A COMPARATIVE STUDY ON LINKING TVET WITH EMPLOYMENT OPPORTUNITIES IN GOVERNMENT, NON-GOVERNMENT AND PRIVATE INSTITUTIONS IN ADDIS ABABA

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A THESIS
PRESENTED TO THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN
VOCATIONAL EDUCATIONAL MANAGEMENT

August 2007

ACKNOWLEDGEMENTS

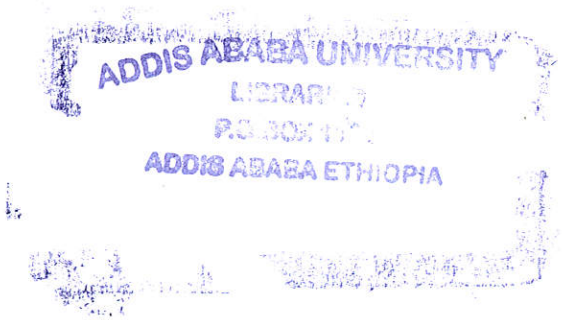
First of all, I would like to express my wholehearted thanks to my thesis advisor, Ato Girma Zewedie (Associate Professor), for his unreserved guidance, critical comments and constructive suggestions through out the course of my thesis work.

My heartfelt and deepest gratitude also goes to my dear wife, W/ro Asnakech Eshetu who took the painful responsibility of running the family and supporting me in various directions while I pursued my studies in the University.

I am also grateful to Deacon Solomon Wondimu and Ato Yalew Zelke, from Addis Ababa Education Bureau, for their commenting and editing this thesis.

My sincere appreciation and thanks goes to the Addis Ababa Education Bureau staff members, all sample TVET institute principals, Trainers and Vocational Counselors; graduates, employers and Addis Ababa MSE Agency staff members who collaborates me by giving information and filling questionnaires.

Finally, I would like to extend my thanks to all of my relatives and friends who were at my disposal during the entire period of my studies.



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ACRONYMS

AEB	**Addis Ababa Education Bureau**
AAU	**Addis Ababa University**
GTZ	**German Technical Cooperation**
ICTVET	**International Cooperation in Technical and Vocational Education and Training**
IER	**Institute for Educational Research**
IIEP	**International Institute for Educational Planning**
MoE	**Ministry of Education**
MoI	**Ministry of Information**
MSE	**Micro and Small Scale Enterprise**
NGOs	**Non-Government Organizations**
TVET	**Technical and Vocational Education and Training**
UNESCO	**United Nations Education Scientific and Cultural Organization**

Abstract

The purpose of this study was to assess employment opportunities of TVET trainees after graduation in Addis Ababa and to identify factors that hinder the graduates to find wage employment and start self-employment. To this end, an attempt was made to look in to the major factors that contribute to improve employment opportunities and hinder self-employment and wage employments of graduates. In order to address the objective of the study, a comparative method was employed to see the current conditions of government, non-government and private TVET institutions, which had given training in industrial and construction technology, with the assumption that it could help to know the current status of creating employment opportunities and their problems. These training institutions were selected based on purposive sampling because to examine the out put of well experienced and newly established institutes and to evaluate job opportunities. The subjects of the study were two experts from Addis Ababa MSE Agency and AEB TVET Department, four principals, four vocational counselors, 40 trainers, 150 graduates, and 50 employers that participated in offering apprenticeship training or hiring TVET graduates. These subjects were selected based on available sampling technique. Principals, vocational counselors, and trainers were selected based on random sampling technique. Information was obtained using questionnaire, interview, observation and document analysis. The data were analyzed using percentage, frequency and one way ANOVA. The findings of the study revealed that the managerial experience of principals, partnership with employer organization, labor market information system, training facility, and creating job opportunities of non-government TVET institutions was better than government and private institutions. Factors such as weak partnership, absence of incentives to encourage organizations to cooperate the trainees, during apprenticeship, and lack of labor market information system have a negative influence on creating employment opportunities to TVET graduates. Regarding self-employment opportunities, social and economic factors were serious obstacles to create convenient conditions. These also prevented them to exploit the benefits of self-employment, access to credit, raw materials and market management. Above all, the support of Micro and Small scale Enterprise Agency and other supporters, to be self-employed, were low, too. Finally, the degree of employment opportunities of TVET trainees demonstrates that non-government TVET institutions were higher than government and private TVET institutions.

Therefore, the TVET institutes recommended that widen employment opportunities to their graduates, using good labor market information, establishing unit of labor market and allocating budget in the institutions. The institutions, also expected to perform activities like Occupational analysis, Vacancy Study, Tracer Study, training need assessment, establishing strong relationship with enterprise, vocational guidance, job-searching advice, form clubs and cooperatives organized by the trainees.. Regarding self-employment opportunities, the City Micro and Small Scale Enterprise Agency, and Sub-City/kebele Administrations suggested that to work on facilitating and forming of cooperatives, access to credit, supplying of raw materials and other supports.

CHAPTER ONE

THE PROBLEMS AND ITS APPROACH

This Chapter discusses the background, statement of the problem, significance, delimitation, limitation, research design and methodology, operational definition and organization of the study.

1.1 Background of the Problem

Education and economic development of a country is very much related, the base for the development of civilized countries is education, which contributes to the required trained man power. The economic advancement of a country leads the citizen to have quality education and training, by supplying and financing the necessary materials and funds to the education system. However, general education alone can not meet the development needs of the society. Due to this effect Technical and Vocational Educational Training is introduced in educational sector to prepare the youths for the world of work.

The history of vocational education as stated by Evans (1971:1-2), in the early history of civilized man people probably learned to work through a trial and error during invention of productive work. Later man acquired work skills and understandings by being told how and by being shown frequently by father to son and mother to daughter. The apprenticeship method of teaching a person to work was really an extension of the paternal arrangement. Here the learner was placed with a craftsman, other than his father, who performs the duties as instructor and treated the boy as his own son. These casual methods of preparing people for work have gradually been replaced by planned and organized vocational education programs, some of them in industry, some in public schools, and others through the combined efforts of industry and education.

Technical and Vocational Education and Training can be provided either within school or out side the school system. In school system the model has been regularly criticized for that vocational schools are expensive and they produce students who are no more employable than those from academic schools. Out side the school system is favored for it is very much linked with enterprises and the world of work in general. But in many developing countries the link between training programs and industries was not strong. With the absence of such linkage the demand of the changing labor market can not attain its equilibrium. As explained by Grunwald, et.al (2004:5-6), Vocational Training, traditionally conceived, as inherently expensive. It involves infrastructure, equipment, training materials, and institutional and personal overheads, usually for a fairly lengthy period of time. A large proportion of these costs are fixed. Unit costs become very expensive, particularly with declining levels of enrolment and high drop-out rates. Moreover, the crisis of relevance reflects an increasing mismatch between the training offered by vocational training programmes and the skills needed for dynamic competitive markets. If training is to be relevant, it must attract people by responding to their aspirations and their understanding of their own situation, and serve them by imparting skills that help them gain access to, and compete in, local markets.

In Ethiopia the long history of medieval period, the transmission and diffusion of new technologies would not have been difficult as practically all the smith of the country worked for the emperor on the provincial governors. The smiths, whether Jewelers or iron workers were organized into workshops, curiously enough known by the lofty name known as Jan Shellami or royal Jewelers (Meried, 1983:167).

Moreover (Bahru, 1989:34) stated that, Emperor Tewodros II's had dreams to make weapons. He had always asked the foreigners to send professionals to satisfy the purpose. His strong objective rested on gaffat. The Emperor had established academic and vocational school in gaffat and assigned the missionaries to teach

Ethiopian youths to make guns. However, the negative outlook of the societies to craftsmen, also strongly influence the idea of being vocational, then the dream of Emperor was not succeeded.

During the second half of the nineteenth century and the early decades of the twentieth century in Ethiopia, the demand for vocational training was focused strongly on the need for practical skills in a variety of basic trades. However, little connection was made between education and the kinds of skill and abilities that were required in the first step towards modernization. During the early 1940s there was a sudden need to fill the gap for skilled personnel created by the departure of many Italian technicians and due to this incidence the period, therefore, marked the establishment of a number of institutions for technical and vocational education and training.

Even if various efforts had been underway to provide technical and vocational training in some institutions, the issue of coordinated training programmes in terms of quality and coverage has not been tackled. As a result, the training system did not effectively generate a work force initiated for creativity and capable of supporting the economic development for it was not based on the economic development trend of the country.

