, few of them in different field. Considers this fact the profile of entrepreneur graduates of Selam TVET College investigated. Thus, the study discloses the fact as follow. One of participant entrepreneurs discloses his profile as follow.

My training competency was a medium status and my field of study is computer engineering in drafting. I am engaged in the occupation half-in my field, half in different field (General mechanics). Even though I did not know in what way to realize, I was having a vision to become self-employed (entrepreneur) when I was trainee. After working for eight years, the some circle of life push me out of employment and I become self-employed (Bekele, February/2010).

The profile of Bekele discloses that he was medium status competent trainee. His occupation half related to his field of study half in different field of study. He was having a vision to become entrepreneur.

Another participant, Samuel mentioned his profile as follows:

My training competency was a high academic competent in my batch. My field of study was general mechanics in metal work. I am engaged in the occupation related to my field of study. I was having a vision to become entrepreneur and eager to realize my vision. After working for six years in Selam TVET College become self-employed or my dream realized and enjoyed on it. I produce blocket producing machine by taking a foreign machine model and by modifying and adding my creativity some of its parts (Samuel, February, 16/2010).

Samuel explained that his profile that he was high competent trainee, and engaged in the occupation of his field of study, he was having a vision and realized he dream and he is creative guy. The very surprising he is a handicapped, for producing a huge machine which is a blocked producing machine. Another participant entrepreneur manifested his response here under:

My training competency was high academic status. My field of study is General mechanics on metal work. My present occupation is related to my field of study. I never thought that I become an entrepreneur I have no such a vision. My vision was to continue my education. My vision was to continue my education and to become a professional high education status but I could not successes it. After working for six years as a trainer, my challenging life suddenly pushes me to become self-employed (entrepreneur) now I am happy (Lakew February 16/2010).

Lakew mentioned that his profile that he was a competent trainer, engaged in the occupation related to his field of study. He had no a vision to become self-employed but his challenging life leads him to his present occupation at this time he is happy.

It is essential to note that, the profile of entrepreneurs indicates effective and high quality training provided in Selam TVET College. Because the competency of entrepreneur graduates was high and medium status. Except three of them, the rest are engaged in their field of study. Almost all of them were having a vision to become entrepreneur. Hence, one can conclude that Selam TVET skill training has good contribution towards entrepreneurship.

4.2 TVET training contribution towards entrepreneurship

4.2.1 Quality and type of entrepreneurial courses

Entrepreneurship education is important to enrich trainee's with entrepreneurial knowledge to explore its nature to help them better prepared to transform their dream into realities. Entrepreneurship education can be "taught," because entrepreneurs have their own peculiar way of doing things as stated by David (1988, XV). Entrepreneurship course related with knowledge of how one starts his own new and small business.

Entrepreneurs' characters should be known over and above knowing about new and small business. Entrepreneur's create some thing new or different and they change transmute values (Ducker, 1985). To up-hold entrepreneurial behavior and maintaining strong persistence on the face of challenging situation, entrepreneurs should have specific characteristic and pattern of behavior, which the entrepreneurs find important in achieving their goal.

Ethiopia has shown strong determination by designing a new education and training policy of 1994, in which TVET institutions given special attention. Giving merely technical training can not make sure of granted to bringing a change towards entrepreneurship development. Therefore, the entrepreneurship course started to be a part of training to initiate and motivate trainees to be self-employed.

Regarding the type and quality of education or training of Selam TVET College was investigated. The study discusses the following fact as follow.

The response of participants tells that there are three types of entrepreneurial courses and the quality of training for the course appreciated by participants of the study. One of the participants, entrepreneurship course instructors, Jemila disclosed her view in teaching the course:

The three entrepreneurial courses are entrepreneurship, small business development, and business growth strategy (MOE, 2001). Each of these courses is taught respectively for three years. In teaching the first courses concepts, characters, real story of successful entrepreneurs and challenges they faced and how they tackled challenges are presented. The small business development, is about how to start new and small business, identifying customers and consumers, to know the difference between them, how to attract and handle customers, Thirdly business growth strategy, is about strategy used to develop and expand business etc. All assignments are discussed in a class group discussion using the analysis given on the training material (Jemila, 22/2010).

Jemila stated that there are three types of entrepreneurial courses. Trainees learnt concepts, characters and profile of successful entrepreneurs and challenges they faced and how they solved problems etc, and also exercises, discussion question, case studies problems and other project assignments. Moreover, trainees motivated to be creative by giving assignments to do new things using their technical skill and the other two courses treated similarly.

A participant, from recent entrepreneur, stated the entrepreneurial courses helped him to gain a knowledge he explained:

The courses, which I have learnt, are entrepreneurship, small business development, growth business strategy. This course benefited me too much because at first my attitude is changed; my plan was to be employed after I finish my training. For instance, as an entrepreneur to behold their character, especially to be creative, successful, how to start new and small business by preparing real business plan practically. I have prepared my own plan when I start this work. The existence of

many challenges and to be ready to fight the challenges. I am sorry I could not express all what I learnt. The course was very important I appreciate it. Since I was motivated highly immediately after my graduation I became self-employed I am using the knowledge practically at this time (Degue, May 9/2010).

Degue stated that he has learnt three courses of entrepreneurship and he mentioned that he has got good Knowledge of entrepreneurship that he is using practically currently this knowledge.

According to response of participants the discussion reveals that there are three types of entrepreneurial courses, entrepreneurship, small business development, growth business strategies given for three consecutive years. Trainees got good Knowledge of entrepreneurship, motivated highly and went immediately after their graduation towards self-employment; they appreciate the knowledge they gained and using it practically at present. So one can infer that the entrepreneurial lessons in Selam TVET has good quality of training which brought remarkable contribution towards entrepreneurship.

4.2.2 Methods and strategies used in creating entrepreneurs

To day we are living in diversified world interims of growth and development, entrepreneurs serve as an instrument in the growth and development of economy of society or country. Entrepreneurs are heroes that plays crucial role in developing countries economy. To create such heroes, there should be a good method and strategy of training which foster entrepreneurial motivation in TVET institutions. Now we have to make clear understanding to know the nature of entrepreneurs and the way they behave, it is only natural for one to ask, how such heroes can flourish in our economic system (David, 1998). David was confident to confirm that it is possible to create entrepreneurial motivated, innovative or creative mind individuals through education and training.

Then what are the methods and strategies used to create such kind of individuals. Hence, the methods and the strategies used to create potential entrepreneurs in the Selam TVET College was investigated the result of the study discussed as follow.

The participant respondent disclosed the method and strategy used to provide the entrepreneurial course training. Among participant respondent from the college, entrepreneurship course trainer the method and strategies used in the entrepreneurial class /training reported:

The method and strategies I used to teach the course are oral demonstration of concepts of entrepreneurship and other two courses, exercise, discussion question are used, short case study question and project assignments are given to motivate trainees to be creative by giving assignments to do new things using their technical skill. Here the most important thing using the real story of famous entrepreneurs demonstrating their history, the problems they faced, how they talked the problem. We discuss the assignment in the class etc. Moreover in the small business development course, for instance, they assigned to prepare business plan practically (Jemila, February 27/2010).

Jemila stated that the method and strategy used for entrepreneurship training is that oral demonstration, and case study, discussion using success story of successful individual and project work like preparing business plan creativity assignments etc.

Another participant, entrepreneur graduate who have taken entrepreneurship course stated the method and strategies used in training entrepreneurship:

The method of teaching what I have learnt entrepreneurial course was oral presentation of the different concepts of entrepreneurship, the special characters of entrepreneurs, the success history of famous entrepreneurs. We were given case studies in group, project assignment individually, and other exercises, discussion question and we discussed in group. Small business development and growth business strategy was also in same manner (Leuel, March, 14/2010).

Leuel appreciates the entrepreneurship training and disclose the method of teaching was oral demonstration and practical assignments, exercise, case studies discussing all assignments. Moreover, he states that he is using the knowledge he acquired during the training.

Based on the facts so far discussed, one can understand that the method and strategy of teaching entrepreneurship course is oral demonstration and assignment related with story of successful entrepreneurs, and discussion in groups. Moreover, trainees were given practical assignments like business plan and creativity assignments. Therefore, it is safe to conclude that the method and strategy has some advantages to shape trainees/graduates with entrepreneurship behavior. However, the oral presentation may make trainees passive and may not bring the expected great contribution towards entrepreneurship.

4.2.3 The benefit of apprenticeship for entrepreneurship

Apprenticeship is the most important type of skill and knowledge development of individuals or trainees that occurs in the workplace, which involves enculturation of the new comers into a community of practice; in apprentice student-master relationship helps trainees/graduates to understand a real world of work place.

Apprenticeship, equip trainees with appropriate skills, increase their work opportunities, builds up working disciplines and self-confidence. Apprenticeship can serve as a fertile ground where entrepreneurship development can deep-rooted and flourished. It also helps to get feedback on how to adopt a training program much with the world of work because the new graduate practice with employers and expert's in the world of work that best know the skills and knowledge necessary to carry out certain jobs or occupations.

To be good quality and relevant that can produce successful entrepreneurs, TVET institutions must be reflect the world of art in the world of work. To do so, apprenticeship training trainees must assigned to in a latest technological and productive institutions working with modern approach; that most TVET graduates

aspire for the development of deep-rooted and flourished. Because apprenticeship involves the whole way of life that touches upon skills and knowledge, cultural and moral, values, ways of interacting equipments and human beings with style of doing things ethically and meet standards expected. The benefit of apprenticeship towards entrepreneurship development in Selam TVET College was investigated that has been discussed hereunder

The responses of the participants from all categories reflected the benefits of apprenticeship training for development of entrepreneurship skill and knowledge. All of them were indicated that it is important and has a good contribution towards entrepreneurship skill and knowledge development. Entrepreneur participant, Tessema, remarked:

My apprenticeship training was in Akaki metal fabric that helped me to practice different technological production. I have observed different kinds of production process. I developed communication skill; I mean that the relationship between employees, team work spirit, the relationship between boss and employees, working culture and discipline all these increased my confidence, because I saw what the world of work look like out of the training center. First, when I went there. I was afraid, but employees were friendly, happily treating and helping us, showing us all the production processes and encouraging being side by side together with us. I become very happy and participated in the training practice; really it contributes highly to my present occupation (Tessema, March 29/2010).

Tessema argues that apprenticeship has good contribution towards his occupation (entrepreneurial activity) because he has got practice by producing different technological products. Moreover, he developed good communication skill, organizational culture, working situation that strengthen his self-confidence by seeing what the real world of work look like.

Another participant, Vice Dean of the college stated his view as follows:

Apprenticeship has great advantage for knowledge and skill of entrepreneurship. I have observed more change after they started apprentice training. On any interval, when we assess/evaluate their practice, most of them brought changes. The major aim of TVET program is preparing the youth for the world of work for both wage and self-employment. Apprenticeship is very essential to enrich the talent of trainees/graduates with real world of work. It has many benefits, like acquainting trainees/graduates with rules and regulations and methods of working, communication skill, the relationship between employees, how to handle employees, and leadership, team work, or efforts to work closely (Debebe, February, 27/2010).

Debebe remarked that apprenticeship has great advantage to enrich trainee's talent that helps them to be successful in the world of work. He confirmed that the changes from trainee's skill and behavior that he observed during the interval evaluation of trainees during apprentice training is improving.

Based on the facts so far discussed, one can understand that the apprenticeship training has many advantages that helped trainees to enrich their state of art in the world of work. Trainees/graduates gain both practical skill and knowledge of working culture that, these increased their confidences regarding entrepreneurship. Therefore, I can conclude that apprenticeship has great contribution towards entrepreneurship, if appropriately applied like in Selam TVET College.

4.2.4 Adequacy of vocational guidance service

Vocational guidance service is a process of searching out details about training, understanding and selecting among the range of alternates available and integrating personal and vocational needs to education and training institution and the labor market structure (Woolfe et. al. 1987:87). Super in Agedew (1977:34) also stated that career or vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and the world of work.

Aegdew mentioned that in whichever way it is defined and understood, vocational guidance and counseling is a facilitative process of motivation which renders services to individuals to help them in choosing and adjusting their occupation.

Organized education is the greatest social innovation of all time that should provide a basic guidance service to its trainees /graduates. Regarding vocational guidance service, Selam TVET College contribution towards entrepreneurship development was investigated and the results have been discussed here under.

The response of participant entrepreneur graduates and some participants from college asserted that there is no vocational guidance service regarding both their skill training and entrepreneurial training. On the contrary, the vocational counselor disclosed that there is vocational guidance service regarding entrepreneurship.

The counselor from Selam TVET College, *Demelash*, reported regarding the vocational counseling service as follows:

There is vocational guidance service to all trainees every day for 15 minutes regarding skill training and self-employment. Even in some occasions by inviting successful individuals so that trainees share experiences and are motivated towards self-employment; we do it most often (Demelash, February 27/2010).

Demelash reported that there is a vocational guidance service regarding skill training and self-employment to all trainees every day before class for fifteen minutes; he proves that in some occasions they invite successful entrepreneurs to share their experiences with trainees so that they may be motivated towards self-employment (entrepreneurship).

Contrary to Demelash's response, entrepreneur graduate, Degue, on the other hand, explains the issue as follows:

There was no vocational guidance service or training in our college. I have never heard about it. Even I don't have any idea about it in relation to

my field of training. The counseling, which I knew in the college, was counseling when trainees make mistakes or being undisciplined, in this case the trainees sent to him to get advice; otherwise in relation to training there was no such a thing as I know (Degue, March, 12/ 2010).

Degue assured that there is no a vocational guidance service in relation to training. Even he does not have any idea about the vocational service regarding his training what he know, is the counseling service at time of discipline case.

Another participant, former counselor, provides supports Degue's response stating that:

There is no such kind of service, either by consoler or outside individual from the college at any time and even now this is not real (Teferi, February, 27/2010).

Teferi, confirms that there is no vocational guidance service in relation to training/self-employment. There is no daily consult either by counselor or individual from outside.

Moreover, as participant observer in the college I have confirmed that there is no vocational guidance service. First of all, the counselor's educational background a diploma in theology and he does not have any vocational guidance book, material or even document. What the observer observed on his is office only computer and Telephone with table and chairs in addition to that. I have been there more than a week, every day in the college and I have never seen any event or daily counseling about self-employment.

The above discussion disclosed that there are two contradictory responses, on the one hand the present consoler of the college reported that there is vocational guidance services both for vocation and contribution towards entrepreneurship, on the other hand the former consoler and other participants responded that there is no such kind of service in the college currently, moreover, as an observer in the college I have confirmed there is no entrepreneurial counseling in the morning. Therefore, it

can easily be concluded that the college does not have vocational guidance service. From the very fact of success of any training program to empower trainees and made competent enough, the vocational guidance service has greater role in developing self-confidence and motivating towards achievement of their goals. Therefore, I can conclude trainees/graduates missed the very important aspect of their training.

2.3 Source and support to start entrepreneurial business

4.3.1 Motivational factors manifested by entrepreneurs

Motivation is an important attribute in the development of entrepreneurship program. It is based on the belief that people's motive and development through education and training can be aroused that may likely to influence people's future taught and actions. In the vocational education, the main focus of training towards entrepreneurship is to develop entrepreneurship motivation. The trainer or motivator (Family, friends or self- motivation) can lead a good vision. Trainees/graduates dream or vision can be realized through motivation. The motivational factors that lead Selam TVET graduates towards entrepreneurship was investigated and the result that has been discussed next.