Therefore, in Ethiopia until 1970s technical and vocational education has been implemented in different systems. The concept of comprehensive school introduces to prepare students for different jobs. To achieve this objective; agriculture, productive technology, industrial art, commerce and home economics were offered side by side with academic subjects. But the programs commenced without proper study and the idea of World Bank that insisted to advocate vocational education, but this resulted in unemployment because of inadequacy of the training system. In general, the condition dissatisfied the public. The problem forced the government to take new measure and

the Ministry of Education (MoE) decided to strengthen a number of selected Comprehensive Secondary Schools, establishing additional technical schools and introducing the new vocational and technical (10+3) program. It was very limited and was not given sufficient attention or policy support. There were only 17 institutions that offered Vocational and Technical Education with an annual intake of not more than 1000 students. As the quality of education was not high enough, the trainees' contribution to the country's development was far below expectations. In fact, despite their training, most of the graduates were unemployed. (MoE; 2002:90).

With the introduction of the Education and Training Policy, the issue of TVET development came to be one of the priority areas in the Ethiopian education system. Currently as the Ministry of Education (2005/06) stated, the total number of Government, Non-Government and Private TVET institutions reached 269, which give training in 25 trade areas excluding agriculture. From these 78 training institutions are under Addis Ababa City Government. In addition with this, 120 skill development centers have been opened in Addis Ababa with the ultimate aim of training the larger number of secondary school graduates with various technical skills, for wage employment and self-employment in government, non-government and private organizations.

The above points explain the great expansion of training institutions, however, the current conditions of the link between vocational training and employment opportunities are not thoroughly assessed. The researcher preferred to undertake the comparative analysis of government, non government and private TVET institutions currently in Addis Ababa so as to identify the problems that influence the employment opportunities of graduates' especially in Construction and Industrial Technology and to suggest some recommendations.

1.2 Statement of the Problem

According to ILO (1973:1) the first awareness of unemployment was not came form the statistics but form the people seen in cities who obviously had nothing to do. They arrived in increasing numbers lived in shanty towns, and many received help form relatives who had preceded them. Presumably they had come because their economic (and social) prospects were, thereby, improved.

Keeping youth in school in an educational program relevant to their life goals is a social advantage. Young people can make the transition from educational environment to the real world successfully when they can perform the work available. They can increase their mobility in the world of work if they have continuing access to an educational program directly to their occupational needs (Kazanas, cited in Yokunoamlak, 2000:13).

In developing countries, the problem of unemployment is different, more complex and more critical in the high proportion of youth involved. Although the economy is fairly increasing, it is not developing in the direction which opens up enough job opportunities to absorb the large number of graduated youth people arriving each year to join the labor force (Derebssa, 1997:10).

In 1997 Ministry of Labor and Social Affairs report pertaining to unemployment revealed that the number of job seekers who had TVET was 53,045 which accounts for 4.7 percent of the total unemployment population. Out of this only 10,213 were placed 10,213 were placed through employment offices. This indicates that there was a mismatch of demand and supply of trained manpower which could be attributed to low level use of labor market signals and information for manpower planning and training (ILO,1997:1) , since then, in fact efforts has been made to alleviate the problem.

Addis Ababa is the Capital City of the Country and the seat of the office of African union, other international organizations and embassies, but many social and economic

problems of the countries reflect on it. The population of Addis Ababa has grown from 1.4 million (1984) to 2.1 million (1994) and it is estimated to be 3.1 million in 2007, according to the Population and Housing census conducted in 1994. Data indicates that the City's Economy is not developing in proportion with population growth; unemployment, poverty, housing problem and lack of infrastructure are the main problems. Especially unemployment problem is the major one, the rate of unemployment in the city is 31.4% percent (CSA, 2005). In view of high unemployment rate, market oriented vocational training programs contribute to minimize the problem. In order to bring a significant change on the issue, networking between vocational training and world of work is the main strategy.

TVET is a most effective means for society to develop its members' potentials to respond to the challenges of the future. Learning for work, citizenship and a sustainable future is a joint responsibility of education and a variety of stakeholders in the formal and informal socio-economic environment. To this effect, the researcher believes that the extent to which vocational training in government, non-government and private institutions contribute to enable graduates to be creative and skillful is a problem worth study.

Therefore, the primary objective of this study was to assess employment opportunities of TVET trainees after graduation in Addis Ababa and to identify factors that hinder the graduates to find wage employment and start self-employment. Accordingly, to meet the objective of the study, the following basic questions were addressed as a guide treating the problem;

1. Which of the three TVET institutes (i.e. Government, Non-government and Private) gives more employment opportunities for the graduates?
2. Is there a strong link between training institutions and employers?

3. What are the problems faced by the graduates to find wage employment or start up self-employment or in their assignment areas as a result of incompatibility of curriculum, inadequacy of training facilities and lack of required qualification and relevant experience of trainers and administrative staffs?
4. What are the successes of experiences of the self-employed (individual or cooperative) graduates?

1.3 Significance of the Study

In today's rapidly changing world it is essential for technical and vocational training to strengthen its linkage with the world of work in order to meet changing requirement. The issue of matching technical and vocational training with employment is the primary target of any society. The study thus, is significant on the basis of the following.

1. This study also focuses on the status of Vocational training that produces skillful manpower that satisfies the demand of the society. Furthermore understand the gap between the training and the market demand, to give some recommendations.
2. It could have importance to take corrective measures on factors that have been operating against employment opportunities of TVET graduates.
3. It may also provide suggestions for minimizing unemployment of TVET graduates in the future and improving the present TVET program.
4. The recommendation may give some valuable idea for TVET institutions, employers, and policy makers that could assess and give attention to the program.
5. May assist researchers and highlight areas of focus for further research on TVET and employment.

1.4 Scope of the study

The study is delimited to Addis Ababa City Government; the 10+2 TVET program and the graduates of Industrial and Construction Technology, who were graduated in 2002/03 and 2003/04 preferred to this study. The first and the principal reason is that, to conduct a research work in a country wide would be impractical due to the shortage of time, scarce of the resources and the technology used to secure data for the study. Secondly, as compared to other regions Addis Ababa has large number of TVET institutes and could have high rate of unemployment. The 10+2 TVET program graduates had relatively long period of time after graduation and were acquired a good experience in the market. Moreover, graduates of Industrial and Construction Technology were to some extent available for the researcher and they were working in cooperatives. These situations created a fertile ground for the researcher to easily access them.

The study examined some of the factors which hinder employment opportunities. These include: relevance of curriculum, training facilities, qualification, experience, partnership, labor market information system, employment opportunities (wage and self-employment), and experiences of self-employed (individuals and cooperatives).

1.5 Limitations of the Study

There were some factors that affected the study. These were problem of time and scarcity of finance. Similarly, employer organizations were not cooperative to give information or to fill the questionnaires. Further more, sampled TVET institutions had not done tracer study, and then they had no sufficient information about the employment status of graduates.

1.6. Methods and Procedures of the study

The method used for this study was comparative study. Comparative study was selected because the research attempted to see the current conditions of government, non-government and private vocational trainings with the assumption that it could help to get the current status of creating employment opportunities and their problems.

1.6.1 Source of Data

The Data for the study were obtained from primary and secondary sources. In the secondary data relevant books, and journals, which indicate the implementation and experiences of vocational education in developed and developing countries were used to support the findings of the research.

1.6.2 Sampling and Sampling Techniques

According to AEB (2005/06) there were 19 vocational training institutions currently offering training in Construction and Industrial technology, owned by government, non-government and private organizations. The Selected out of 10 Government TVET institutes 2(20 percent), out of 9 Non-government and private institutes 2(23 percent), were chosen using purposive sampling technique. These include Nefas Silk TVET institute, Entoto TVET College, Selam TVET College and Addis Ababa Polytechnic TVET College. In this regard, the researcher employed purposive sampling; the reason was that, to examine the out put of well experienced and newly established institutes and to evaluate job opportunities of graduates in the respective institutions.

The research participants of this study, the total graduates were 2050 in both years, from this 1660 (1320 males and 340 females) were from government and 390 (351 males and 39 females) were from non-government and private institutes. The samples were 166(10 percent) from government and 66(17 percent) from non-government and private, this is due to available data and high number of graduates in government institutes. In addition, total of 160 trainers were in the Construction and Industrial

Technology departments in the sample area, 40(25 percent) were selected, from 8 principals 4(50%) and from 4 vocational counselors 4(100%) also were selected, in random sampling method. In addition, 60 employer organizations were selected in available sampling method; these organizations had better experience in apprenticeship program and hiring graduates, according to the feed back obtained from TVET institutions, to know their response about the skill and job opportunities of graduates. Moreover, Micro and Small Scale Enterprise Agency and Addis Ababa Education Bureau TVET department were interviewed, in order to get first hand information.