The responses of some former graduates' entrepreneur participants disclosed that their motivational factors are technical skill acquired, personal vision, and support provided by Selam TVET College to start business. The recent graduates' participants on the other hand, were motivated by personal vision, technical skill acquired and greater motivation on entrepreneurial course. One of the former graduates disclosed his response as follows:

The skill and knowledge which I acquired from the college motivated me to draw a vision to become self-employed. Even though I do not know in what way to realize my vision I planned this occupation during my training. After working for eight years, I am working computer engineering in drafting (Bekele, February 9, 2010).

Bekele marked that the skill he acquired during his training motivated him towards entrepreneurship and he is working computer engineering in drafting.

Another participant from recent graduate of entrepreneur participants, Leuel, reported his view:

I was motivated towards self-employment by entrepreneurship course or training. The course created a vision and made me interested and eager

to apply the skill, which I learned from the college. Before taking the course, I was thinking to get employment after graduation. After taking the course my attitude changed and I planned to become entrepreneur and being together with my friends, I realized the plan. I appreciate the course, which changed my attitude and lead me to my own work (Leuel, March 14/2010).

Before taking the course Leuel planned to be employed, but his word indicate that he was motivated by the entrepreneurship course that changed his attitude or prior plan and then become self-employed.

As an observer, when I was visiting the college, and when ever I met trainees I was asking about their attitude regarding entrepreneurship five trainees in each workshop totally forty five trainees, except one , the rest disclosed that entrepreneurship training created on them motivation towards self-employment. They have a plan to become entrepreneur, if they get starting capital.

One of them ~~the~~ David explained:

After taking the course I have planned to become self-employed on me. If I get starting capital immediately after my graduation I will start my own work, I do want to be employed (David, February. 22/2010).

From the above discussion, one can judge that motivating factors are the vision created by technical skill, the support from the college, dissatisfaction from working area and entrepreneurship training. Therefore, it can be concluding that the College's technical skill and entrepreneurship training have a power to motivate trainees/graduates towards self-employment.

4.3.2 Support to become self-employed

Entrepreneurship development effort of TVET College provides quality training or skill, knowledge, shape trainees/graduates with entrepreneurial behavior and motivation towards self-employment. However, high skill, entrepreneurial traits, vision, and motivation are meaningless without starting capital to become self-employed or entrepreneur. There are different kind of supports given to graduates or youths like financial support or starting capital, support in the form of materials, machines, equipments tools, furniture, working area, and loan etc. Lawrence (2000: 17). Thus, potential entrepreneurs require different or various assistance or support from external source to start and run a business.

Regarding the support provided to start self-work, the entrepreneur graduates of Selam TVET College was assessed, in what form and by whom they were being supported. The result of the investigation is reported below:

The response of participant entrepreneur graduates disclosed that there was a support provided for some graduates, in the form of financial source, source in-kind (or material, machinery, equipment, furniture etc income generating activities to being guarantee to get loan. One of the participants disclosed his feeling about a support from the college:

When I start this cafeteria I got support from Selam TVET College 15,000 birr on cash, coffee machine, furniture, tables chairs, cups , they also provided me other required materials used for hot drinks, house rent, fee for water , electric and salary of one employee for six month. There was follow up from the college whether or not I work properly. Then, when they felt confident that I am doing well they stopped the follow-up and then I become successful by working hard (Abate, February, 9 /2010).

Abate manifested that the support he got from Selam TVET College both in-kind and in cash, helped him to be successful in his work.

Another participant, similarly who got support from the college Endawoke, explained his view as indicated below:

When I start my work I have got 60,000 loan from Addis Saving and Credit Association by the help of Selam TVET college being guarantee to my loan. The College was supporting me by providing income generating work orders to produce materials from my metal work to encourage me. At end of the second year, since I could not pay half of the loan the college paid 30,000 of my loan (Endawoke, February 23/2010).

Endawoke manifested the support he was provided by Selam TVET College. He got 60,000 birr loan by the help of Selam as a guarantee. He could not pay 30,000 and it was paid by Selam. Moreover, the college was supporting him by dedicating some work or orders to produce different metal products.

Another participant, Vice Dean, of the college was asked about the support his colleges provide to its graduates. He explains:

Some years ago there was such a support was provided to those orphan graduates. The support was starting capital, in-kind support, paying running expense giving income generating work take a responsibility to help them getting loan from borrowing financial institutions. For those who could not pay the college was paying the loan. Currently there is no such kind of support from our college (Debebe, February. 27/2010).

Debebe asserted that some years ago the college was providing support to start business, on cash, in-kind, giving income generating work orders and help to get loan by being guarantee to those graduates who were from Selam children village youth (orphans). However, no more support is given currently since the support project is phase out.

The response of TVET expert regarding the source of the support provided to TVET entrepreneur graduate was explained as shown below:

As I know those TVET graduates from any College, who are to be organized as small and micro enterprises, get starting capital loan from Addis Credit and Saving Association being a guarantee one to the other. Moreover, working site is given by Kebele administration (Weyene, March 9/2010).

Weyene confirmed that there are TVET graduates who obtained source and support ACSA to be self-employed if are voluntary to organized themselves in group as a small and micro association. They get starting capital from credit and working site from kebele administration.

Based on the facts discussed so far, one can understand that there was different kind of support by the college and loan from Addis Credit and saving Association, working Site from Kebele administration. However, currently, the college does not provide supports, so it can be concluded that the support was remarkable contribution that indicates the efforts of the College in leading graduates towards entrepreneurship.

4.3.3 Opportunities gained by graduate entrepreneurs

An opportunity is a chance to do things in a way different and better than the way it was done. Opportunities mostly created because of changes like technological change, scientific knowledge, social, cultural and demographic changes, etc. Entrepreneurs tend to be strategic thinkers who recognize the changes and see opportunities where others do not do. By creating new entrepreneurial firms, based on the strategic changes, they are change agents who transform resources into useful goods and services often creating circumstance that lead to industrial growth. Thus, to explore the change, using the result of strategy and changing in to opportunities (Aruna, 2003).

The change that takes place in the entrepreneurial environment brings about different opportunities. For example, the computer technology, created opportunities for different individual to create their own firms (Aruna, 2003:73), another example,

in Ethiopia demographic change or population growth created job shortage of house, that brought opportunities leading to built condominium houses that again led created opportunities for many individuals who are ready to established fabrication of construction materials that intern created opportunity of self-employment and then employment for wage laborers.

Regarding the opportunities created for entrepreneur graduates of Selam TVET College, Participants were interviewed and their responses presented below:

During my training, I was a single trainee of computer engineering and drafting which is a new field in Selam. I was having a trainer as a single trainee and I have got basic skill in this field. After my graduation I have been working for eight years in Selam. My skill enriched deeply in the field I am working in this field and production of engineering products from my engineering workshop. The field is yet too new; but I have enough customers to generate good income in drafting by AutoCAD computer service (Bekele, February, 9/2010).

Bekele marked that his opportunity was a new field/up-to-date computer engineering skill. Enriching his talent from his employment in the college an opportunity is created to start a new business.

Another participant mentioned the opportunities he got in the following manner:

I am working together with two of my friends at the beginning. We were producing motor boat around Debrezeit, Hora. Now because the investors are coming to plant flowery plantation, we shifted our work into constructing greenhouse. We have lots of work out of Debrezeit in the forest areas. The coming of flower investors created great opportunity for us to benefit from our skill of greenhouse construction (Tessema, March, 12/2010).

Tessema manifested that the opportunities he got with his friends is the coming of flower investors around their working area that enable them to apply construction of greenhouse and now enjoying good opportunities together with his friends.

Vice Dean of the college also explains the opportunities graduates of the college enjoying. The following is his expression:

Graduates or trainees who are from Selam TVET are very lucky. They have wide opportunities because the college produces different technological products that are up-to-date; trainees have full participation throughout the production process. Therefore, by acquiring this up-to-date skill, they can create their own firm. Especially for those hard workers and visionary graduates, it is time to enjoy the wide opportunities. There are many graduates who become entrepreneurs. Some of them became wealthy. Find them if you can because you will be more informed from them (Debebe, February 27/2010).

Debebe stated that Selam graduates have wide opportunities since they acquired practical skill in the production of different technological products. He also asserted that many graduates got job opportunities and some of them became wealthy.

Moreover, as participant observer, I have seen different technological products produced with full participation of trainees. Trainees were participating in the process of production in most of the workshops I visited. The document reviewed also displayed different type of technological products in pictures that have been also verbally mentions the full participation of trainees in the production of products; thus, trainees or graduates acquiring these competencies have wide opportunities in their future effort.

From the discussion so far, one can infer that there are wide opportunities not only to TVET graduate entrepreneurs but also for those potential entrepreneurs of Selam TVET College. The opportunities are the changing situations like construction of condominium house, computer technology, the coming of investors in to different economic sectors that lead into all-sided development bring new demand in every

dimension. Therefore, it can be concluded that there are wide opportunities into trainees/graduates to enter into the entrepreneurial occupation by using different up-to-date skill they acquired from their training to cope up with changing situations.

4.4 Success /failure of entrepreneurial movement

4.4.1 Status of entrepreneur graduates

To be successful in an ever changing and dynamic environment, the entrepreneur should know the following conditions diversification of expansion of subside products, additional finance for growth and development, repayment of loan and interest, competitors, their strength and weakness differentiate their customers and consumers' needs their production quality etc. Moreover, they must be able in managing their business both financially and manpower use with identifying all the opportunities. In reality, the success of entrepreneurs depend effectively on confronting, taking, struggling and overcoming challenges faced in their entrepreneurial movement though, it is not an easy task to confront it. Regarding sustainability and economic status, firms of entrepreneur graduates of Selam TVET College were investigated, the following are responses from the investigation.

The participant entrepreneur graduates response disclosed that they are confident to sustain in the world of work and some of them are in a good status also in my observation also confirms that they are relaxed and more confident. Even some of them regret for the time they spent during their employment. Regarding the sustainability and status of his firm, one of the participant entrepreneurs explains in the following way:

When I was starting my work, I was frightened and I was not expecting that I may stay in my work for six months. At that time I was having only one employee but now, I have eleven employees. The highest fee I pay for my employee is 400 birr and the lowest 120. Six years ago, I was selling hot drinks and soft drinks with cakes, but now I have restaurant. My capital is increasing highly. I have many customers that you have seen me that I am too busy in serving them. I am in every very good

status. Even I have a plan to open another business leaving this work to my wife. To open factory, I have purchased machineries. I am too confident in continuing in my personal work (Abate, February 9, 2010).

Abate stated that he is in a good economic status and confidently sustainable in his self-work. Even he has a plan to expand and create new firm.

In fact, there are explaining a bout their jobs differently. For instance, Endawok , one of the participants has the following to say:

I have no enough customers to generate income; so I planned to leave my work for the time being and I start to work with my brother in metal workshop. When I get convenient site I will continue my work. Even with condition, I work in my workshop on Sunday and holidays when I get any order from village any where. So, at this time, I am not in a good status but I will not stop my work I will continue my work when my problem is solved (Endawok, February, 23/2010).

Endawok stated that he is not in a good economic status but he mentioned that he will continue his work when he get convenient site. Also in my observation as well I saw that his working area is in a village where most of the people are poor in which does not convenient to attract customers.

Based on the facts discussed, one can understand that some entrepreneurs have good economic status and are confidant to continue their work. However, among them one is not in a good economic status even if aspiring to continue their work. So, it can be concluded that some entrepreneur graduates are strong enough that they are confronting any challenge and leading their firm in sustainable situation by planning to create another business and having better economic status. But the one is failing.

4.4.2 Challenges faced by entrepreneur graduates

Entrepreneurial activity is not an easy task. There are lots of obstacles, constraints and continuous problems. The challenge of entrepreneurs is overcoming these

obstacles or problems the success of entrepreneurship will depend largely on effectively comforting, handling, copying, and overcoming these problems (Aruna, 2003). Mostly entrepreneurs' problems are Lack of sufficient working capital, Lack of Loans, lack of supply of inputs, marketing of products, high price for input and low price for products, lack of working area and product display area, rules and regulation of government, etc. The challenge of entrepreneur graduates of Selam TVET College was investigated in the study conduct. The finding of the study disclose as follow.

The participant entrepreneur graduates are facing entrepreneurial challenges. Among the challenges facing them, one of the participants explained:

The challenge which I faced are shortage of working capital at the beginning my business and in convenient site of my workshop. At the beginning, since I had no experience, I was afraid and was strict to take more loans to improve or expand my work, but from time to time I become confident and take more loans and I have paid it on time with the first loan which was very small. I have two firms one is the AutoCAD computer service in drafting, and the other is engineering workshop. My current challenge is inconvenient site because my workshop in remote area it is appropriate, since it is not in moderated village to attract customer or I have no shop to display the engineering products of my workshop that led me to work seasonal work. I am confidently working with my AutoCAD computer service (Bekele, February/2010).

Bekele manifested that his challenge at the beginning of his work was insufficient working capital and lack of appropriate site for his engineering workshop or lack of shop for advertisement of his workshop products.

Another entrepreneur participant, Lakew, stated his challenges below:

My problem is lack of customer; the products which I produce are new technological farm equipments. Since products are new, the customers (farmers) are not easily interested to buy these products. It demands me

great effort to convince them. I must demonstrate their purpose, how these products used or manipulated practically their quality and endurance. Specially are not allowed to buy with the given price rather they want to buy with low price. In addition my workshop is very small I have no store house to store materials. Moreover, the workshop site is not convenient (Lakew, February 14/2010).

Lakew explained that his challenge is lack of customer because his work is producing and selling new technological farm equipment yet not known well. To convince customers about the purposes and quality of the products, it requires him great effort. In addition customer did not accepting the price set. Moreover, his workshop is not in a good site and also lack of store house to store products.

In addition to participants' responses as a participant observer, I have seen workshops of some entrepreneurs. They are inconvenient and in a remote area can not be easily seen, because which is at the back of condominium house in a village it is difficult to attract customers. I also observed that there are difficulties to transport products

These responses prove that entrepreneur graduates are facing such challenges as insufficient working capital, inconvenient working site, lack of working area, or lack of product display, lack of customers because of new technical products, Lack of skill to manage a business ,handling cash flow which are obstacles to improve and expand their work. So, it can be concluded that most of them are strong enough and continuing to overcome challenges with patience by creating other source to continue on the self-work.

4.4.3 Entrepreneurial prospect of TVET graduate

Entrepreneurial prospects are economic changes that create work from individuals' awareness and understanding of the existing circumstance that helps him or her in using opportunities to developed, Therefore, the entrepreneurs are change agent who transfer resources into useful products and services which lead him/her to development (Aruna, 2003:43) Entrepreneurs are individuals who take advantage of

emerging opportunities or changes. For instance, change in number of population, development of transport access, rail way lines, government policy, availability of new market because of science and technology are appropriate for entrepreneurs. An entrepreneur is opportunity seeker, very carefully to sort out all the changes in the environment that enables him/her to cope up with these changes to capitalize, and lead to successful development. The emergence of changes such as encouragement of business, self-work, investment and investors, population growth, cultural change in using technological products and etc. create opportunities towards entrepreneurs. This study tried to investigate entrepreneurial prospects of TVET graduate and come up with the result that has been reported hereunder.