1.6.3 Instruments of Data collection

Questionnaires consisting of closed and open ended items, interview, discussion, observation and document analysis were used to gather relevant information for the study. Questionnaire was prepared in order to free the respondents from anxiety to forward their opinion and heartfelt need. It was also used to have sound information on the subject matter from many people at a time. The questionnaire was pilot tested to see the validity of each item of appropriateness and language clarity. The pilot test was conducted in one government TVET institute in Entoto TVET College. Then the questionnaire was revised and developed upon suggestions and recommendations collected during the try out.

Interview was also used to obtain additional information from key informants. This also used as an important tool to exploit the rich experiences and opinion. Furthermore, documents, Education and Training Policy, Acts of TVET, Regulations and Strategies. Published and unpublished research works were reviewed to fill the gap between the previous and the research work. These research works also served as a spring board for this Study. Also observation was done to gather additional relevant on information the workshop facilities and the working environment, that were inaccessible by questionnaire and interview.

1.6.4 Method and procedures of data analysis

Data results were organized and summarized in tables, percentages and cross tabulations was used to produce meaningful interpretations. These enabled the researcher to reach at a certain conclusions and to forward recommendations.

1.7 Operational definition of terms

Apprenticeship training	Special type of structured and recognized cooperative TVET based on a training contract between a company and a trainee/apprentice (MoE: 2006).
Employment:	Means all work done for you by persons (regardless of age) whom you pay, whether permanently or temporarily employed, unless the work is specifically exempted from coverage by the provisions of the Act (ILO:2005).
Government (Public) TVET	Technical and Vocational Education Training programmes provided by government agencies, which are accessible to everybody who meets the defined entry requirements. (MoE: 2006)
Labour market	Interaction between demand for and supply of labour. Employers and workplaces in need of appropriately skilled and qualified workers represent the demand side and workers with their specific competencies the supply side of the labour market. Hence, labour market demand may emerge from skills needs in companies and as well as from workers, school leavers, and other suppliers of labour in need of building occupational competence (MoE: 2006).
Non –government TVET	Technical and Vocational Education and Training provided by domestic and foreign NGOs, religious Organizations, their purpose is not profit making. (MoE: 2006).

Private TVET	Technical and Vocational Education and Training privately owned commercial training providers, private companies, etc. (MoE: 2006).
Relevance	Appropriateness and responsiveness of TVET programmes and learning outcomes to the needs in the labour market (MoE: 2006).
TVET	Technical and Vocational Education and Training. Any education, training and learning activity leading to the acquisition of knowledge, understanding and skills which are relevant for employment or Self-employment. TVET in Ethiopia describe all occupational learning and teaching below higher education, i.e. below degree level as defined in the National Capacity Building Strategy (MoE: 2006).
Unemployment	A person is only counted as unemployed if he/she is without a job and is actually looking for work (ILO: 2005).

1.8 Organization of the study

This thesis consists of four chapters. The first chapter deals with the problem and approach, and chapter two treats the review of related literature. Chapter three deal with the characteristics of respondents, data analysis and interpretation of the data. The last chapter contains the summary of the findings, conclusion and recommendations. In addition to there, bibliography, sample questionnaire, interview guide questions and other relevant documents attached to the last part of the thesis.

CHAPTER TWO

Review of the Related Literature

In order to have a brief theoretical framework on the linkage between TVET and employment opportunities, this chapter will provide the major work done by different authorities in the areas of the problems under study.

2.1 History and development of Technical and Vocational Education Training

Introduction

According Ethio-German Co-operation in TVET, (2003:1) to understand technical and vocational education and training as acquiring, up-dating, and developing competencies which enable people to find employment, earn an income, and improve their opportunities for participation in society. The TVET includes short and long term programmes, which may be implemented in a formal, non-formal or informal way. Productive employment and self-employment are the best weapons for fighting poverty. Technical and Vocational Education and Training taps the resources of people and enterprises. It contributes to economic dynamism. TVET helps people to develop capacities and competencies which are necessary for the implementation of policies in sectors such as health, water, energy, rural development and the environment and for ensuring their broad-based impact.

Structured learning, in a real-life working environment, is a good tool to ensure that trainees acquire relevant skills and achieve occupational competency. This needs a close cooperation with the private sectors and facilitates public-private partnerships (PPP), thus tapping new resources for technical and vocational education and training and ensuring that private sector demand is appropriately met.

The main purpose of TVET, stated by UNESCO and ILO (2002:6), is contribute to the achievement of the societal goals of greater democratization and social, cultural and economic development, while at the same time developing the potential of all individuals, both men and women, for active participation in the establishment and implementation of these goals, regardless of religion, race and age, empower people to contribute to

environmentally sound sustainable development through their occupations and other areas of their lives, prepare the individual for lifelong learning by developing the necessary mental tools, technical and entrepreneurial skills and attitudes, develop capacities for decision-making and the qualities necessary for active and intelligent participation, teamwork and leadership at work and in the community as a whole and enable an individual to cope with the rapid advances in information and communication technology.

2.1.1. On-the-Job-Training

TVET is concerned with the acquisition of knowledge and skills for the world of work. In the course of history, most education achievements came about through participation. Preparation for work and adult life happened by interaction, not through training in separate institutions. The reason was simple. Most young people took on the tasks of their parents know-how to till and irrigate the soil, how to stitch a dress, where to fish and hunt, how to feed the herd. In every society knowledge is power, but as long as the knowledge needed remained local and specific, it could be transferred directly from parents to child. In many countries, so-called on-the-job training is still the predominant method for educating the young.

According to Evans (1971:10) the oldest method of skill transformation was the father to pass on to his sons and for the mother acquired from their parents, plus what they had learned by trial and error during a generation of productive work. This developed to on-the-job training acquire skill from persons other than parents occurred whenever members of more than one family were engaged in productive activity. As time passed on-the-job training has always been relatively disorganized. The new worker observes practices, learns by trial and error, and occasionally receives direct instruction, if the experienced worker does not feel threatened by the potential competition. There is no guarantee that the new worker will learn everything about the occupation. Instead he probably will learn only a portion of what is practiced in a particular place of employment at a certain time.

Evans (1971:11) also added that, the fundamental change in modes of education has come about as a result of fundamental change in modes of production. As population density increased, further division of labor becomes beneficial. Rather than inheriting skills, it became more valuable to specialize and learn a particular trade. Such skill could only be learned from the masters of that trade, who were not always parents. When skills and tools become the basis of lifetime career, they also became an impetus for social organization. Craftsmen and artisans gained professional control through the mastery of their trade, which they could then translate into a form of social control. A community of practitioners could gain a monopoly to exercise certain craft and uphold its standard.

As stated by IIEP (2004:4) in Europe, guilds were the result of the translation of performance control to social control. They also provided the model of academic instruction-schools and later universities. The latter even took their titles from these guilds, such as 'bachelor' and 'master'. In this process, training for work became increasingly separated from work and often took place in institutions specialized in technical and vocational education. Instruction began to take the form of preparation rather than of participation. It became a phase in life rather than life itself. This development gained momentum from the development of knowledge, which became increasingly universal and general rather than local and specific.

2.1.2 Apprenticeship

The apprenticeship method of teaching a person to work was really an extension of the paternal arrangement; here the learner was placed with a craftsman, other than his father, who not only to took over the instructional duties, but treated the boy as his own son. These casual methods of preparing people for work have gradually been replaced by planned and organized vocational education programs, some of them in industry, some in public schools, and others through the combined efforts of industry and education.

Apprenticeship training could be defined as a special type of structured and recognized training based on a training contract between a company and trainee/apprentice (MoE, 2006:46). This, thus, takes place alongside work. It is also possible to take a qualification in

the form of a competence-based test, where students can demonstrate through a practical test that they command the skills and knowledge needed for a given occupation, regardless of how they acquired that knowledge. Students may take part in competence-based tests without preparatory teaching, straight out of working life.

As indicated by Ryan (1999:7) the favorable contribution of apprenticeship to youth employment rate has been noted for many countries, including Austria and Denmark as well as Germany, and led widespread interest in expanding the scale of apprenticeship activity. At the same time, there must be more to it than that. Extensive, occupational oriented vocational education has not been associated with high youth access to job in Sweden and France. The importance of internal labor market in those countries might be seen as accounting for that failing, but the same has clearly not been the case in Japan, where internal labor market have been most pervasive of all. In sharp contrast to the French case, the 'super-highway ' service provided to Japanese youth by school employer linkages have been underlined by the continuation of high rates of youth recruitment during the employment crisis of 1990s. National specificity seems, therefore, more important than generic attributes in the links between institutions and transition outcomes.

Apprenticeship training is a particular tool of cooperation between enterprise and other employers and training institution in the delivery of TVET (AEB, 2005:18). However, cooperation between public training institution and employers has been difficult to establish in the public training systems many developing countries. Two fundamental problems, lack of incentives and lack of capability lie at the heart of the matter. This operates on both sides of the relationships. Training institutions are accountable to a government ministry, and then for routine administration; as a result of effectiveness in placing trainees on the job or apprenticeship rarely a criterion for obtaining either a larger budget or promotion. Moreover, systems and institutions with few resources, little capacity to develop curricula and rigid controls on curricula are unable to respond to information from employers even when it is available, or to establish job placement services or dual training arrangements (Middleton, 1993). Similarly, many firms' especially small ones have neither the resources nor the appreciation of the value training to take partnership effectively.

It is now accepted generally that TVET programs to be good quality and relevant, they must reflect the state-of-the-art in the world of work. To do so, it is advisable that they cooperate with the existing enterprise which have the latest technology and production process that most TVET graduates will aspire to work with. In this connection the Ethiopian TVET strategy, under memorandum of agreement, forwarded duties and responsibilities that are expected to be carried out by both TVET institutions and enterprises (MoE, 2003:97-99). However, most enterprises will avoid it, if possible on the ground that the training is expensive.

2.2. Labor market-oriented systems of TVET

As stated by Ethio-German co-operation in TVET, (2003:2) diverse economic structures where the modern sector, traditional crafts and traditional trade coexist with an informal sector need a well-differentiated technical and vocational education and training system. This is the only way to meet the demand both of enterprises and workers or jobseekers. Enterprises need qualified staff; young people need basic vocational training; adults need regular training to update and upgrade their vocational skills. Decision-makers in the field of TVET policy have access to comprehensive information, which takes into account the interests of the private sector and civil society. The concerned government bodies strengthen institutions responsible for the development, management and organization of the TVET system so that they can implement political directives in a competent manner. To achieve a more broad-based impact for TVET, processes are optimized, new resources are tapped, and existing ones are used more efficiently. This is particularly positive for marginalized groups. Content and organizational arrangements are adapted to the participants' specific circumstances. This reduces the number of people who drop out of education and training.

Labor market-oriented technical and vocational education and training follows economic demand. Enterprises have access to qualified staff to increase their productivity and capacity for innovation. This makes enterprises and regions more competitive and has a positive influence on the investment climate.

2.3 Linkage between TVET and World of Work

In most societies, TVET and work are intimately connected. Schooling is the main institutional experiences shared by the young, while work is the principal institutional experiences of adults. Most job and occupations have educational requirements for entry and advancement, and the organizational forms of schooling correspond closely with the organizational forms of work. Further, schooling attainments represent an important mechanism for determining social an occupational mobility form generation to generation. In many nations, schooling is even planned and assessed according to its contribution to meeting manpower needs and creating a productive labor force (Psacharopoulos, 1987:146).

According to, ICTVET, (2003:4) TVET can play an essential role in promoting economic growth and the socio-economic development of countries, with benefits for individuals, their families, local communities and society in general. Improving education for the world of work can help to improve the incomes of poverty-stricken farmers, provide citizens with more choices in their lives, help to alleviate poverty, and help to empower individuals who would otherwise be marginalized. TVET for the world of work also helps to promote good citizenship.

Furthermore, ICTVET stated that, most work opportunities, in the twenty-first century, are likely to be centered on new processes and services that require specialized knowledge and skills not yet available in general education institutions. In least developed countries, more effective TVET skills are especially needed to best cope with the demands of the informal sector. All of these factors point to the growing importance of TVET for work and responsible citizenship in the contemporary world.

As indicated by Atchoarena, (2000:8-9) besides targeted measures, an important way to facilitate the integration of young people into working life is to build closer link between schooling and work. In fact, evaluation results of youth training schemes underline the need for intervening when young people are still at school. Two broad types of measures can outlined. First, attempts are being made to better integrate the realities of the work place into the learning process. School-work integration, by including work-experience programs in

schooling process, constitutes a major step in that direction. Second, management reforms are advocated to drive the TVET system towards flexibility and responsiveness. With this in view, particular attention is given to decentralization policies. Devolution of management to provincial/regional and local authorities and increasing the autonomy of school managers are seen as effective ways of ensuring the market relevance of training provision. However, in most countries, the appropriate degree of decentralization and of school autonomy remain a topic open for debate. Similarly, Carson (cited in Yukonoamlak, 2000:15) discussed the relationship between TVET and World of Work is indivisible and contains the normal value of life and necessary part of human activity. As man's demand for more complicated production kept on increasing, work oriented education system essential entry to the world of work among other factors depends on the level of schooling. On the other hand, Dore (1975:8) argued that education (training) is learning to do a job but it should not be considered as entry ticket to get job. If the education system gives much emphasis to qualification rather than marketable skills, it will end up in producing examination oriented, shallow and unproductive individuals.

Moreover, there were misconceptions of work. For example in Ethiopia the peasants compelled to work hard for survival but the statuesque discouraged skilled workers to creatively support them and ease their drudgery. Persecution of artisans and craftsmen discouraged effective evaluation of apprenticeship in the culture and hereby diminished whatever technology was acquired in history. (Teklehaimanot, 2002:2).

According to Atchoarena, (2000:22) effective transition systems are characterized by a number of key ingredients like a health economy, well-organized pathways that connect initial education with work and further study; effective combination of education and workplace experience; tightly-knit safety nets for those at risk, good information and guidance; and effective institutions and processes.

2.3.1 Employment opportunities

According to Atchoarena, (2000:1-2) in a context of social and economic uncertainty, the transition from school to work represents a major concern for, notably, decision-makers but also parents and students. Today, nations as well as individuals tend to feel anxious for their future in the global economy. Increasingly people who used to see education as a passport to employment can no longer take it for granted. Often what worries for them is not the lack of economic growth but rather the lack of job opportunities.

He also added that the integration of youth into working life represents a critical issue in developing countries in transition to a market economy, sustained demographic pressure, social disintegration and economic stagnation are among the main factors making youth transition into the world of work a problematic process. For the most vulnerable young people, a failed transition from school to work often leads to social exclusion.

Middleton, (1993) shows that relationship between training and employment opportunities for him when employment opportunities are available or growing and match is made between training and available jobs, TVET programs were found to produce higher productivity, wage and investment, and vocational graduates have had advantage of getting initial employment opportunity over their counterparts' general education graduates. More frequently, however, conditions are not encouraging TVET graduates. Typical examples are found in low income countries where training capacity improve on employment demand. As Middlton stated studies in Kenya, Niger, Benin and Tanzania indicated low returns under conditions where a third to a half of vocational school graduates can not secure employment for as much as three years, on average. .

At the same time, it is now widely recognized that responsibilities for school-to-work transition must be shared with labour-market stakeholders, particularly employers. More than any other educational issue, this is an area of public policy that requires a strong commitment to partnership.

2.3.1.1 Wage Employment

In the most general terms, labor market theories explanations of how wages are determined and workers allocated to different jobs. They provide explanations of why one group of workers, such as skilled workers, earns more than another group, such as the unskilled. They also provide a basis for our understanding of such labor market problems as discrimination, poverty and unemployment and suggest policies that could alleviate them. Currently, there are a number of theories that reflect both the complexity of the labor market and the different theoretical and political perspectives used as the starting point of their analysis. Consequently a number of conflicting interpretation and conceptualization of the labor market and how it operates have been developed (Psacharopoulos, 1987:157).

Psacharopoulos, (1987) clearly indicated that the dual labor market theory's attack on the neoclassical explanation of wage and employment determination is two-fold. First, dual labor market economists reject the view that one particular economic relationship can be applied to all workers or jobs. Secondly, they argue that the emphasis placed on the role of education and other forms of human capital in determining minimum wages and allocating labor is unwarranted. Dual labor economists put most emphasis on institutional or demand side determinants of wages and employment.