The response of participant from all the categories marked that there are lots of chance or wide prospect towards entrepreneurship all TVET graduates, especially those of Selam TVET College. The respondents explained the issue encouragingly. For instance, one of the participants from entrepreneur graduates explained the issue:

There are lots of works to be done, which has been not yet touched-well/not exploited properly. But, the main thing is utilization of which power that entrepreneurs must dig out from the environment to generate new idea instead of duplicating other individuals' work near to him/her. They should have to have creative mind to bring new idea of business that fit into the emerging scientific and technologies. What ever is happening in the environment, individuals' readiness is the most important thing to do self-work. So, what I want to say is that there are wide entrepreneurial prospects but even if every body cannot be entrepreneur. Those who create job opportunities for others is also another prospect (Bekele, February/2010).

Bekele's remarkable response confirm that there are lots of works to be done but not yet developed well; otherwise there is good prospect for those who want to be entrepreneurs that demanded creative mind with risk taking responsibility.

TVET expert in Selam College also believes that there are lots of entrepreneurial prospect s for TVET graduates' she explains her believe in the way stated below:

There is a wide chance for any entrepreneur because entrepreneurship is in the way of emerging through out the country. For instance, the infrastructure development, in different sectors health, education, and so on is opportunities. Particularity, Addis Ababa City government is in the way of reforming old houses replaced by condominium houses and constructing schools, health centers. There are wide prospect for those who are ready to enjoy the opportunities. (Weyene, March, 9 /2010).

Weyene confirmed that there are wide prospects in every sector of the economy especially and in Addis Ababa City Administration reform that is in the process of greatest prospects of TVET graduates towards entrepreneurship.

The facts discussed in study indicated that Addis Ababa city Administration in the process of reconstruction; the old houses are in the process of removing to be replaced by condominium houses and construction of schools, building of health centers, infrastructural etc. All these reform process are opportunities to be explored. Therefore, one can conclude that there is a wide prospect that TVET graduates could enjoy towards entrepreneurship the most important thing is that their readiness to join and being the owner of the right skill.

4.5 Benefit of entrepreneurs from self-employment

4.5.1 Advantage of being self-employed

Self-employment has many advantages that include freedom, encouraging creativity in the way and style that one can do things that he/she likes helping oneself and create opportunities for others, contribute for economic development by reducing unemployment and increasing the national income, and to reduce dissatisfaction from the employment and life etc. Researcher (Albert in David, 1998) confirmed many entrepreneurs create their own work/firm from the sense of dissatisfaction with their employed organization. Individuals often become entrepreneurs (self-employed) by being through the situation that forces them into a fashion to be the owner of their own economic livelihood. From the study conducted, the advantages of self-

employment in comparison with employment, the benefits gained by entrepreneur graduates of Selam TVET College were investigated.

As participants indicated, self-employment has many advantage such as freedom to do anything, to use time, gaining better income and enjoy better life, gaining self-satisfaction, increase self confidence, and encourage creativity. For instance, Leuel, explains:

It should not be compared even with employment, because my work is mine. There is nothing greater than being the owner of self-work. Because it encourages me to work hard to improve, develop, work and engage me to do new things or create. Because I have freedom to do things on my own style and increase self-confidence on myself that leads me to dream a bright future (Leuel, March, 14/2010).

Leuel confirmed that self-employment is the best thing since it encourages improvement and development creativity, because of freedom on the self-work leads to bright future. Another participant, Lakew, has the following to say:

The challenge of employment forced me to become self-employed. I have tested the freedom or self-work which encouraged me to work hard, to improve and develop sense of being successful, even though there are challenges; the employment life dissatisfaction gave me a lesson to continue by self-confidence to struggle and to win the challenges with no ideal and sleepy mind. Because it is the means to enjoy good life. I hope one day, I will reach what I am dreaming for (Lakew, February, 14/2010).

Lakew asserted that the advantages of self-employment freedom, development and the means that lead to good life. He decided to fight challenges and become the winner of challenges with a restless mind to adhere his future dreams.

TVET expert also stated her view regarding advantages of self-employment. She mentioned her opinion as follows.

One who becomes self-employed has great advantage. First of all, being the owner of self-work is the most important thing, because it encourages hard work and moral development, especially for those are who visionary and struggle (Weyene, March 9 /2010).

Based on the facts discussed, one can infer that self-employment has many advantages as explained by participants. Therefore, it can be concluded that self-employment is the best means to enjoy better life and lead a hopeful career.

4.5.2 Benefit gained from self-employment

In the country where there are large numbers of unemployed citizens, especially with economic constraints, self-employment is the means to reduce unemployment, create job opportunities, reduce poverty and contribute to the economic development and technological changes which encourage creativity and innovation (Atchorena, 1994 & Ziderman, 2003). It is a fertile ground of innovation and creativity that leads to economic development for both the individual and the nation as a whole. Entrepreneurship/self-employed people enjoy better life, they become wealthy especially those who are creative and innovative. They gain benefits of personal property and recognition (famous) which contributes to national economic development etc. From the study conducted, the benefits of entrepreneur graduates of Selam TVET College from their self-employment were assessed; the results of the study disclosed the following realities:

Entrepreneur participants stated that they gain more benefits from their self-employment. For example, one of the entrepreneur participants, Abate reported his benefits:

When I started my cafeteria work I had only one employee. Working with him currently I have eleven employees; this indicates that my work has expanded and become sustainable. I have many customers. I gain better income. I acquire high capital and I have good communication with many individuals, this creates some better social life. I have a car. I

planned to build or buy house, my son is learning in private school where he gets good knowledge with better facility, I enjoying a good life, I have a plan to open factory for which I purchased machine and other materials; the remaining is the working area (Abate, February 9 /2010).

Abate explained that the benefit he gained from self-employment encouraging because it enabled him to earn more, develop, sustainable work, obtain and fulfilled things he required to the extent of planning to open other firm.

Another participant also stated his benefit hereunder:

My work is improved and expanded from the beginning. Currently, I have twenty employees working with me. I acquire high capital. I earn gross income 20,000 birr per month. I have three personal houses in different places in Addis. I am leading a better life with my family. I have also plan to expand (Teferi, February, 14/2010).

Teferi confirmed that he benefited a lot from his self-employment, he provided job opportunity for twenty employees, he acquired high capital, he has three houses in Addis at different place, and he is leading and enjoying better life. He also planned to expand his work as the present is sustainable.

Based on the discussion, one can concluded that Selam TVET entrepreneurs gained economic benefit like earning better income, acquiring high capital, become the owner of their personal belonging (house & car) enjoy better life, sustainable working situational, providing job opportunity for friends and others. There, one can conclude that advantages gained by entrepreneur graduates are an indicator of benefits of self-employment/entrepreneurship, motivating and attracting other TVET graduates.

4.6 Improvement for TVET entrepreneurial movement

4.6.1 Effort made by TVET Agency

The efforts made by TVET Agency, in improving TVET colleges were investigated, TVET expert manifested efforts made by TVET Agency as follows:

Of course there is an effort to improve the entrepreneurship training method without changing the concept as well as the whole system of TVET training. The trainees will not take the common course not related to their field, for instance, a nurse attains courses like mathematics, history, geography etc. which are not relevant to her education; it is simply a burden to trainees and time killing. Regarding entrepreneurship course new method and strategy is designed like a game role to be played by trainees. This is done to make the entrepreneurship training attractive, connect or relate with the life of trainees, to help trainees to live with plan, not to scarify to the business, to help gain the knowledge how to tackle entrepreneurial challenges but not yet implemented (Weyene, March 9 /2010).

Weyene confirmed that TVET Agency made an effort to improve TVET training system by avoiding the common course that are not related to trainees' stream. The Agency preparing entrepreneurial courses that include as game role playing contents that the trainees take which make the learning attractive. this implies that though the implication is not practiced yet TVET Agency as a new office showed good effort in improving TVET training.

4.6.2 Suggested solution to improve entrepreneurship training and skill

Solutions forwarded from entrepreneur graduates to improve entrepreneurial training and the skill to be acquired, Leuel, for instance, suggestions that:

As a small firm owner and beginner, employing professionals for financial and employee management is difficult. Therefore, it is better to improve the course by including the knowledge that helps to manage the

man power and how to handle cash flow/financial management. Because it is the problem I faced, especially cash management. At this time it would be fine, if any body Keble/ sub-city provides us with such training (Leuel, March, 14/2010).

Leuel suggested that the entrepreneurship curriculum should include the knowledge of managing manpower and cash/ financial management. It is one the problems he faced in his work experience and he wishes if he be trained.

Another participant, Hunachew suggests his idea for TVET graduates to develop their entrepreneurial skill forwarded his opinion:

Before starting self-work, it is better to be employed to see many things important for self work. For instance, to see work pattern, the relationship between employer and employee, how to interact with customers and so on since such experiences one to enable one to learn lessons (Hunachew, February 20/2010).

Hunachew forwarded that when TVET graduates plan to be self-employed it is better to see what it seems from previous experience so that he/she learns many things like leadership, how to interact and contact with customers and related knowledge.

The facts discussed identified that manpower and financial management knowledge are required knowledge to entrepreneurs that should be covered from entrepreneurship training. Moreover, employment work has advantages before taking oneself to self-employment because it provides experience of leadership, customer handling and to see different working pattern, etc. So, one can conclude that leadership and financial management is gaps of entrepreneurial training and employment work has a contribution of entrepreneurial skill.

4.7 Similarity and difference between recent and earlier entrepreneurs graduates

The study investigated the similarity and difference of the recent and earlier entrepreneur graduates regarding their entrepreneurial movement. If entrepreneurial training creates difference in their entrepreneurial skill or does the course entrepreneurship has a contribution for the success of TVET graduates. Hence the finding of the investigation that has been discussed in each sub-theme identified that there are differences and similarity between the two groups of entrepreneur participants.

4.7.1 Similarities in the entrepreneurship skill of earlier and recent entrepreneurs

The profile of entrepreneur graduates disclosed similarity between the two groups of entrepreneurs is that both group acquired high technical skill, medium theoretical knowledge; their academic skill is between high and medium, almost all of them engaged on their field of study.

Both group similarly gain labor market skill and have technical skill required in the real world of work. Both groups similarly gain additional skill from apprenticeship training for development of their entrepreneurial skill and knowledge.

However, both groups missed vocational guidance counseling services, even they do not have hint about it. Both groups acquired up-to-date technical skill, are confident to continue their work/ almost all are sustainable.

4.7.2 Differences in the entrepreneurship skill

The profile of entrepreneur graduates disclosed that the difference between two groups was that the earlier group technical skill was their motivational factors that lead them towards entrepreneurship.

For the recent group motivational factor was entrepreneurial training, as beginners they don't afraid they have learnt the existence of challenge they were faster to move towards self employment.

The former group did not get entrepreneurial training, for instance, at the beginning of their self-employment they were having less confident and hesitate in continuing their work delayed to join the self-employment.

Chapter V

Summary-Conclusion and Recommendation

5.1 Summary

The purpose of this study was to investigate the contribution of Selam TVET training towards the contribution entrepreneurs. To this end, the researcher employed a case study method. Purposive and availability sampling techniques were used. Data collection tools were interview, observation and document analysis. The data obtained were described in a narrative way and interpreted. The analysis of the data resulted in the following major findings.

- The study revealed that the college has high quality and adequate training facilities. It fulfills the quality of training in terms of training facilities.
- It was identified by the study that adequate and competent trainers, with rich experiences of manufacturing skills were available in the college. The College provided high quality teaching that can help trainees/ graduates to get appropriate skill. However, there was lack of in-service training for trainers
- The management was so strong and had a positive impact on the provision of high quality training. It is strict on work discipline, time management, training, trainee's disciplines and high concern on graduates' job opportunity etc.
- The study disclosed that there was a linkage between the skill training of Selam TVET College and the labor market demand.
- The profile of entrepreneurs indicates that Selam TVET College provided effective and high quality training
- The finding of the study revealed that there were three types of entrepreneurial courses, namely, entrepreneurship, small business development, growth business strategies.
- It was found out that trainees got basic entrepreneurial knowledge using profile of real/successful entrepreneurs.
- The study revealed that the methods of teaching entrepreneurial course were oral demonstration, case study, and projects for practical assignments such as business plan, creativity assignments and group discussion on the assignments.

- The study disclosed that In Selam TVET College there was no vocational guidance service
- The study identified that the motivating factors were vision created because of technical skills, supports of the college, dissatisfaction from working area and entrepreneurship training.
- .It was identified that there were different kinds of support rendered by Selam TVET College
- It was found out that the opportunities for graduates were such as changing situations like construction of condominium house, computer technology, the coming of investors, and economic development in every sector which would help them to enter to the entrepreneurial occupation.
- The study showed that most of entrepreneurs had good economic status and were confident to continue their work.
- The study revealed that entrepreneur's graduates faced challenges such as insufficient working capital, inconvenient working site, lack of product display, lack of customers because of new technical products, handling cash flow and man power managing.
- There are a lot of works to be done which is not yet touched well or not exploited properly. Condominium construction, infrastructure development in every sector of the economy etc.
- The study indicated that entrepreneurs gained economic benefit like earning better income, acquiring high capital, become the owner of their personal house, car, enjoy better life.
- It was fund out that TVET Agency made an effort to improve TVET training system by avoiding courses not related to trainees' stream.
- It was identified that TVET Agency also made an effort to improve entrepreneurship training by prepared 10 muddles as role play game to be played by trainees.

5.2 Conclusion

- Lack of capacity building program for trainers would have negative impact on Selam TVET College.
- Lack of vocational guidance service in the college would have negatively affect the career of entrepreneur graduates.
- The use of diverse method of teaching in the college could address the different learning style of the trainees and have positive impact on the development of well-skilled entrepreneurs.
- The apprenticeship training has many advantages that help to enrich trainees with the state of art in the world of work. Trainees/graduates gain both practical skill and knowledge of working culture, these increases their confidences towards entrepreneurship.
- Self-employment has much advantage like freedom of work and life. Encouraging hard working, improvement, development, successes, increase self-confidant and hope.
- The growing construction sector in Ethiopia would require more entrepreneurs graduates from TVET colleges.
- Giving emphasis to leadership and financial management during the entrepreneurship training would be helpful for successful entrepreneurial occupation.
- The fact that TVET Agency conducts curriculum revision would be helpful to enhance the quality of the training.
- The growing trend to create self-employment opportunities would be useful to reduce the problem of unemployment.
- Lack of adequate leadership and financial management component in the training of entrepreneurs would negatively affect the success of the graduates.

5.3 Recommendation

- Selam TVET College should provide vocational guidance service for its trainees.
- The Addis Ababa TVET Agency should work towards the creation of balanced theoretical and practical component of entrepreneurship training in TVET Colleges.
- Selam TVET College should continue the provision of the necessary support for its entrepreneur graduates so as to enhance their success in the world of work.
- Selam TVET College should develop a system of in-service training for its trainers in order to build their capacity.
- Selam TVET College management should not be strict so as to retain its trainers and to attract more trainees
- Selam TVET College should continue rendering its help for young trainees coming from very poor family.

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APPENDICS

APPENDIX-1

Addis Ababa University Post Graduate Program

College of Education

Department of Business Vocational Education Management Post Graduate
Study

Interview prepared for Dean and Vice Dean of Selam TVET College.

Instruction: The main objective of this study is to investigate "The Contribution of TVET towards Entrepreneurship from the perspective of entrepreneur graduates," of Selam TVET College. Since your ideas are valuable for the successful completion of this study, you are kindly requested to give your response genuinely. I would like to assure you that your information will be kept confidential and used only for the purpose of this study. Thank you for your cooperation!