2.3.1.2 Self-Employment

Entrepreneurship training is a necessary part of any TVET curriculum. It equips TVET graduates with skills which enable them to engage in income-generating activities. In this way, it helps to develop their community's economy, encourages self-reliance and can be a good opportunity to promote growth and profitability of traditional crafts and industries.

As Atchoarena (2000:6) indicated in developing economies, most of school leavers find work in the informal sector and this pattern is likely to persist in the foreseeable future. It is often thought that training can play a key role in improving the ability young people to create opportunities themselves within the informal sector. In spite of sharp difference between informal economies, on-the-job training including traditional apprenticeship predominates as a major form of skill development. Recognizing the need to build existing practices, training

program targeted at the informal sector seek to support and complement this process. Significantly, the study of Atchoarena indicated that many policy interventions, particularly in Sub-Saharan Africa, have tried to strengthen traditional apprenticeship schemes, often with support from Non-Government Organizations (NGOs). Further international comparative investigation is probably required to assess the overall effects of such measures and to better understanding the process by which training can contribute to improve the income and employment prospects of disadvantaged youth, including through self-employment.

The 'crisis of cost' as vocational and technical training is inherently expensive and the 'crisis of relevance' as formal vocational training remains fundamentally focused on wage-employment - sometimes with self-employment training as a kind of by-product. In essence the problem of vocational training is seen as how to respond to the changing labour market demands in times of dynamic global markets and rapid technological change (Christiaan, 2002: 18).

Atchoarena (2000:125) added that due to lack of employment opportunities in shrinking formal economic sector more people have had to seek an alternative livelihood in the informal sector. The founders often start small businesses in the informal sector as self-employment ventures. Self-employment, at best, provides individuals with the autonomy and flexibility to realize their fullest potential, while at worst may represent survival of activities for the marginal members of the society. Enterprises in the informal sector are not homogenous in size, in capital base or infrastructure. At the lower end of the sector, single or a minimal number of employees with a very small investment base characterize enterprises. While at the higher end they are often as well structured as any similar-sized formal sector business.

The development of training capacity in entrepreneurship within the country is also felt to be crucial for encouraging people to go to into self-employment. The enhancement of an enterprise culture in the country through provision of pre-service orientation courses to students of post-primary training and post-secondary institutions, and provision of in-service

courses for individuals already in business was initiated in all technical training institutions in the country.

ILO, in 1998, (cited in Atchoarena, 2000:130) estimates that only one out of ten of those who complete school can find employment in the modern sector with the other nine seeking employment in the informal sector, initiating some type of self-employment, or remaining with the family to assist in small-scale peasant agriculture. Due to lack of capital and experience, the type of self-employment the youth could get is mostly petty trading. Many of the youth fresh from school enter at this level. Another avenue of enter for a large sector of the youth population is through apprenticing with skilled craftsman or entrepreneur.

According to Christiaan (2002: 26) it is universally acknowledged that training by itself will not create (self-) employment and that other support services and in particular financial support is needed for the training graduates to engage in self-employment and set up an informal sector venture. At the same time the literature appears to be generally in favor of a 'minimalist' approach, as integrated packages have been proven too costly (and therefore unsustainable) and complex to manage (especially for training institutions). The general suggestion is for Micro and Small Scale Enterprises support organizations to 'network', but no clear guidelines on how to initiate and operate such joint delivery of services have emerged.

2.4 Quality and Relevance of the training

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

Quality mainly affects the value and success of education programmes. TVET is often seen as 'last choice education' because of a lack of quality. High-quality TVET, on the other hand, leads to a higher status and improved attractiveness of TVET. Also, high quality TVET programmes guarantee a strong link between what is learnt and the needs of the labor market, with the result that graduates are more likely to find suitable employment. Quality assurance is, therefore, essential at all levels throughout the TVET system.

There is a clear need for relevant curricula in order to provide quality education. Socio-economic, political, cultural and technological changes are increasingly transforming educational practices across the world. Curricula must be regularly reviewed and reformed to reflect these changes and to adequately prepare pupils to respond to their environment and its challenges. Improved curricula, relevant to the life of the learner, can increase participation in schooling and improve the quality of the education provided.

2.4.1. Trainers Qualification

From the inputs of training, trainers are the major component, that help to achieve the objective of the training effectively and efficiently. According to Dyankov (1996:32) in the many cases the requirement of trainers included technical training in the subject area concerned, together with some teacher training or teaching experience. Industrial or other work experience was also generally considered as an essential prerequisite. While many industrialized countries have established national policies for the continuing professional development of technical and vocational teachers, there are countries which do not address this issue. In some more advanced countries the national policies for professional development of trainers focus on modular and distance/open-learning units of study, accreditation of staff development programmes, computer-based learning, mentorship and integrated learning.

To bring the quality of training the ratio of trainer to learner should be reasonable number in class room. The ratio of teaching and training staff to learners varies from country to country, and sometimes - within the country itself, depending on the availability of training facilities, time, space, safety regulations and staff numbers.

As stated by Dyankov, (1996:33) many countries have recognized the importance of links between educational institutions and industrial and commercial enterprises in order to provide present and future teachers with practical experience in industry and commerce, thereby assuring that they acquire appropriate knowledge and skills for their teaching. At the same time, there are many technical and vocational institutions that make use of more sophisticated equipment in various industrial enterprises and involve competent staff from industries for curriculum development, direct teaching and student assessment - particularly in work practice.

The staff qualification differs considerably between industrialized and developing countries. In industrialized countries qualified technical personnel with several years of employment experience are recruited and given further pedagogical training in well established in-service training programmes. Developing countries in general suffer from shortages of qualified personnel, despite the establishment of pre-service teacher-training institutions and costly fellowship programmes (Dyankov, 2000:36).

In supporting the above, the Ethiopian TVET strategy stipulates the following requirements with regard to principals, trainers and counselors. These include: a minimum of Bachelor degree for trainers, principals and Vocational counselors; and diploma holders for assistant trainers and sufficient personnel for administrative and financial department (MoE, 2002:51-52). Additionally, every TVET institutions proclaimed, in Negaritgazeta proc.No. 391/2004:2552) shall have a principal, trainers and technical support staff.

2.4.2 Administrators and guidance staff

Administrators of technical and vocational education programmes equipped with teaching experience in a field of technical and vocational education, some work experience in one of the fields taught in the programme, a broad vision of technical and vocational education as a vital element in personal, social and economic development and knowledge of administrative techniques and procedures. The heads of technical and vocational education establishments devote a significant portion of their time to the educational and scientific aspects of their work. Sufficient staff should be available to provide the services of counseling and guidance

for candidates and students, the preparation, supervision and coordination of all practical work and experiments, the maintenance of instruments, apparatus and tools in workshops and laboratories and academic support services such as libraries, information and communication technology centers and information resource centers (ILO,2001:20).

(ILO, 2001:21) added that Administrators update themselves to date with new administrative techniques and trends, especially through relevant lifelong learning programmes. They should receive special training in the methods and problems associated with the specific features of technical and vocational education programmes, such as flexible entry and re-entry patterns, continuous training in the workplace, and relevance to the needs of the out side world. This preparation manage methods appropriate to education administration, including techniques that utilize information and communication technologies, financial planning methods that facilitate the allocation of available resources, given the objectives and priorities of the various programmes, and ensure their efficient utilization and contemporary human resources management and development methods.

Guidance staff receives special preparation for their tasks and equipped to make objective assessments of aptitude, interest and motivation, and have up-to-date information concerning education and work opportunities. They acquire a direct knowledge of the economy and the world of work through systematically organized visits to enterprises and training periods in enterprises. Guidance staff provided with facilities - including the opportunity for practical experience - to keep up with new information and methods of guidance. Most importantly, they should bear in mind the concept that Technical and Vocational Education must be available to all as part of the lifelong learning process. It must contribute to personal and economic development and responsible citizenship.

2.4.3 Training Facilities and Equipment

Learning is believed to take place through the assistance of educational materials. Educational materials include text books, teachers guide, reference books, supplementary reading materials, television, radios, plasma, chemicals, teaching aids, sporting goods, paints, computers, typewriters and different machines and so on. The role of educational materials

in teaching learning process is believed to be crucial. Most, educators agree on the needs and importance of textbooks because textbooks have direct bearing on the quality of educations. Also in Technical & Vocational Training educational materials like working machines and workshop facilities have had a great impact on the quality of training. Throughout history of mankind educational materials have influenced education. They provided the teacher with tools to engage students powerfully in the learning process and thereby bring about quality of education.

As Heinich, et. al (1999:24) stated one of the most important roles of educational materials is to serve as a catalyst for change in the whole instructional environment. As to them, educational materials can be used to facilitate and provide a learning atmosphere in which students actively participate in learning process.

According to Transitional Government of Ethiopia Education and Training Policy (1994: 27-29) educational materials and facilities are great attention have been given, because they are promoters of quality, relevance and expansion of education.

2.4.4 Financing Institutions

Bolina, (mentioned in UNESCO and DSE 1996:7) stated how, various financing strategies are practiced in different parts of the world. Some of the better known mechanisms for financing TVET have been categorized in Public financing, Enterprise financing, private and public sponsor financing and International donor financing.

As Durango (2000:2) discussed the public funding of TVET is decreasing in real terms. as the shown in the findings the national focuses in most countries in sub-Saharan Africa is overstretched by many diverse and ever increasing demands. Within the TVET sector itself there are no effective concepts, mechanisms and procedures for prioritizing and justifying budgetary appropriations. In many cases this tends to break the small "cake" into too many small fragments thus reducing impact. The high cost of TVET has been identified as "the financial crisis of education and training systems".

Durango also indicates that different and conflicting interest and perspectives between governments and the private sector on the areas of focus and utility of public funding. The private sector tends to lobby for the focusing of resources on demand-driven formal sector training and the skills upgrading of their employees through short-term specific training. On the other hand, the government's mandate extends beyond these specific requirements of the private sector to include the small scale and informal sectors and other disadvantaged target groups like pre-employed and unemployed. Additionally the private sector, parents and other organizations participate through donations of equipment and other resources and the support of technical expertise to different TVET projects and activities like curriculum development, assessment and examinations.

2.4.5. Relevance of the training

As defined by UNESCO, relevance is the external productivity of the TVET, how well the objectives and outputs of the training system are oriented to economic and social requirements. The issue of relevance is an area of concern of many countries. In this light curricula reform in pursuit of meeting the labour market needs as well as integrating relevant socio-cultural needs and incorporation of relevant subjects had become part of the major activities of TVET programme. Lack of continued contact between institutional instructors and the workplace tend to make the instructors' teaching less and less relevant to the changing workplace. The, ILO report, the 1988, suggested that a system of continued interaction between workplace and technical institutions must be maintained to preserve relevant of teaching contents (Atchoarena, 2000:135).

2.5. Labor Market Information System

Those who design and implement effective employment and training policies need a solid understanding of labour markets and how they change. In many countries, however, the necessary labour market information is unavailable, unreliable, outdated, misunderstood, badly presented or otherwise inadequate. The reasons often include a limited mastery of concepts and methods, a lack of analytical skills and inadequate institutional arrangements for the collection, analysis and dissemination of labour market information.

According to Ryan (1999:11) the contribution of increased labor market flexibility to the improvement of school to work transition remains controversial. The relevant policies include the introduction of lower youth-specific rates into statutory minimum wages and collect agreements, and the encouragement of fixed-term contracts for youth recruitment and training. These features have been widely implemented, even in countries whose labor market policies have otherwise avoided the deregulatory paradigm.

Changes might be expected to include employers to employ and train young people than would otherwise have been the case. But the effect is theoretically ambiguous: employers may also be encouraged to provide only low paid, insecure employment, which little or no training content-which for many commentators does not count as an improvement.

In some developing countries, there is too much graduate unemployment; in contrast there is a critical problem of certain skilled labor force which necessitates government offices to import appropriately trained people from abroad (Derebssa, 1997).

This mismatch suggests that there is lack of labor market information. Labor market information system is an essential tool to provide timely data of TVET centers on the type of occupation and number of skilled labor force required by the economy. It serves as an early warning system on what is happening in the labor market including the current employment patterns and problems associated with it, as well as future trends and opportunities.

In addition, the provision of good labor market information, vocational guidance as well as job-searching services can also play an important role. In some cases, job-searching advice can be as powerful as training to help youngsters to find a job (Atchoarena, 2000:10).

2.6. Partnership in TVET

The term 'partnership' has gradually emerged as a new form of governance. In the field of TVET it describes co-ordination mechanisms at the system level, as well as co-operation between schools and businesses, at the institution level. Partnership may involve a wide range of actors including social partners, NGOs, community groups, or private providers. Although evaluative work is still incomplete, it is now increasingly accepted that the

participation of stakeholders can improve the effectiveness of TVET systems. Such a consensus largely resulted from the changing role of the state.

According to Latham (cited in Lannert et. al 1999:8) genuine partnership involves not only different actors uniting to pursue a common goal, but also mutual respect, transparency, balanced power relations and the equitable distribution of benefits makes partnership strong.

The concept of partnership has also largely benefited from the paradigm shift towards market principles. Contraction of the public sector, cuts in government spending, deregulation and privatization all imply increasing reliance on new actors. The combination of those factors and motives contributed to the emergence of the concept of partnership in the literature dedicated to development issues, as well as on the education agenda. Government practices are changing, accordingly, by adapting the legal and financial framework of TVET and providing a 'partner friendly' environment, including a market-oriented regulatory framework.

According to Grunwald et. al (2004:22) in any market-oriented society, there are value chains around production and distribution, stretching from raw materials through to after-sales service. To reduce the problem of poor TVET needs, some how to incorporate an understanding of these values chains and it needs, wherever possible, to link training to these chains as part of the process of linking the world of training and the world of work. Informal apprentices work alongside a "master who shares not only a trade or service skill, but also information about raw materials, accessing equipment, finance, customers. The apprentice gets the opportunity to make links and connections that will stand him/her in good stead in the future. A comprehensive TVET system, which is designed to produce a qualified workforce for the development of country, should strengthen the role of the partnership with private sector, and on the other hand, minimizes the traditional role of the government in managing TVET. That means participation in all aspects of planning, implementation and supervision of the TVET system, as well as in training delivery and its development.

In keeping with today's world, the labour market is constantly changing. Technological development and new means of production and organization of work oblige the human labour force to continually adapt and improve its occupational competencies. The education system must efficiently meet the varied and ever-growing requirements of the labour market. Forging close ties between employers and educators is a promising means of attaining this object. Collaborative partnerships are not new between business and education. For example, representatives of the business world are invited to participate in the development of programs of study. This cooperation ensures greater consistency between the real needs of the labour market and the determination of competencies that must be acquired in school in order to practice a trade.

Grunwald, et. al (2004:24) also stated that, TVET plays the biggest role in bringing modern ways of production, improved technology and social prosperity to the society in changing people's attitudes, ways of thinking and working habits. Furthermore, TVET contributes a largest portion for the development of a country. However, it needs a big investment; the Government alone can no longer bear the ever increasing cost of TVET. The private sector and NGOs should be encouraged to share the cost of vocational training in the form of training levy and apprenticeship. More opportunity (tax incentives) has to be given to the private companies (employing agencies) so that they could create job for the graduates. Employers should realize that by offering apprenticeship and job placement for the graduates, they are fulfilling their social responsibilities. Partnership with Private Sectors and NGOs has offer more relevant and meaningful learning experiences, up-grade quality of standards, learning material, instructors performance and maximize potential of national resources.

2.7. Major Causes of Graduate Unemployment

Unemployment is one of the issues which have been given much attention since the early 1970s in less developed countries. Surveys of open unemployment (as opposed to under unemployment) these countries have generally shown that it is greater in urban than rural areas and that within urban areas it is more serious for females than males, for 15-to-24 years

age group than other age group and for the more educated, at least up to post secondary education (Psacharopoulos, 1987:145).

According to Blaug, (1973:1) the causes of chronic problems of mass unemployment in less developed countries are conjunction of unusually high rate of population growth, extremely low rates of capital accumulation and imperfect factor substitute ability.