Part A. Background

1. Sex _____

Part B. Open ended questions

1. Why, How, When, and by whom is this training center is established?
2. Currently, what training fields, how many trainers and graduates are there?
3. How many trainees graduated since its establishments? How many of them got employment and become self- employed?
4. Are the entrepreneur graduates engaged in their field of study? How much of them?
5. What do you say about the profile of entrepreneur graduates regarding their academic competency and their character in relation to entrepreneurship during their training?
6. What motivates trainees to become entrepreneur? Do you think that the college training can call the talent of entrepreneurship?
7. What do you say about training quality in relation with facilities, trainers?

Competency and efficiency of management?, What about the linkage of training to labor market skill?

8. What do you say about the importance of apprenticeship training regarding entrepreneurship skill development?
9. What do you say vocational guidance service training regarding entrepreneurship skill development?
11. What supports and resources did entrepreneur graduates get when they started their business? By Whom, How?
12. What are the major challenges that encountered entrepreneur graduates? What possible solutions do you forward?
13. What are the opportunities for TVET graduates to become entrepreneur graduates?
14. What does the human resource development of the college look like? Have you ever got capacity building training to avoid a skill gap?

APPENDIX-2

Addis Ababa University Post Graduate Program

College of Education

**Department of Business Vocational Education Management Post Graduate
Study**

Interview prepared for Career Guidance Counselor, Entrepreneurship Instructor.

Instruction: The main objective of this study is to investigate "The Contribution of TVET towards Entrepreneurship from the perspective of entrepreneur graduates," of Selam TVET College. Since your ideas are valuable for the successful completion of this study, you are kindly requested to give your response genuinely. I would like to assure you that your information will be kept confidential and used only for the purpose of this study.

Thank you for your cooperation!

Part A. Background

1. Sex _____
2. Major Field study _____

Part B. Open ended questions

1. What is your task regarding entrepreneurial skill development? What are the types of courses you have taught and the methods you have used to enrich entrepreneurial skill development?
2. What do you say about the profile of entrepreneur graduates regarding their academic competency and their character in relation to entrepreneurship during their training?
3. What motivates trainees to become entrepreneur? Do you think that the college training can call the talent of entrepreneurship?
4. What do you say about training quality in relation with facilities, trainers' competency and efficiency of management? What about the linkage of training to labor market skill?

5. What do you say about the importance of apprenticeship training regarding entrepreneurship skill development?
6. What do you say about the vocational guidance service training regarding entrepreneurship skill development?
7. What supports and resources do entrepreneur graduates got when they started their business? By whom? How?
8. What seems the human resource development of the college? Have you ever got capacity building training to overcome a skill gap?
9. What are the opportunities for TVET graduates to become entrepreneur graduates?

APPENDIX-3

**Addis Ababa University Post Graduate Program
College of Education
Post Graduate Study**

Interview prepared for TVET Entrepreneurs graduates of Selam TVET College.

Instruction: The main objective of this study is to investigate "The Contribution of TVET towards Entrepreneurship from the perspective of entrepreneur graduates," of Selam TVET College. Since your ideas are valuable for the successful completion of this study, you are kindly requested to give your response genuinely. I would like to assure you that your information will be kept confidential and used only for the purpose of this study. Thank you for your cooperation!

Part A. Background

1. Sex _____
2. Year of Graduate _____

Part B. Open ended questions

1. What was your present occupation as an entrepreneur? Are you engaged in your field of study? If not why?
2. What are the types of courses offered and the quality and methods used to enrich your entrepreneurial skill development by the training center?
3. What do you say about your academic competency and your vision at time of entrepreneurship training?
4. What was your motive to become entrepreneur? Have you ever taught that you would become an entrepreneur?
5. What do you say about training quality in relation with facilities, trainers? Competency and efficiency of management regarding the training?
6. What does the linkage between acquired skill during the training and the real world Work?

7. What do you say about the importance of apprenticeship training regarding Entrepreneurship skill development?
9. What was the contribution of career guidance service that you obtained from the training center to your entrepreneurial movement?
10. What supports and resources did you get when you started your business? By whom?, And how?
11. What was your feeling when you begin self-employment? What about today?
12. Which one is best, being employed or self-employed?
13. What advantages did you obtained by engaging in self-employment?
14. How many employees do you have? How much do you pay them averagely?
15. What would you say about your entrepreneurial status/Are you competent enough?
16. What does your entrepreneurial movement futurity? Is it sustainable, inviting? Others? Will you continue in this occupation?
17. What are the major challenges that you have faced during your entrepreneurial Activities? What could these problems to be solved?
18. What do you suggest for better improvement of TVET entrepreneurship training?
19. What will be the hope of TVET graduates in relation towards entrepreneurship?
20. What do you advice to other TVET graduates regarding entrepreneurship?

APPENDIX-4

Addis Ababa University Post Graduate Program

College of Education

Post Graduate Study

Interview prepared for TVET Expert from Addis Ababa TVET Agency.

Instruction: The main objective of this study is to investigate "The Contribution of TVET towards entrepreneurship from the perspective of entrepreneur graduates," of Selam TVET College. Since your ideas are valuable for the successful completion of this study, you are kindly requested to give your response genuinely. I would like to assure you that your information will be kept confidential and used only for the purpose of this study. Thank you for your cooperation!

Part A. Background

1. Sex _____

Part B. Open ended questions

1. What motivates trainees to become entrepreneur? Do you think that the college's training can call the talent of entrepreneurship?
2. What is the responsibility of TVET Agency regarding entrepreneurial skill development? What are the courses, methods used to enrich entrepreneurial skill development?
3. What do you say about training quality in relation with facilities, trainers Competency and efficiency of management? What about the linkage of labor market skill? If you Know Selam TVET college training to that you know from your professional experience about the college.
4. What do you say about the importance of apprenticeship training regarding entrepreneurship Skill development, if they have got appropriately?
5. What supports and resources did entrepreneur graduates got when they started their business? By whom? And How?
6. What does the human resource development of the college look like? Have you ever got capacity building training to overcome a skill gap?
7. What efforts have you made to improve the curriculum of Entrepreneurship Training?
8. What are the opportunities for TVET graduates to become entrepreneur?

APPENDIX-5

አዲስ አበባ ዩኒቨርሲቲ

የሥነ ትምህርት ኮሌጅ ክፍል

የድህረ ምረቃ ፕሮግራም

ለሰላም የቴክኒክና ሙያ ኮሌጅ ዋና እና ረዳት ዲን የተዘጋጀ ቃለ መጠይቅ፡፡

መመሪያ፡- ይህ መጠይቅ ዋና ዓላማው የቴክኒክና ሙያ ሥልጠና በራስ ሥራ ፈጠራ ያለውን አስተዋፅኦ ለመዳሰስ ሲሆን ለዚህ ጥራት ከሰላም የቴክኒክና ሙያ ኮሌጅ ተመርቀው በራሳቸው የሥራ ፈጠራ የተሰማሩ ተመራቂዎችን በተመለከተ የሚካሄድ ጥናት ነው። በመሆኑም ለዚህ ጥናት መሳካት ከእርስዎ የሚገኘው ትክክለኛ መልስ ዋጋ አለው። ስለዚህ ከእርስዎ የሚገኘው መረጃ በሚስጥር ተይዞ ለጥናቱ ዓላማ ብቻ የሚውል መሆኑን ላረጋግጥልዎት እወዳለሁ። ለመልካም ትብብርዎ ምስጋናዬ የላቀ ነው።

1. የሥልጠና ማዕከሉ ለምን? እንዴት? መቼና በማን ተቋቋመ?
2. በአሁኑ ጊዜ ምን ያህል ሰልጣኞች፣ የትምህርት ዘርፎች፣ አሰልጣኝ መምህራን ብዛትና ተመራቂዎች አሉ?
3. ማዕከሉ ከተቋቋመ ጀምሮ ምን ያህል ሰልጣኞች አስመርቋል? ምን ያህሎቹ ሥራ አግኝተዋል? ምን ያህሎቹ የራሳቸውን ሥራ ፈጥረዋል?
4. በራስ ሥራ የተሰማሩ ተመራቂዎች በተማሩት የትምህርት የሙያ ዘርፍ ነው የተሰማሩት? ከሆነስ ምን ያህሎቹ ናቸው?
5. በራስ ሥራ ፈጠራ የተሰማሩ ተመራቂዎች ቅድመ ታሪክ ምን ይመስል ነበር? ማለትም ትምህርታዊ ችሎታ፣ የራስ ሥራ ፈጠራ ሥልጠና ላይ ያሳዩት የነበረ ባህሪዎች ምን ይመስሉ ነበር?
6. ተመራቂ ሰልጣኞች በራስ ሥራ እንዲሰማሩ የሚገፋፉቸው ነገሮች ምን ምን ናቸው? የማዕከሉ የራስ ሥራ ፈጠራ ሥልጠና ነው ለዚህ ስኬት የሚያበቃቸው ብለው ይገምታሉ? ከሆነ እንዴት?
7. የትምህርት ቤቱ የሥልጠና ጥናት የትምህርት መርጃ ፋሲሊቲዎችን፣ አሰልጣኞችን፣ ትምህርታዊ አስተዳደሩን በተመለከተ ምን ይላሉ? ተመራቂዎች ያገኙት ሙያዊ ሥልጠና ከሥራው ዓለም ያለው ተያያዥነት ምን ይመስላል?
8. ከሥልጠና ማዕከሉ ውጭ ሰልጣኞች ለተግባር ልምምድ መሄዳቸው ለራስ ሥራ ፈጠራ ያለው ጠቀሜታ ምንድነው?
9. የሙያ ምክር አገልግሎት ለራስ ሥራ ፈጠራ ያለው ጠቀሜታ ምንድነው?
10. በራስ ሥራ ፈጠራ የተሰማሩ ተመራቂዎች የራሳቸውን ሥራ ሲጀምሩ የተደረገላቸው/የሚደረግላቸው ድጋፍና ሪሶርስ ምን ምን ናቸው? በማን?
11. በራስ ሥራ ፈጠራ የሚሰማሩ ተመራቂዎች የሚገጥሟቸው ዋና ዋና ችግሮች ምን ምን ናቸው? እነዚህን ችግሮች ለመፍታት ምን ቢደረግ ይመክራሉ?

12. በራስ ሥራ ፈጠራ የሚሰማሩ ተመራቂዎች የሚገጥሟቸው-----

13. አሰልጣኝ መምህራንን በተመለከተ የሰው ኃይል ዕድገት ሥልጠና ምን ይመስላል? የሙያ ዕውቀት ክፍተት ለመሸፈን የሚደረገው ጥረት፣ ችሎታን የማሻሻል ሥልጠና ወስደው ያውቃሉ? በማን?

APPENDIX-6

አዲስ አበባ ዩኒቨርሲቲ

የሥነ ትምህርት ኮሌጅ ክፍል

የድህረ ምረቃ ፕሮግራም

ለሰላም የቴክኒክና ሙያ ኮሌጅ የሙያ ምክር አገልግሎት ሰጭ፣ ለራስ ሥራ ፈጠራ ትምህርት አሰልጣኝ መምህራን የተዘጋጀ ቃለ መጠይቅ፡፡

መመሪያ፡- ይህ መጠይቅ ዋና ዓላማው የቴክኒክና ሙያ ሥልጠና በራስ ሥራ ፈጠራ ያለውን አስተዋዕኔ ለመዳሰስ ሲሆን ለዚህ ጥናት ከሰላም የቴክኒክና ሙያ ኮሌጅ ተመርቀው በራሳቸው የሥራ ፈጠራ የተሰማሩ ተመራቂዎችን በተመለከተ የሚካሄድ ጥናት ነው፡፡ በመሆኑም ለዚህ ጥናት መሳካት ከእርስዎ የሚገኘው ትክክለኛ መልስ ዋጋ አለው፡፡ ስለዚህ ከእርስዎ የሚገኘው መረጃ በሚስጥር ተይዞ ለጥናቱ ዓላማ ብቻ የሚውል መሆኑን ላረጋግጥልዎት እወዳለሁ፡፡ ለመልካም ትብብርዎ ምሥጋናዬ የላቀ ነው፡፡

1. የራስ ሥራ ፈጠራን በተመለከተ የእርስዎ የሥራ ድርሻ ምንድነው? ለራስ ሥራ ፈጠራ የሚሰጡ የትምህርት ዓይነቶችና የማስተማሪያ ዘዴዎቹ ምን ምን ናቸው?
2. በራስ ሥራ ፈጠራ የተሰማሩ ተመራቂዎች ቅድመ ታሪክ ምን ይመስል ነበር? ማለትም ትምህርታዊ ችሎታ፣ የራስ ሥራ ፈጠራ ሥልጠና ላይ ያሳዩት የነበረ ባህሪዎች ምን ይመስሉ ነበር?
3. ተመራቂ ሰልጣኞች በራስ ሥራ እንዲሰማሩ የሚገፋፏቸው ነገሮች ምን ምን ናቸው? የማዕከሉ የራስ ሥራ ፈጠራ ሥልጠና ነው ለዚህ ስኬት የሚያበቃቸው ብለው ይገምታሉ? ከሆነ እንዴት?
4. የትምህርት ቤቱ ሥልጠና ከትምህርት መርጃ ፋሲሊቲዎች፣ አሰልጣኞችና፣ ከትምህርታዊ አስተዳደሩ ብቃት ጋር በመዛመድ ስለትምህርቱ ጥራት ምን ይላሉ? ተመራቂዎች ያገኙት ሙያዊ ሥልጠና ከሥራው ዓለም ያለው ተያያዥነት ምን ይመስላል?
5. ከሥልጠና ማዕከሉ ውጭ ሰልጣኞች ለተግባር ልምምድ መሄዳቸው ለራስ ሥራ ፈጠራ ያለው ጠቀሜታ ምንድነው?
6. የሙያ ምክር አገልግሎት ለራስ ሥራ ፈጠራ ያለው ጠቀሜታ ምንድነው?
7. በራስ ሥራ ፈጠራ የተሰማሩ ተመራቂዎች የራሳቸውን ሥራ ሲጀምሩ የተደረገላቸው/የሚደረግላቸው ድጋፍና ሪሶርስ ምን ምን ናቸው? በማን?
8. አሰልጣኝ መምህራንን በተመለከተ የሰው ኃይል ዕድገት ሥልጠና ምን ይመስላል? ችሎታን የማሻሻል ሥልጠና ወስደው ያውቃሉ? በማን?
9. በራስ ሥራ ፈጠራ የሚሰማሩ ተመራቂዎች በራስ ሥራ እንዲሰማሩ የሚረዱ ጥሩ አጋጣሚዎች ምን ምን ናቸው?

APPENDIX-7

አዲስ አበባ ዩኒቨርሲቲ

የሥነ ትምህርት ኮሌጅ ክፍል

የድህረ ምረቃ ፕሮግራም

ከሰላም የቴክኒክና ሙያ ኮሌጅ ተመርቀው በራስ ሥራ ፈጠራ ለተሰማሩ የኮሌጁ ተመራቂዎች የተዘጋጀ ቃለ መጠይቅ

መመሪያ:- ይህ መጠይቅ ዋና ዓላማው የቴክኒክና ሙያ ሥልጠና በራስ ሥራ ፈጠራ ያለውን አስተዋፅኦ ለመዳሰስ ሲሆን ለዚህ ጥናት ከሰላም የቴክኒክና ሙያ ኮሌጅ ተመርቀው በራሳቸው የሥራ ፈጠራ የተሰማሩ ተመራቂዎችን በተመለከተ የሚካሄድ ጥናት ነው። በመሆኑም ለዚህ ጥናት መሳካት ከአርስዎ የሚገኘው ትክክለኛ መልስ ዋጋ አለው። ስለዚህ ከአርስዎ የሚገኘው መረጃ በሚስጥር ተይዞ ለጥናቱ ዓላማ ብቻ የሚውል መሆኑን ላረጋግጥልዎት እወዳለሁ። ለመልካም ትብብርዎ ምሥጋናዬ የላቀ ነው።

1. አሁን የተሰማራህ/ሽበት የራስ ሥራ መስክ ምንድነው? በአጠናኝው/ሽው የሙያ ዘርፍ ነው የተሰማራሽው/ሽው? አዎ/አይደለም/ለምን?
2. የራስ ሥራ ፈጠራ ለማዳበር የማሰልጠኛ ማዕከሉ የሰጠህ/ሽ የትምህርት ዓይነቶች ምን ምን ናቸው? የማስተማሪያ ዘዴውስ ምንድነው?
3. በሥልጠና ላይ ሳለህ/ሽ የነበረህ/ሽ የትምህርት ችሎታ እንዴት ነበር? ምን ዓይነት ራዕይ ነበረህ/ሽ?
4. በራስ ሥራ መስክ ለመሰማራት የገፋፋህ/ሽ ነገር ምን ነበር? የራሱ ሥራ ባለቤት እሆናለሁ ብለህ/ሽ ገምተህ/ሽ ታውቅ/ቂ ነበር?
5. የማሰልጠኛ ተቋሙ የትምህርት ፋሲሊቲ፣ አሰልጣኝ፣ መምህራን፣ ከአስተዳደራዊ ብቃት ጋር በማዛመድ የሥልጠናው ጥራት ምን ይመስል ነበር?
6. በሥልጠና ያገኘሽውን ዕውቀት/ሙያ ከሥራ ዓለም ጋር ያለው ተያያዥነት ምን ይመስላል?
7. ከኮሌጅ ውጭ ያገኘሽው/ሽው የተግባር ልምምድ ሥልጠና ለራስ ሥራ ፈጠራ ያለው ጠቀሜታ ምንድነው?
8. የተግባር ልምምድና የማሰልጠኛ ተቋሙ ሥልጠና ልዩነትና ተመሳሳይነት ምን ይመስላል?
9. በሥልጠና ማዕከሉ ያገኘሽው/ሽው የሙያ ምክር አገልግሎት ለተሰማራህበት/ሽበት የራስ ሥራ ፈጠራ ምን አስተዋፅኦ አድርጓል?
10. በራስ ሥራ ፈጠራ መስክ ስትሰማራ/ሪ የተደረገልህ/ሽ ድጋፍና ያገኘሃቸው/ሻቸው ሪሶርስ ምን ነበሩ? በእነማን ነበር? እንዴት?
11. የራስህን/ሽን ሥራ ስትጀምር/ሪ ለራስ ሥራ ስለመሰማራት የነበረህ/ሽ ግንዛቤ ምን ነበር? አሁንስ ምን ዓይነት አመለካከት አለህ/ሽ?
12. በራስ ሥራ ከመሰማራትና ተቀጣሪ ከመሆን የትኛው የተሻለ ነው?

13. በራስ ሥራ መስክ መሰማራትህ/ሽ ምን ምን ጥቅሞችን አስገኝቶልሃል/ሻል?
14. ስንት ሠራተኞች አለህ/ሽ? በአማካይ ምን ያህል ትከፍላቸዋለህ/ያሸዋለሽ?
15. አሁን ያለህበት/ሽበት የሥራ መስክ ደረጃ ምን ይመስላል? ጥሩ ተወዳዳሪ ነህ/ሽ?
16. የራስ ሥራህ/ሽ መስክ የወደፊት እንቅስቃሴ ምን ይመስላል? አስተማማኝ ሁኔታ ላይ ነህ/ሽ? መልኩ ሌሎችን ይጋብዛል? በዚህ የመቀጠል ዓላማ አለህ/ሽ?
17. በዚህ የራስ ሥራ መስክ እንቅስቃሴህ/ሽ ያጋጠሙህ/ሽ ችግሮች ወይም ፈታኝ ሁኔታዎች ምን ምን ናቸው? እነዚህን ችግሮች ለመፍታት ምን መደረግ አለበት?
18. የቴክኒክና ሙያ የራስ ሥራ ፈጠራን የበለጠ ለማሻሻል ምን አስተያየት ትሰጣለህ/ሽ?
19. የራስ ሥራ ፈጠራን በተመለከተ የቴክኒክና ሙያ ተመራቂዎች ምን ተስፋ ይኖራቸዋል ወይም አላቸው?
20. የራስ ሥራ ፈጠራን በተመለከተ ለሌሎች የቴክኒክና ሙያ ተመራቂዎች ምን ይመክራሉ?

APPENDIX-8

አዲስ አበባ ዩኒቨርሲቲ የሥነ ትምህርት ኮሌጅ ክፍል የድህረ ምረቃ ፕሮግራም

ከቴክኒክና ሙያ ኤጀንሲ ኤክስፐርት የተዘጋጀ ቃለ መጠይቅ፡፡

ይህ መጠይቅ ዋና ዓላማው የቴክኒክና ሙያ ሥልጠና በራስ ሥራ ፈጠራ ያለውን አስተዋፅኦ ለመዳሰስ ሲሆን ለዚህ ጥናት ከሰላም የቴክኒክና ሙያ ኮሌጅ ተመርቀው በራሳቸው የሥራ ፈጠራ የተሰማሩ ተመራቂዎችን በተመለከተ የሚካሄድ ጥናት ነው፡፡ በመሆኑም ለዚህ ጥናት መሳካት ከእርስዎ የሚገኘው ትክክለኛ መልስ ዋጋ አለው፡፡ ስለዚህ ከእርስዎ የሚገኘው መረጃ በሚስጥር ተይዞ ለጥናቱ ዓላማ ብቻ የሚውል መሆኑን ላረጋግጥልዎት እወዳለሁ፡፡ ለመልካም ትብብርዎ ምሥጋናዬ የላቀ ነው፡፡

1. ተመራቂ ሰልጣኞች በራስ ሥራ እንዲሰማሩ የሚገፋፏቸው ነገሮች ምን ምን ናቸው? የማዕከሉ የራስ ሥራ ፈጠራ ሥልጠና ነው ለዚህ ስኬት የሚያበቃቸው ብለው ይገምታሉ? ከሆነ እንዴት?
2. ለራስ ሥራ ፈጠራ የሚሰጡ የትምህርት ዓይነቶችና ሥልጠና ዘዴዎቹ ምን ምን ናቸው?
3. የትምህርት ቤቱ የሥልጠና ጥናት የትምህርት መርጃ ፋሲሊቲዎችን፣ አሰልጣኞችን፣ ትምህርታዊ አስተዳደሩን በተመለከተ ምን ይላሉ? ተመራቂዎች ያገኙት ሙያዊ ሥልጠና ከሥራው ዓለም ያለው ተያያዥነት ምን ይመስላል?
4. ከሥልጠና ማዕከሉ ውጭ ሰልጣኞች ለተግባር ልምምድ መሄዳቸው ለራስ ሥራ ፈጠራ ያለው ጠቀሜታ ምንድነው?
5. በራስ ሥራ ፈጠራ የተሰማሩ ተመራቂዎች የራሳቸውን ሥራ ሲጀምሩ የተደረገላቸው/የሚደረግላቸው ድጋፍና ሪሶርስ ምን ምን ናቸው? በማን?
6. አሰልጣኝ መምህራንን በተመለከተ የሰው ኃይል ዕድገትና ሥልጠና ምን ይመስላል? ችሎታን የማሻሻል ሥልጠና ወስደው ያውቃሉ? በማን?
7. ለራስ ሥራ ፈጠራ ሥልጠና ሥርዓተ ትምህርት ለማሻሻል የተደረገ ጥረት ምንድነው?
8. ለቴክኒክና ሙያ ተመራቂዎች የራስ ሥራ ፈጠራ ለመሰማራት አመቺ አጋጣሚዎች ምንድናቸው?

Declaration

This thesis is my original work and all the sources of information used in the study have been dully acknowledged.

Name _____

Signature _____

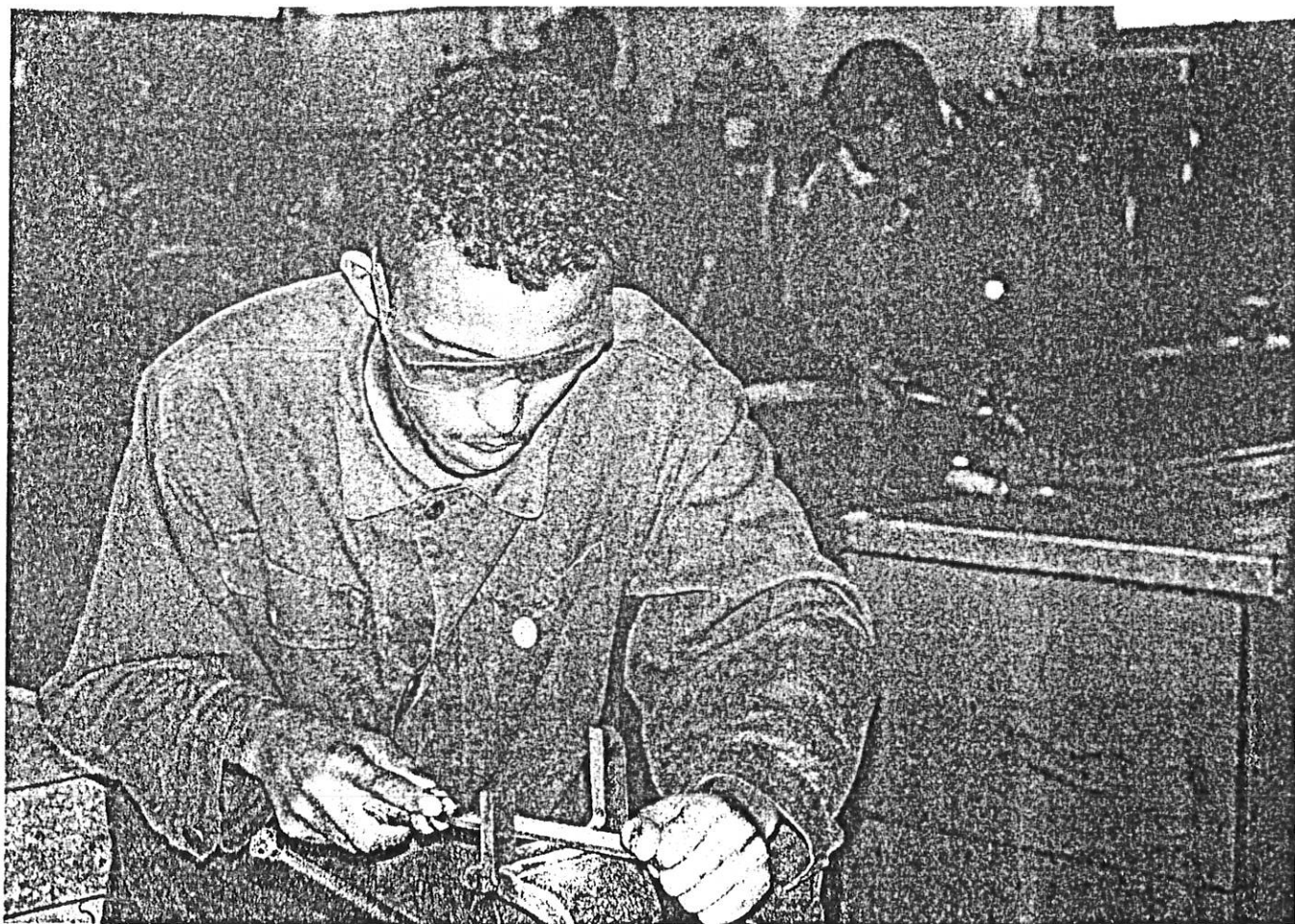
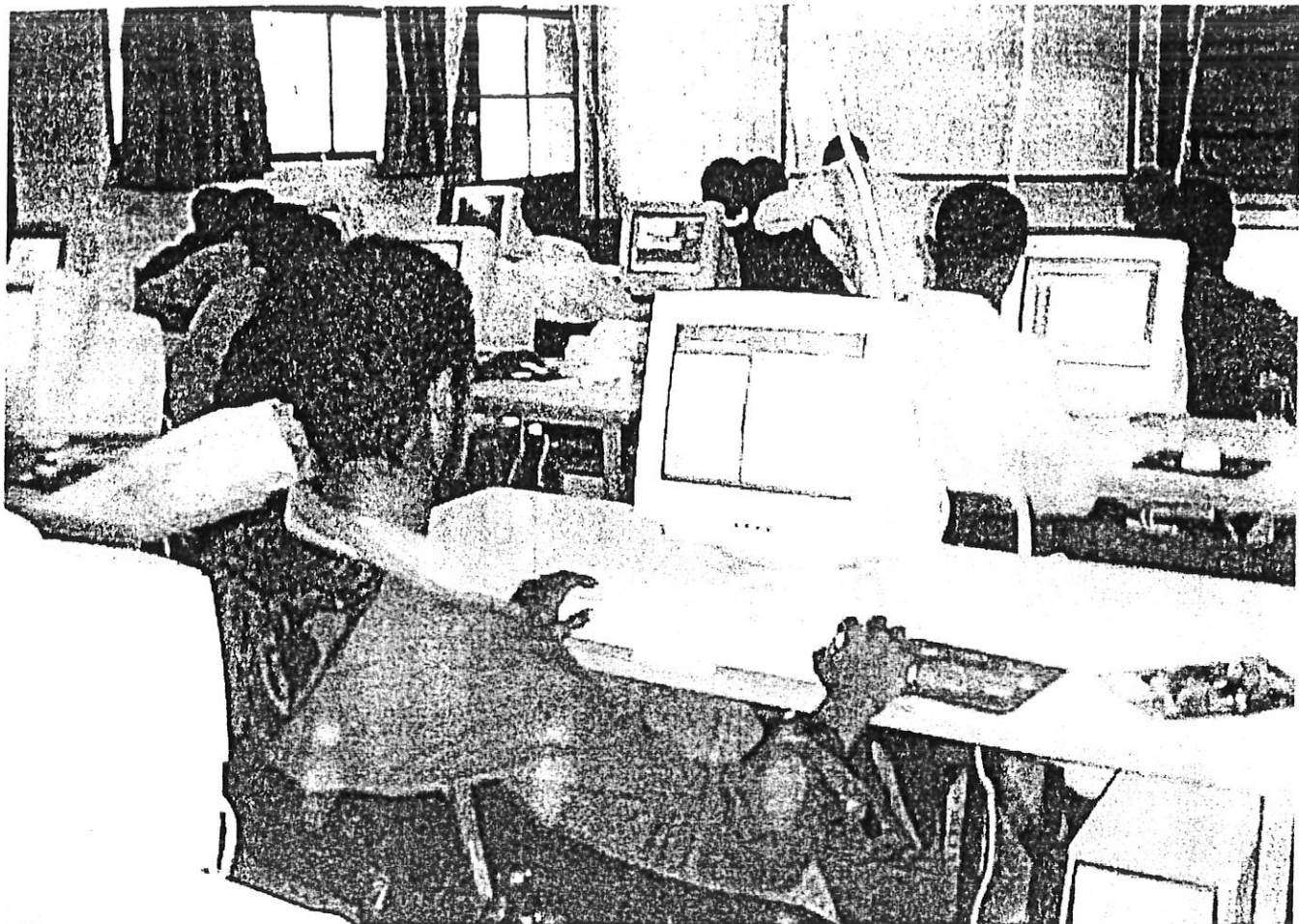
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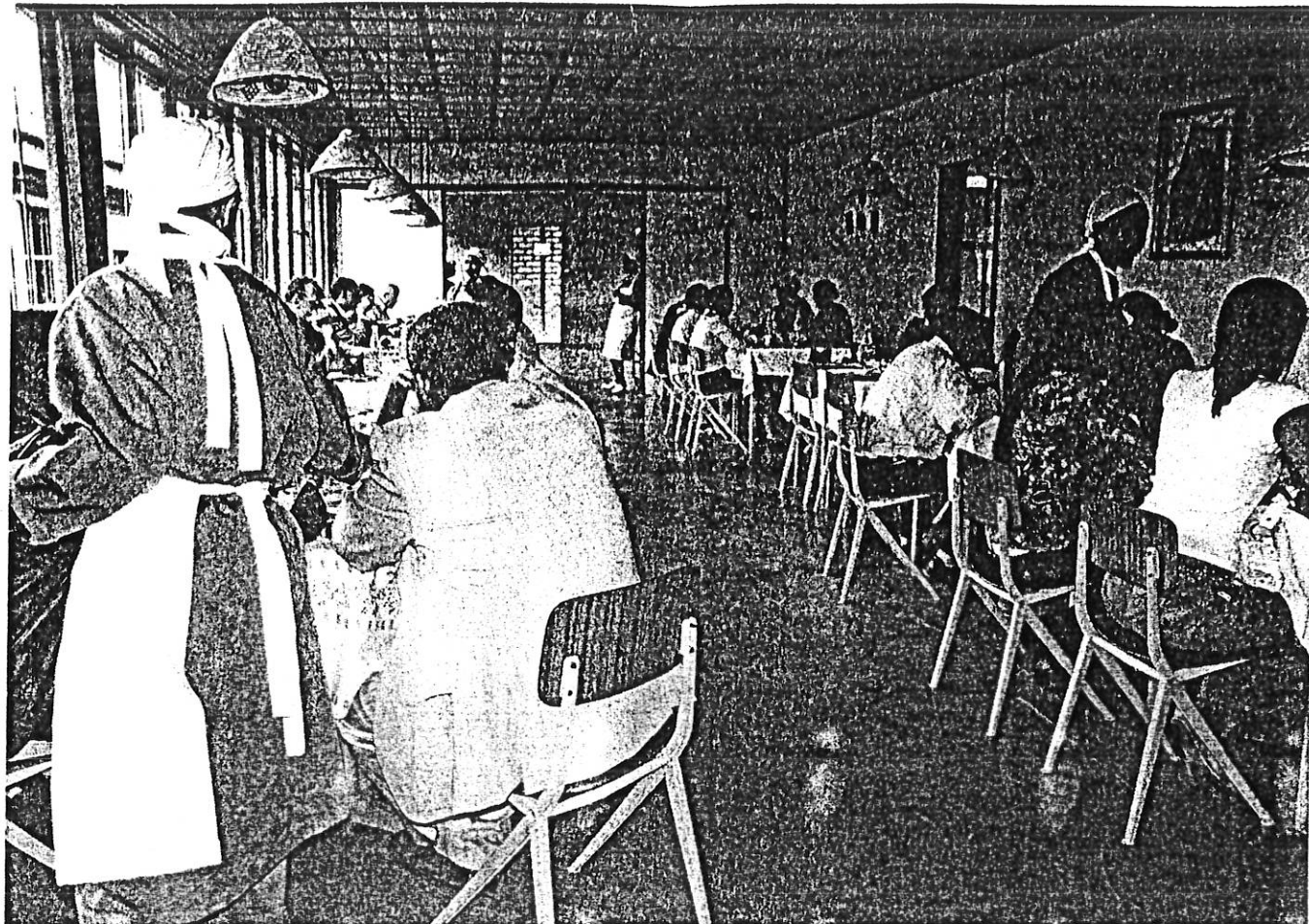
This thesis has been submitted for examination with my approval as university advisor