Psacharopoulos, (1987:176) added that most dominant causes of graduate unemployment is, of course, the stagnation in economic growth, increasing labor market force participation rate among graduates. This is true mainly for the female population. In developing countries, until recently, the participation rate female graduate in the labor force had remained remarkably low because of attitude, traditions and social customs. Lack of interaction between employers and institutions of TVET is another reason of graduate unemployment cited by a large proportion of graduates in some developing countries, as well as lack of proper information about where the jobs are and how to get them. Moreover, if the job conditions allow, employers prefer to employ someone with a lower academic qualification and train him on the job, they prefer to their non-graduates rather than graduates. Also Blang, (1973:8) strengthen this concept by stating that, the problem of gradate unemployment is mismatch between the job expectations and generated by the traditional educational system and the job opportunities provided by the labor market

According to Evans, (1971:16) the factor which may be related to education and unemployment is the probable effects of education causing youth interest to work only in occupations, which have better working conditions. According to the findings of Evans the major causes of youth unemployment and graduate unemployment are: the effect of minimum wage laws, increased supply of job seekers and effect of education.

2.9. The practices of TVET and Employment opportunities in some selected countries

2.9.1 TVET and employment opportunities in Germany

The German TVET system which facilitates the school-to-work transition for many young people is organized in a dual way (system), and leads to over 350 state-regulated and recognized occupations. Approximately 80% of young people who learn an occupation go through this system of part-time work in a company and part-time schooling in a vocational school; they obtain either an occupational certificate or an undergraduate degree—a number which is significantly higher than in the United States, where only 50% reach the same standards (Cook & Furstenberg cited in Lakes, 2005:2). The remaining 20% go into full-time, school-based training.

Apprentices are usually between 16 and 25 years old, and they learn their profession in 3 to 4 years, a period which can be shortened if one has graduated from high school (Idriss I bid.).

According to Evans and Furlong (cited in Lakes, 2005:30) the German institutional system of preparation from school-to-work is based on participatory socialization in extended full-time education or apprenticeships. Young Germans must complete their qualifications and training programs successfully before they can practice most occupations. Also indicates that the highly institutionalized training system ensures excellent qualification levels of skilled and craft workers in Germany, and simultaneously protects the individual worker against lay-offs or unemployment. Nevertheless, the German vocational education system cannot serve all non-college-bound youth.

From 1993 onward there has been a growing shortage of training places in the East, which primarily has been a result of the steadily and substantially increasing number of young people looking for apprenticeships. Despite their high motivation, a significant group of young people are unable to obtain training for their occupation of choice; instead, they have to continue school or find a training contract in the West (Ertl, 2000).

Further discussed, by Miller, (2002:28), that Vocational Education and Training system in unified Germany in general is seen better days due to new labor market conditions. Under widespread technological change and the circumstances of globalization, some of the traditional occupations which were developed according to the guild model were becoming obsolete. This problem was magnified in the East where labor markets did not respond to upgraded technological methods and organizational changes in manufacturing and industrial production. While new occupations related to information technology are on the rise, the vocational system often cannot accommodate instruction because of the lack of trained teachers. The dual system has the advantage in that it integrates real work experience and organizational settings with theoretical instruction in vocational schools. The German TVET system has been successful because it contributes to a well-trained labor force and compared to other European countries has a relatively low unemployment rate

The dual system functions as a safety net that provides work and training for three to four years and prepares young adults for the world of work Shavit & Müller (cited in Lakes, 2005:3). Yet since German unification training sites are harder to find, particularly in the East. The system also does not prepare everybody appropriately for the labor market (Miller, 2002). Some of the jobs young adults are trained have already disappeared; others have changed their focus. For students, who attended extended elementary school or intermediate school to grade 10, it is also very difficult to enter apprenticeships in fields such as banking, insurance, or the travel industry because many students who have achieved the highest school degree from the Gymnasium receive those apprenticeships.

According to Ertl (2000) the German Department of Labor keeps track of the number of youths who are currently enrolled in some kind of vocational education and training with a provision that apprenticeships have to exceed the actual demand at 12.5%. According to information from the Department, since 2003, there are approximately 1 million youth not involved in the primary labor market, unemployed, or on state assistance. Some 2,145,600 companies are official training sites, but only 637,700 actually offer apprenticeships, and more than 45% of those companies who have the permission to train are not getting involved. In 2003, 47.5% of unemployed youth had not completed an apprenticeship; 21.6% of those had not even graduated from the extended elementary school and are particularly at risk.

Nearly 500,000 companies in Germany offer training. Pursuant to the Vocational Training Act, companies must meet certain suitability criteria, with respect to company type and company facilities, in order to be certified for offering training. A company that offers training must be suited for hiring trainees, i.e. concluding training agreements with them. Companies are not suited if they have repeatedly or seriously violated the Vocational Training Act or regulations and provisions issued on the basis of this act. Companies are also unsuited if they are not permitted to employ children and young people in any capacity. In addition to having the proper personal qualifications, training instructors must have the necessary vocational and pedagogical qualifications. Instructors are normally considered occupationally (vocationally) qualified if they are at least 24 years old and have passed the final examination in a relevant occupation requiring formal training (Ertl 2000).

Lakes (2005:9) stated that, alternatively, other examinations can be recognized if candidates can show suitable practical experience. Vocational and pedagogical qualifications include the ability to plan, carry out and monitor training independently, with an orientation to creative, construction action. Each year, some 50,000 people pass instructor-aptitude examinations. Significant numbers of people also pass Master's examinations, which also include the necessary testing for vocational and pedagogical qualifications.

Lessons learned

1. Due to the effectiveness of the dual system most citizens have a good concern for TVET.
2. Possibilities for further technical training.
3. Matching the young people expectation and future labor market opportunities.
4. The dual system functions as a safety net that provides work and training for three to four years and prepares young adults for the world of work
5. Produces effective and efficient, self- motivated worker, show reducing unemployment.
6. Companies are committed and certified by act to give training for trainees.
7. Instructors are well qualified and experienced.

2.9.2 TVET and employment opportunities in Kenya

According to Christiaan (2002:41) Kenya is among the relatively more industrialized countries in Africa. At independence (1963) it started with a well-established economic base and the country's industrial sector expanded rapidly between1960-70. Most of the progress was reversed during the 1980s following two decades as the result of economic mismanagement and the structural adjustment policies that were hesitantly adopted. The current population of the country is around 29 million.

Ferej, (2000:123) discussed that; economic performance had been inconsistent over the past three decades, since independence. The first decade after independence provided the best sustained performance, averaging a Gross Domestic Product (GDP) growth of 6.7 per cent registered for the period 1943-1973. The next two decades resulted in average net declines of 5.3 percent and 3.6 percent. The 1990s has registered the most inconsistent performance, with the lowest performance ever coming in 1993 at 0.2 percent annual growth rate for the period between 1984 and the year 2000.

Unemployment and under-employment have severely increased, a bellowing informal sector as the residual recipient of labour, earnings declined in the 1980s and 1990s (real average earnings fell by as much as 50% in the first half of the 1990s), and the conditions of vulnerable groups worsened considerably as the result of reduced access to education, health, housing, water and sanitation. Kenya's relations with major donors remain strained in the wake of concerns about the political climate and incidences of high-level corruption (Christiaan 2002:41).

Christiaan (op. cit) also indicates that, at present the education and training sector in Kenya appears to be in a flux. For a number of years, efforts at sector planning have been underway, but the national policy on vocational training has not yet emerged. The process has been hampered by the government reshuffle in 1999. As one of the outcomes of this, the Ministry of Research, Technical Training and Technology (MRTTT), which up to then was responsible for both technical training and the development of the informal sector was split up, with basic vocational training becoming the responsibility of the Ministry of Labour

while the Higher Colleges of Technology went to the Ministry of Education. As a result of the large number of training initiatives, the continuing institutional confusion on training responsibilities, and plain lack of time, the present study will touch only on two aspects of the current training sector, both of which represent attempts made to reorient student towards self-employment: the 8-4-4 and the introduction of business skills education.

Since the expanded education opportunities after independence did not result in the expected automatic employment of the primary school leavers, in 1984 a fundamental restructuring of Kenya's education system was decided. Known as "8-4-4" (replacing the "7-4-2-3" system), it places emphasis on attitudinal and skills preparation for the world-of-work and self-employment in particular. New subjects such as woodwork, metalwork, leatherwork, tailoring and business skills, together with agriculture, home science and art, were added to the curriculum. The new system encountered problems from the start: the implementation was done in a hurry without proper testing; most schools lacked teachers, workshops and equipment to implement practical education; technical subjects still form only a small part (15% of learning hours) of a broad curriculum offered in primary schools; and the curriculum appears to have been made in ignorance of the skill needs of the informal sector (Oketch, 1995). Moreover, the attitude of pupils to technical education is further undermined by lack of basic facilities and qualified teachers to handle the practical subjects in most of the schools. Innovative attempts by some schools to use local craftsmen to demonstrate certain skills to the students have received negative reaction from the students who feel or believe that they know more than the local craftsmen. This has undermined the integrity of practical subjects in the eyes of the learners. Teachers' and pupils' attitudes to learning practical subjects have remained negative.