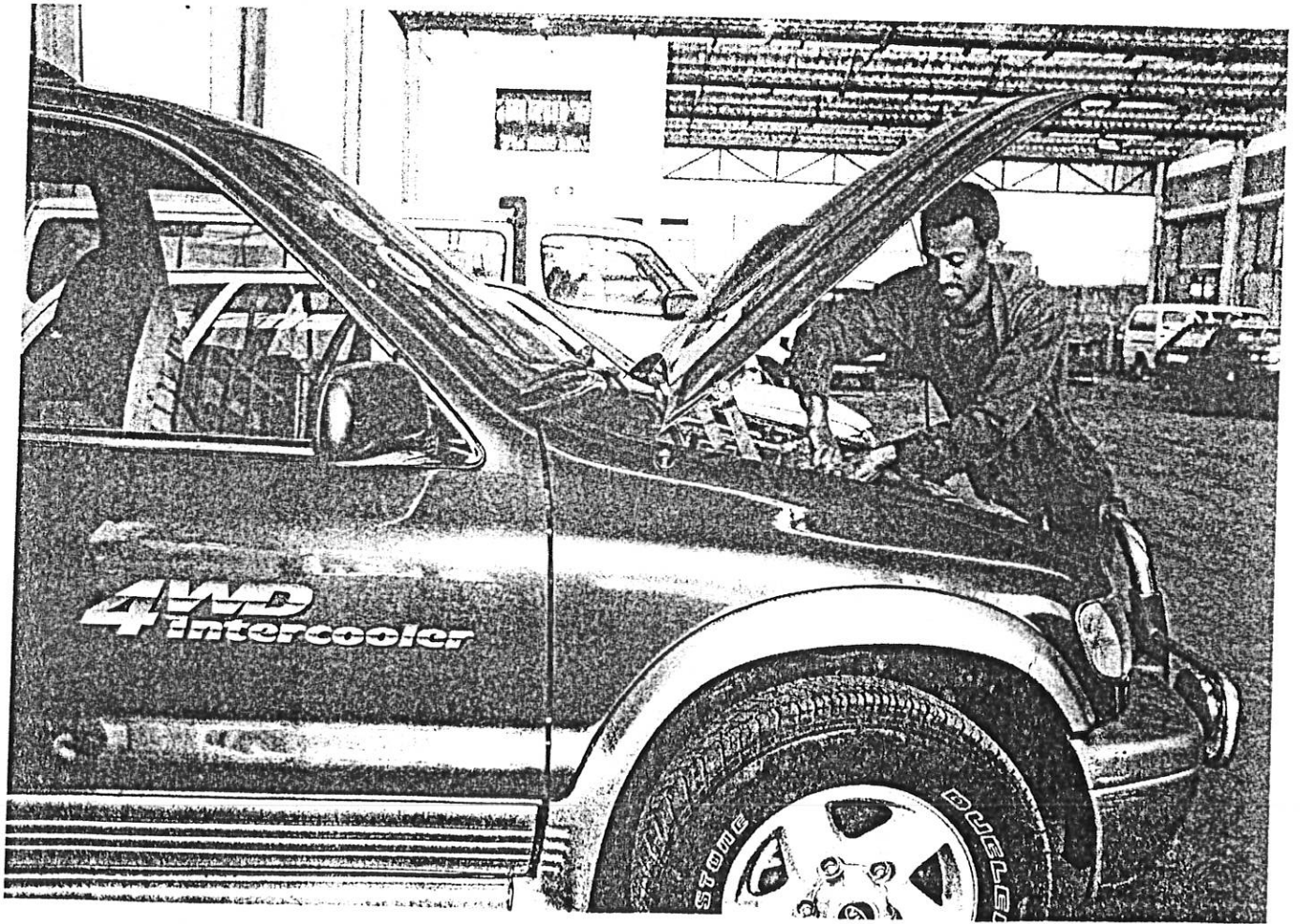
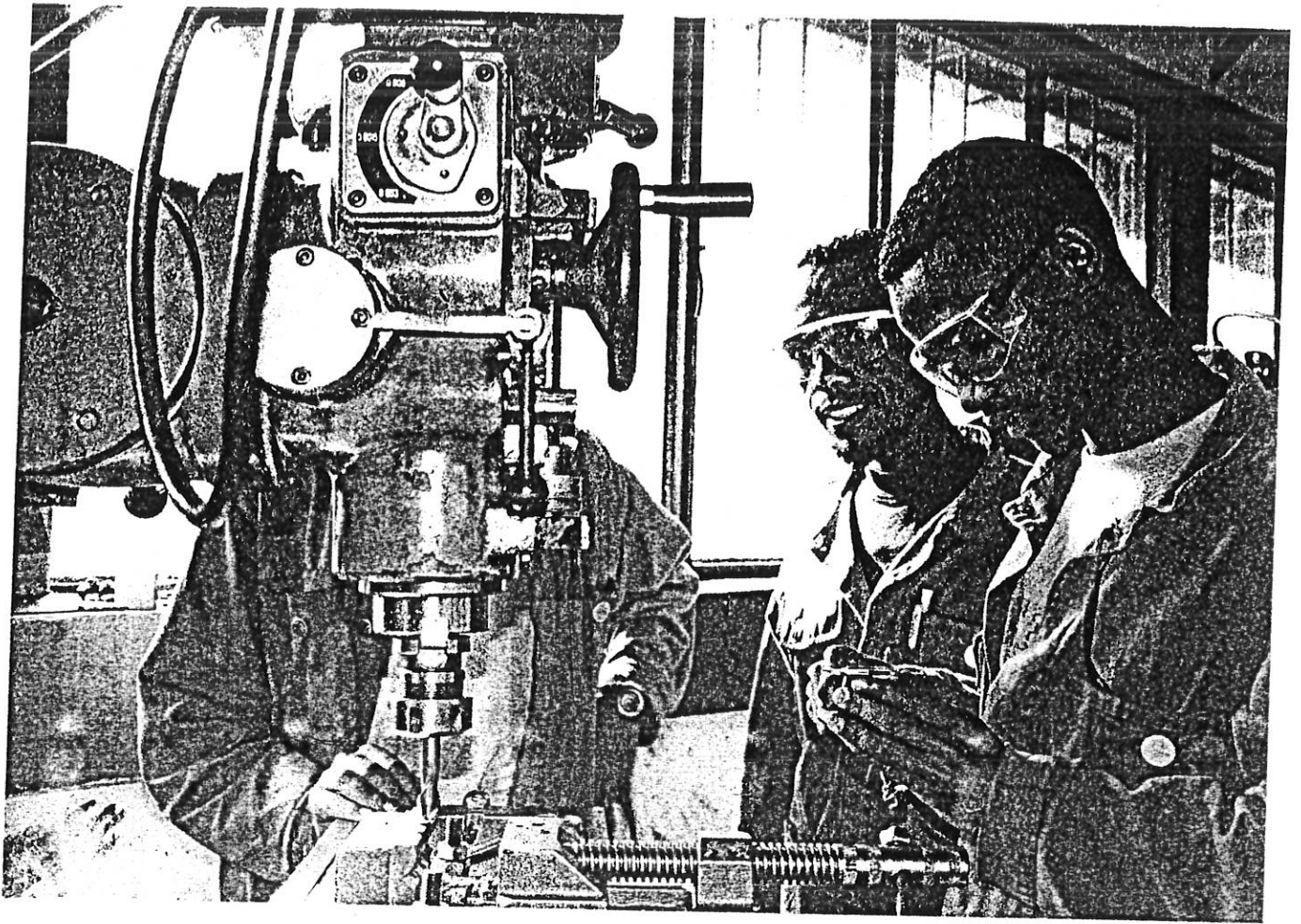
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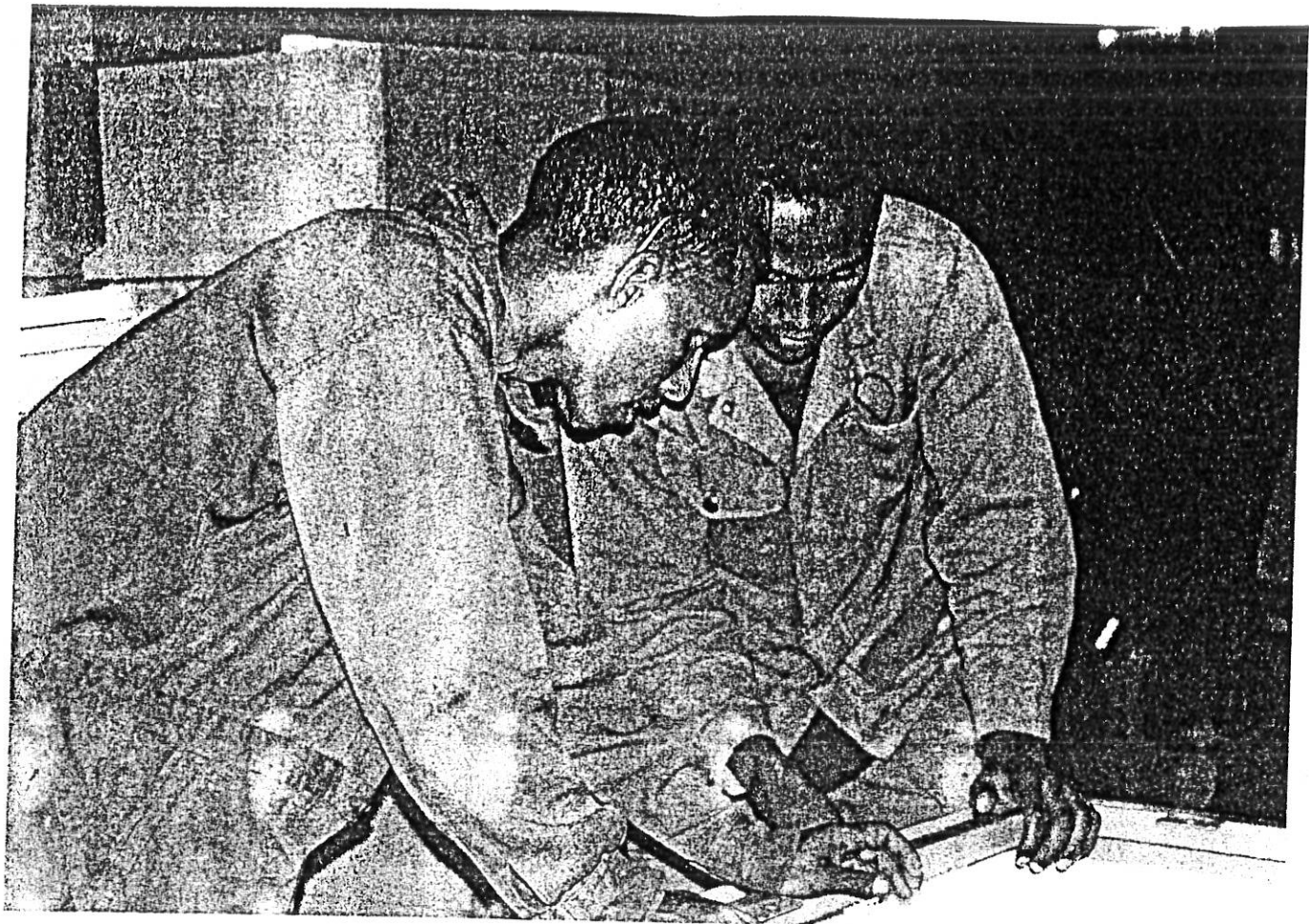
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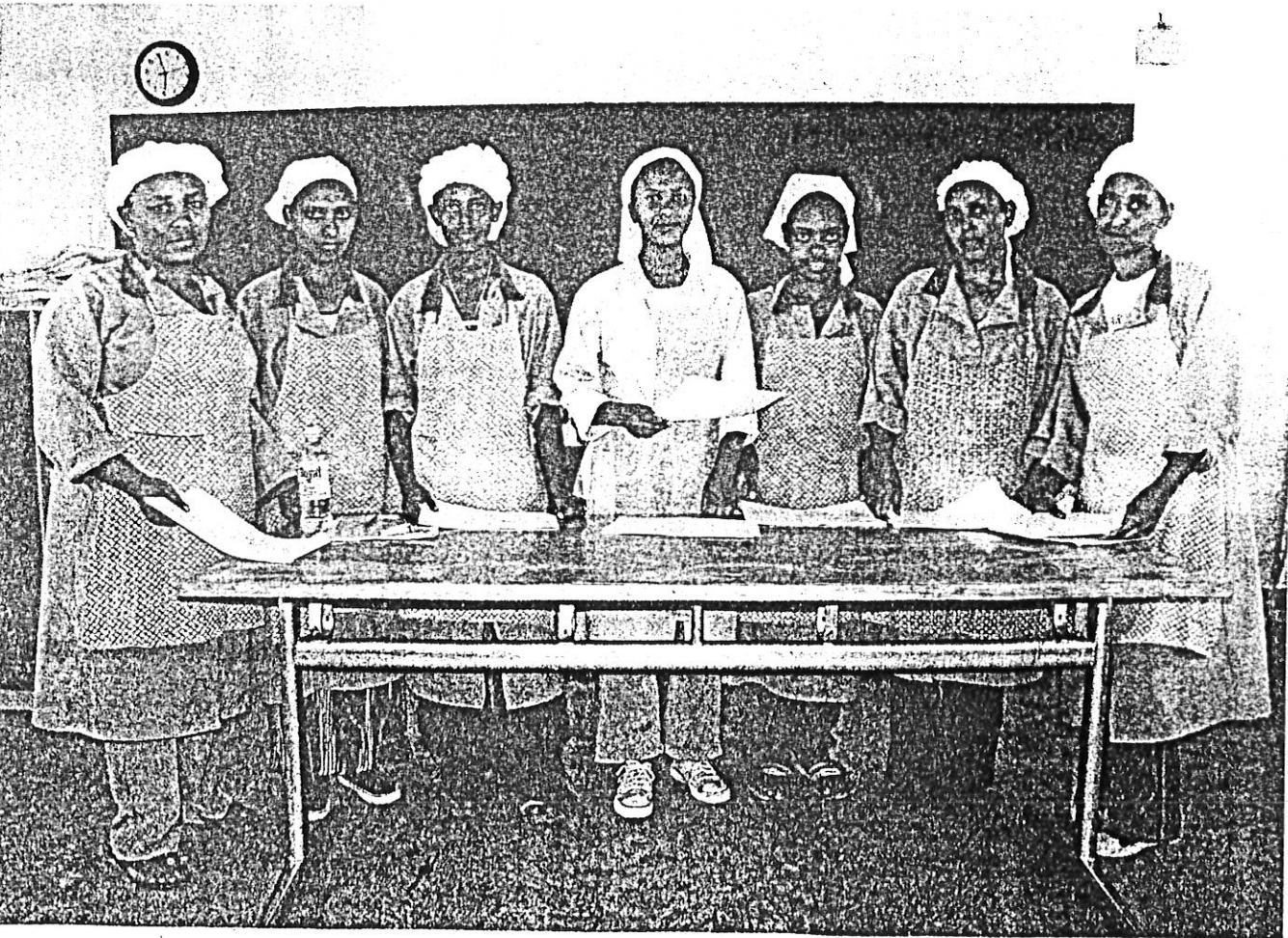
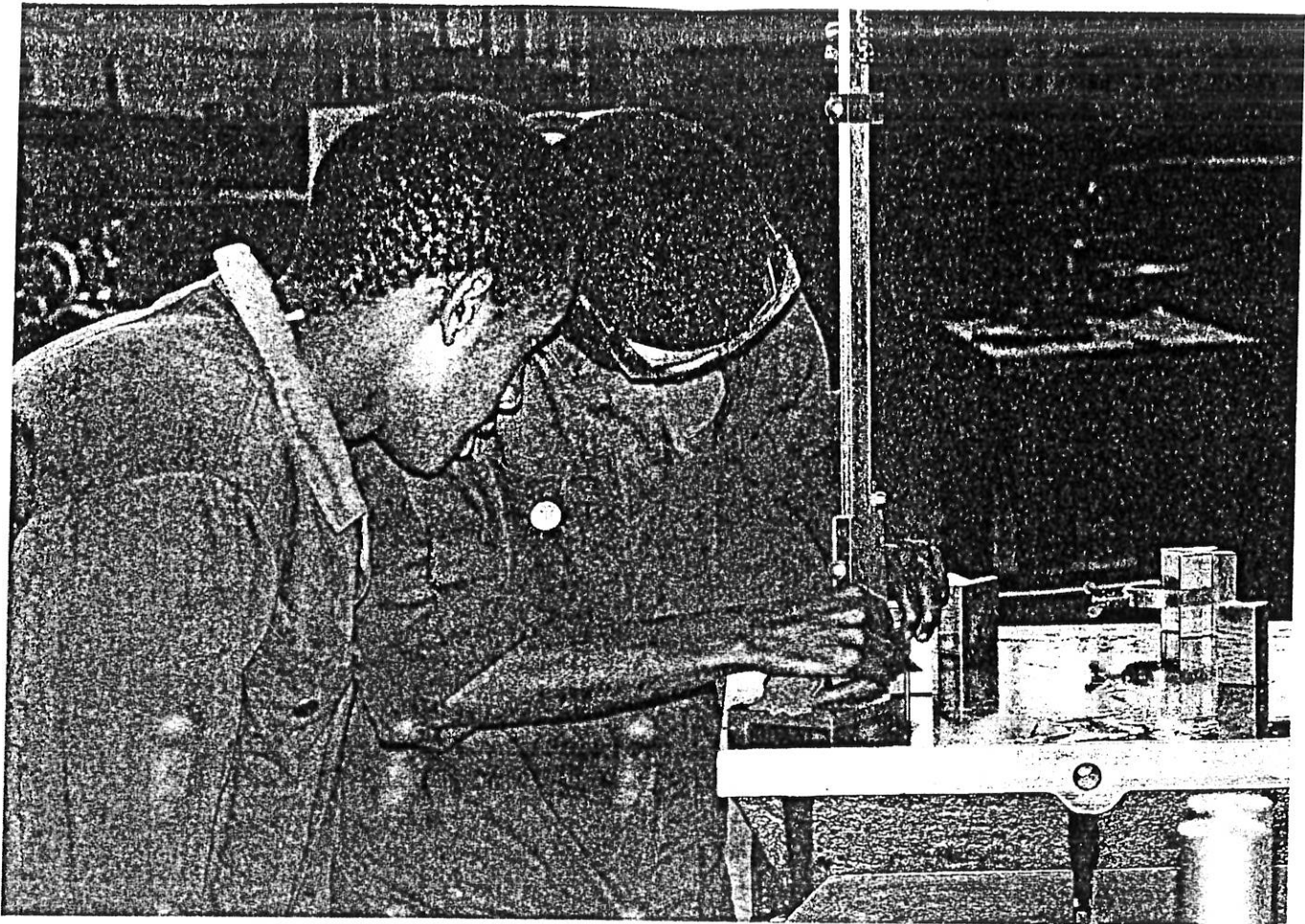




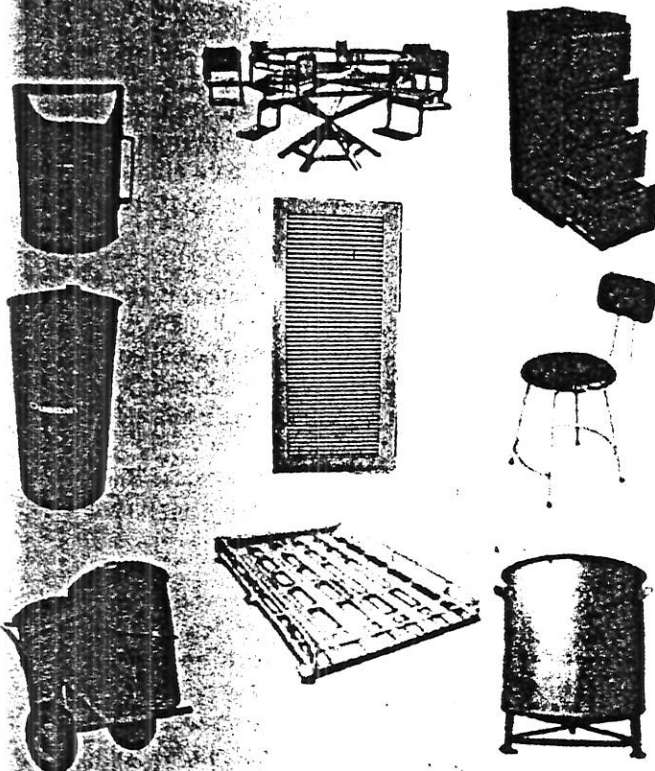








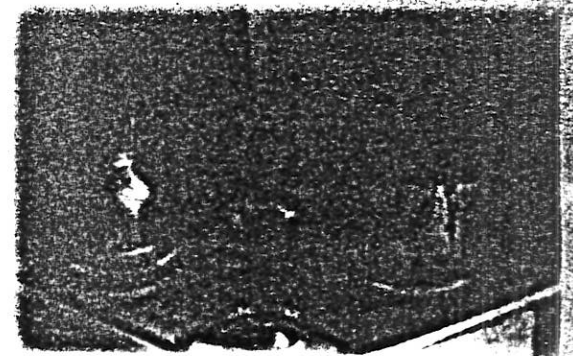
Metal work



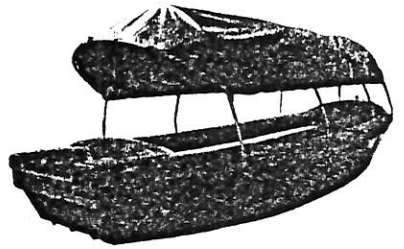
Fuel Saving Stoves



Biogas Appliances



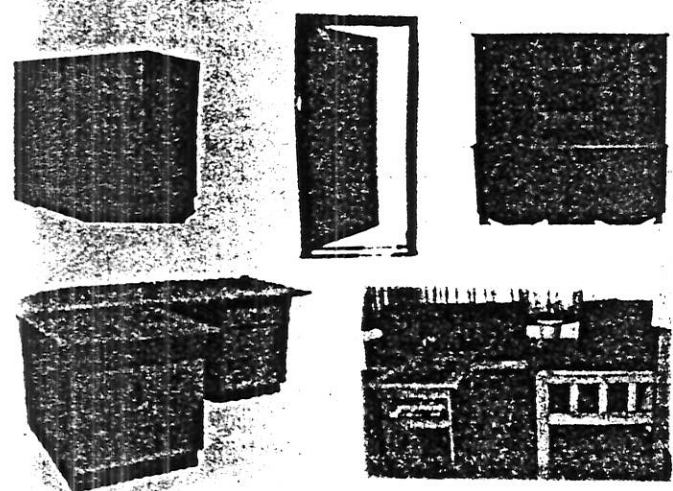
Transport Equipment



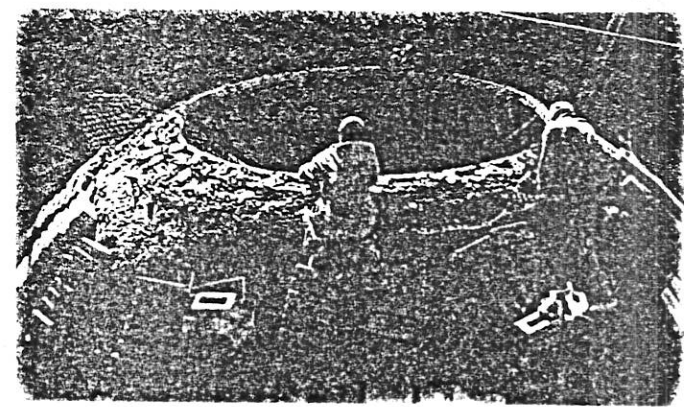
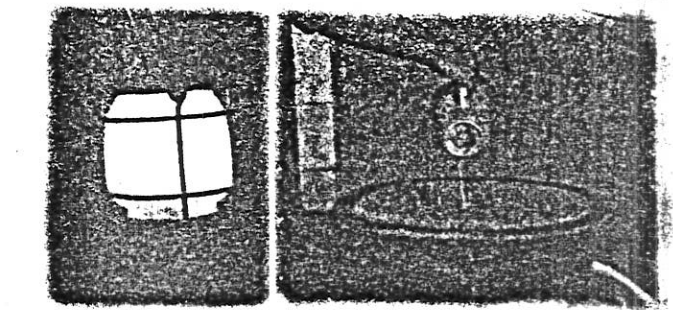
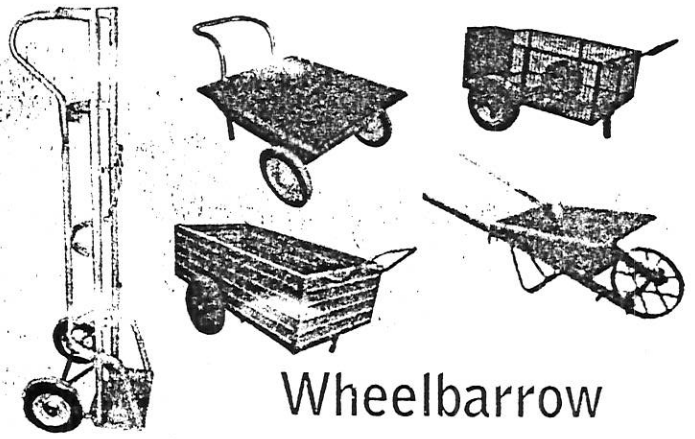
Carts



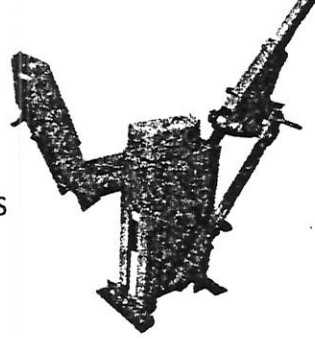
Wood Work



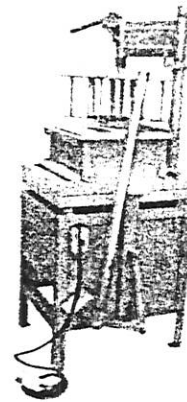
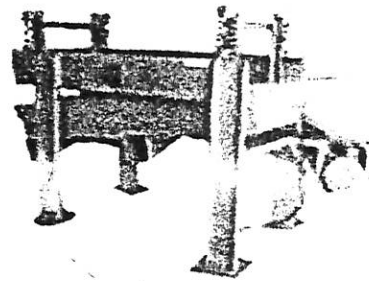
Wheelbarrow



Soil Block Press



Classifying Plant



Selam Children's Village was established to support orphans who lost their parents due to natural and man-made calamities. One of its objectives is to ensure the education, training, and overall well-being of the children of the village and youth from the community so that they can participate effectively in the socio-economic development and thereby support themselves.

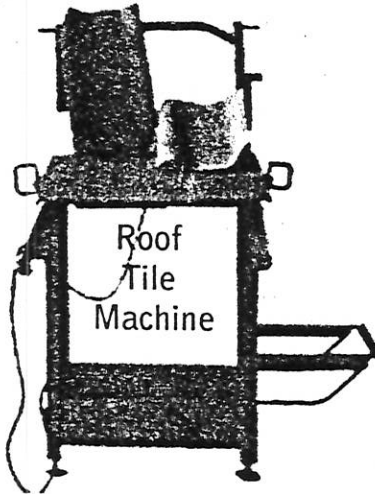
Selam Technical and Vocational College is an extension of the Village. Since its establishment, it has grown to a well equipped and organized training college. The training is for orphans from Selam Children's Village, other orphanages as well as private applicants.

Electricity, Wood Work, General Mechanics, Building Construction, Auto Mechanics and Machine Technology are given at the 10+3 level.

STVC also gives short-term training in different fields like, welding upgrading, blacksmith, low cost building material production, adopt - garden, etc.

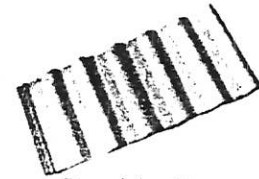
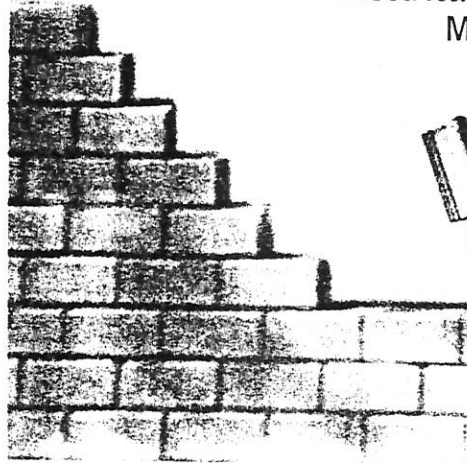
The college is participating in the street children training and capacitating program in collaboration with SNGOA (Addis Ababa Administration) and other GOs and NGOs to enable children be self-supportive citizens.

Concrete Roof Tiles

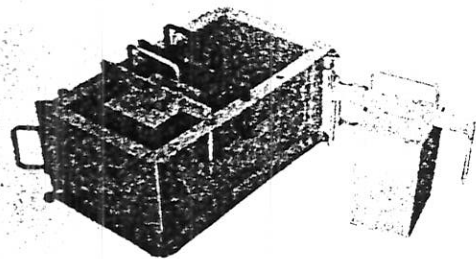


Roof Tile Machine

Electrical Hollow Block Machine

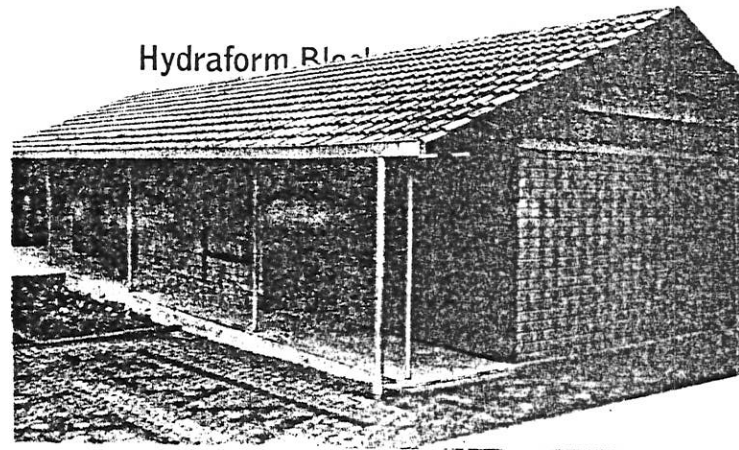


Double Roman Roof Tiles



Manual Hollow Block Mould

Hydraform Block



SELAM Children's Village

P.O. Box 8075

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Tel. +251 (0) 11 646 29 56 / Fax +251 (0) 11 646 29 45

E-Mail: selamchildren.v@ethionet.et

Website: www.selamethiopia.org

SELAM Technical & Vocational College

P.O. Box 8075

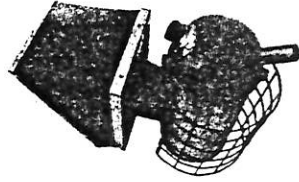
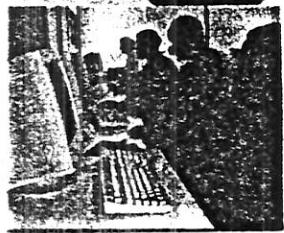
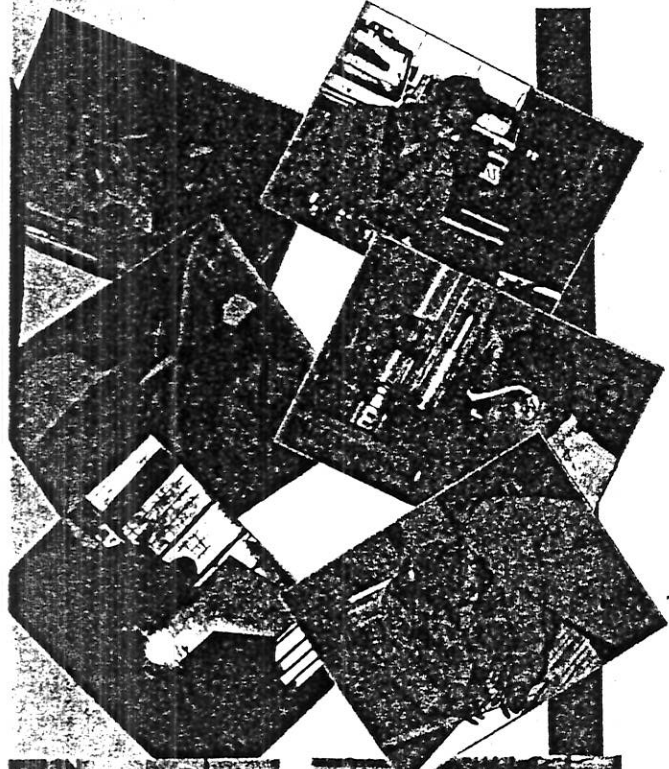
Addis Ababa/Ethiopia

Tel. +251 (0) 11 646 29 42 / Fax +251 (0) 11 646 34 79

E-Mail: selamtvcc@ethionet.et

Website: www.selamethiopia.org

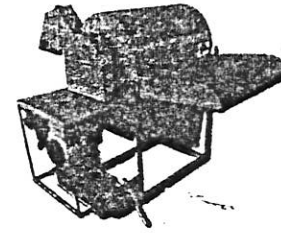
Trainees' Products



Bee Smoker



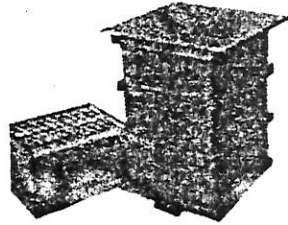
Queen Excluder



Multi-Crop
Mechanical Thresher



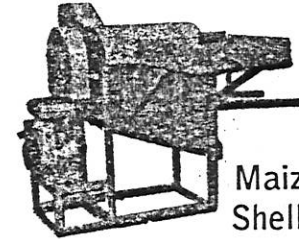
Groundnut
Decorticator



Bee Hive



Wax Press



Maize
Sheller



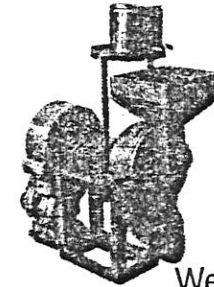
Hand
Grinding Mill



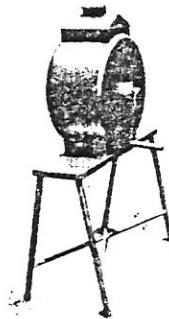
Honey Extractor



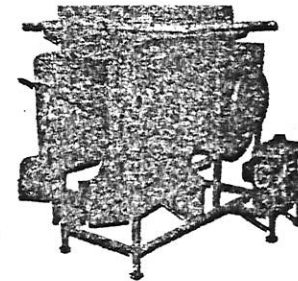
Flower
Harvester



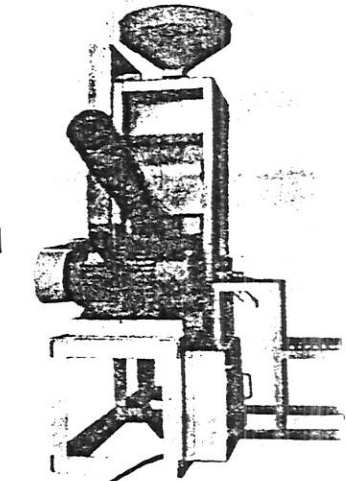
Wet Type
Grinding Mill



Butter Churn



Grain Winnow



Rice Polisher

"The person who does the planting or watering isn't important
but God is important because he is the one who makes
things grow." 1Cor3:7

d)	The level of salary is highly dependent on the level of qualification of the ABE facilitators						
7. Facilitator's ratings of their training needs in selected areas							
a)	Facilitators need training in guidance and counseling techniques.						
b)	Facilitators need training In the area of active learning methods						
c)	Facilitators need training In the area of lesson plan preparation						
d)	Facilitators need training In the area of classroom management						
e)	Facilitators need training In the area of continuous assessment						
f)	Facilitators need training in planning of students activities.						
8 The Curriculum NFABE program							
a)	The curriculum of the ANFBE s learner centered						
b)	Appropriate language used as medium of instruction in the ANFBEs Program						
c)	The curriculum incorporate the issue of HIV/AIDS						
d)	Curriculum materials properly designed for the program						
e)	Duration of training programmes is adequate.						
f)	The curriculum encourage learners' participation						
g)	Enough number of facilitators' text-books and guides distributed to the ANFBE s						
9. Challenges on the Provision of ANFBE Program							
a)	Lack of facilities and materials						
b)	Luck of curriculum and teaching materials						
c)	Lack of involvement of other sector						
d)	Lack of coordination and communication						
e)	Lack of adequate budget						
f)	Lack of trained and experienced manpower						
g)	Internal efficiency						

Part IV

Issues related to challenges in the provision and organization ANFBE program.

1. What are the major challenge in the provision of ANFBE program in Addis Ababa city administration?

2. What do you suggest to solve the above mentioned problems?

Appendix B

Interview questions for Regional, sub city and woreda education officials

1. Describe or state briefly the status and extent of NFABE in your region/ sub city or werada _____

2. Major challenges encountered by the majority of NFABE centers in the region/ sub city or werada _____

3. What are the major problems encountered in the management and supervision of NFABE s in the region/ sub city or werada? _____ -

4. What are the major problems faced regarding the ANFBE curriculum, text-books and teaching materials in the region/ sub city or werada _____

5. What are the major obstacles encountered to involve the local community on NFABE? _____

6. What are the major hindrances observed regarding ANFBE facilitators in the region/ sub city or werada? _____

7. If you have any suggestions and comment please mention it

Appendix C

Focus Group Discussion with NFABE students

I) Background Information

Sub city _____

Woreda: _____

Name of ABE Center: _____

No of participants: Male _____ Female _____

Age range: _____

Date: _____

Starting time of discussion: _____

Ending time of discussion _____

II) Please respond to the following questions.

1. What subjects do you learn in ABE program?
2. Do you think that the center is convenient for learning?
3. Does the facilitator utilize teaching aids for teaching-learning process?
4. Does the facilitator employ active learning methods in the classroom?
5. Does the facilitator motivate you to learn by your own and develop your self-confidence?
6. How do you judge the center facilities like water, play grounds, toilet etc? (Are there separate toilet rooms for boys and girls?)
7. What are the major problems that you encountered while attending the ABE program?
8. Do you get support form your family to be successful in your education?
9. Is there any others who provided you support to attend your education?
10. What do you suggest to improve the center as a learning environment?

Profile of the discussants

S. No	Name	Sex	Age	Grade	Remark

Appendix D

Observation Check List Data Collection Form

1. To what extent of the **provision and organization ANFBE program** is healthy?

- To what degree the staff members are of assistance each other and their learners.
- Do the climates encourage Facilitators and Adult Learners?
- How do employees feel about their environment?

Questions Related to Structure

1. What is the level staffing in the program?

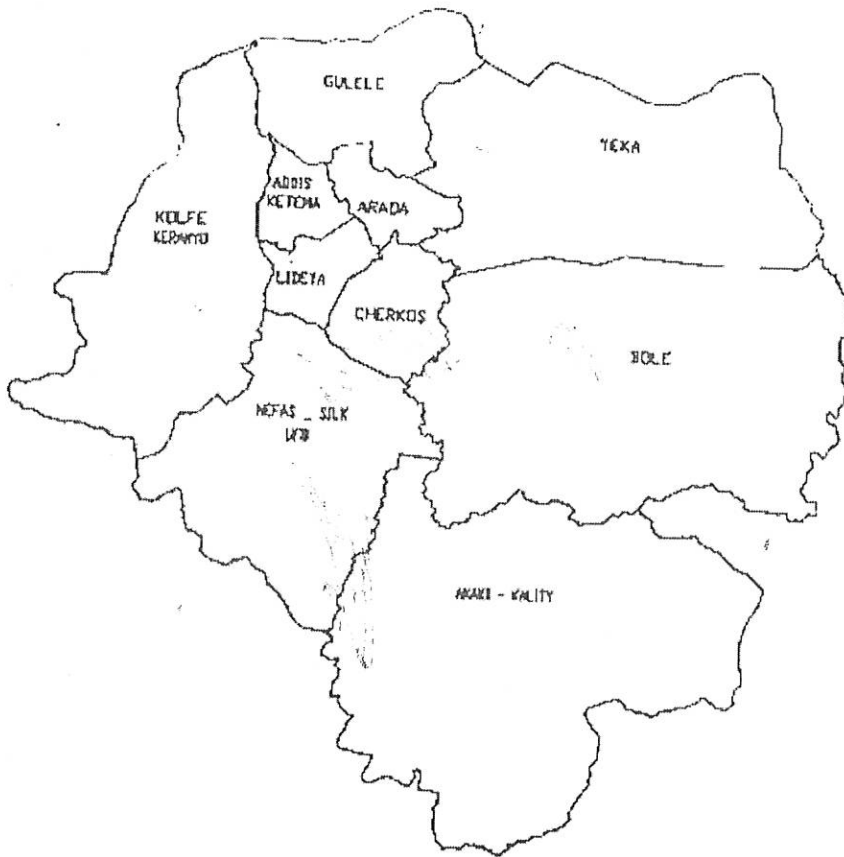
- Is there insufficient staffing?

Key: (5= very high, 4= high, 3= moderate, 2= low and 1= very low)

No	Facility	Level of Adequacy					Remark
		5	4	3	2	1	
1	Library						
2	Reference Books						
3	Text books						
3	Instructional Material						
4	Class rooms						
5	Store						
6	Availability of electricity						
7	Availability of furniture						
8	Availability of toilets ...						
9	Availability and usability of black board, charts and pictures						

Appendix E

Addis Ababa City Administration Map



Source Addis Ababa City Administration (2010)

STUDENT DECLARATION

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

Name: Eshetu Biru Gebre

Signature: 

Place and Date of submission: Addis Ababa University

June, 20th 2011

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

Name: Dr. Yalew Ingdayehu

Signature: 

Date of Approval  June 20, 2011