The results are consequently mixed: while the curriculum has a number of useful vocational elements, the students cannot link what they learn directly with employment or production; only a minority of school-leavers when asked to indicate the source of their skills mention practical subjects taught in school. (Shiundi, cited in Oketch 1995). Even a high government official told the author once how his daughter had the item for her crafts examination made by informal sector entrepreneur. Other observers feel that the curriculum is too broad and

overloaded on core subjects such as English, mathematics and science. It is seen likely that as one of the outcomes of the current debate on education and training in the country, some of the practical subjects will be reduced to optional status or disappear altogether.

There are a large number of public and private training institutions in Kenya offering technical training, including: over 600 Youth Polytechnics, 20 Technical Training Institutes, 17 Institutes of Technology and three National Polytechnics; furthermore the National Youth Service operates training centers, and there are Industrial Training Centers, and Christian Industrial Training Centers. In addition there is a large number of private-for-profits training institutes, many of which have come up in recent years and concentrate on courses in office and business skills (McGrath, 1997).

The private sector has in recent years filled part of the vacuum left by the public sector. There are no data on the number and quality of non-government training facilities. They include various church-owned and other NGO training centers; private-for-profit training providers, may of whom have come up in recent years and focus on the development of business skills; and the traditional apprenticeship system.

Lessons learned

1. The responsibilities of vocational training not only in the Ministry of Education, but also shared to Ministry of Labour.
2. To create job opportunities reorient student towards self-employment.
3. The fundamental restructuring of Kenya's education system emphasizes on attitudinal and skill preparation for the world of work and self-employment in particular.

2.9.3 TVET and Employment opportunities in Ethiopia

Ethiopia had one of the ancient civilizations in the world and this contributed to the progress of human kind. There was a time back in history when Ethiopians valued the skill of people and as the result; the country was relatively an important center of technology and arts of the time. Cultural and architectural remains witness this fact. Art, music, culture, agriculture and

commerce in Ethiopian were prior to those in the now developed countries. But unfortunately; poverty replaced the golden times when coins were noted, ships traded with many countries artisans freely exercised and produced goods, and architects designed and constructed wonderful monuments.

In rural society of the country, craftsmen, artisans and skilled people were insulted and discriminated. Farming was also viewed as an inferior occupation by some members of society. The social outlook on trades and skill, the discriminatory practices of some educational administrators, the biased attitudes of educational and training in students them selves and some social outlook such as: isolation and despise of crafts men and artisans such as: Potters, Blacksmiths, and Tanners. Despite the negative attitudes of the society towards artisans and craftsmen, Emperor Menelik II, very similar to that many of his predecessors interest, has recorded initiatives in the question of foreigners came in 1877 when he sent a message to a Swiss trader in Aden with whom he had business contact, asking him to find some young Europeans skilled in various crafts. They were to serve as instructors to Ethiopian workers and be employed as government Engineers (Pankrust, 1965/66:2).

Modern education was introduced to Ethiopia during Menelik II in 1908 until 1940s the first technical school founded in1942. In principle, vocation/technical education consists of four broad areas: such as industrial education, agricultural education, commercial education, social service education i.e. "Home economics and Family Education" (Wanna, cited in IER, 2002:57).

Vocational education deals with skills development for employment in the labor market. Thus, it has to be sensitive to market forces and be adaptive to changing environment. The programs usually serve heterogeneous group of population and prepare them for very different occupational segments of labor market, vocational programs are expensive to administer as compared to general education program and its financing in developing countries is problematic consequently, affecting the quality of the program TVET supply trained man power to in the different sectors of the economy, it is a means to alleviate economic problems and unemployment. In order to alleviate the problem of unemployment

among high school completers, the government in 1962 converted the existing high schools into what is called Comprehensive Schools. The first comprehensive education program started at W/ro Siheen comprehensive high school in 1962. Reports related to these Comprehensive High schools indicated that the programs commenced with out proper study and as a result there was lack of human and material resources, shortage of qualified teachers and limited budget. Thus, the quality of graduates was not as expected and the problem of unemployment among high school completers did not improve much and the programs failed to achieve its mission (Wanna, 1996:297-298).

A polytechnic programme was introduced and developed in Ethiopia from the 1970ies with Russian support. Students were offered general polytechnic courses in Grades 9 and 10, after which three-year advanced technical/vocational training programmes were delivered. The programmes prepared middle level skilled manpower and staff for technical, managerial or administrative positions at paraprofessional level. Teachers assigned to the junior and senior secondary schools were expected to have college diplomas and bachelor degrees. Some NGOs and missionary groups have also played an important role in vocational education and skills training. The variety of and even conflicting philosophies of TVET and skill development programmes showed to be unsustainable due to discontinuity, poor quality and competence, and lack of resources (Tesfaye, cited in Lasonen, 2005).

After 1984 the curriculum started to decline because it produce too many graduates yet they were unemployed, the vocational courses were theoretical and could not meet their objectives were not designed in congruence with the teacher training schemes in the field and there was no policy support. The problem forced the government to take a new measure and MoE decided to strengthen a number of Selected Comprehensive Secondary Schools, establishing additional technical school and introducing the new vocational and technical (10+3) program. The change was intended to fit out the prospective graduates with better knowledge, and skills which they couldn't cover as the previous 10+2 level. During this period, the number vocational/technical schools rose from 5 to 17 out of which 14 are government schools and the rest three non-government schools. The formal training was given in 21 field of

specialization that is supported by external donors and the training was given for three years to students who completed grade 9 in academic stream.

After the downfall of the Derg regim, in 1991, the new government forces to change and amend the education system and the curriculum of the country. Thus the Transitional Government of Ethiopia education and training policy (1994: 16-17), supports job-oriented and more flexible TVET system. The policy indicates different exit points of the general education system in grade 4, 8, and 10.

At the lower level, there is a 4 month Basic training geared to craft, basic bookkeeping, construction and agriculture in the form of apprenticeship for students leaving after 4 years of schooling. The problem at this stage is the students are not mature-enough to be on their own after receiving the training. This Basic TVET is not fully operational yet.

Prevocational training is not given at upper primary level. The argument is that if TVET is given at this level, like the Kenyan TVET system, it will serve children for whom primary education is terminal, and thereby prepares them for junior TVET(after grade 8). Such post-primary training will also decrease the pressure when placing students for middle level TVET after grade 10. Although the junior TVET, with encompasses, Agriculture, construction, industrial Technology and Home Economics is stipulated in the policy, it is not yet fully realized. The provision of prevocational training at the upper primary level will enable students to choose their future career. However, such practices are not available in our system. To this effect, the primary education at upper cycle is inclined to academic orientation and students prefer academic education after completing general education 10^{th} grade (Yekonoamlak, cited in IER, 2002:229).

Middle level technical education program has started in 2002 (10+1, & 10+2) in almost 130 schools (Skill Development centers, TVET schools, former comprehensive secondary schools) and would involve 2000 TVET teachers. The teachers have varied qualifications and experience for becoming instructors in one of 24 trades offered in the new program within four main occupational areas. Business Education, Home Science, Construction

technology, Industrial Technology but, most of them have not fulfilled the required qualification.

In 2003 the program of TVET developed to 10+3 Diploma program in private institutions by getting accreditation from MoE, and this program was implemented in government institutions in 2004.

Agricultural TVET program was also implemented in country wide, as the MoE 2006 statistical, abstract stated current status of Agricultural TVET program trainees' enrollment is 37,029 in 25 institutions. Currently, there are 199 government, non-government and private TVET Training Institutions. According to AEB 2005/2006 statistical abstract, there are 10 governments, 68 private and non-government TVET institutions. This is a great quantitative expansion of TVET institutions, may affect the quality of training, so the government regulate the number of the training institutions and the training quality.

The effectiveness vocational/technical training programs in developing countries like Ethiopia should be related to economic dynamism of the country. Vocational/technical schools are more expensive than academic schools, then mode of training for industrial and commercial occupations can be cost effective when the institutions well linked to employers, adequately financed, efficiently organized, and sufficiently autonomous to adjust the size and content of courses to meet the quantitative and qualitative dimensions of employment demand (Middleton, et. al , 1993).

2.9.3.1 Industrial Technology

The industrial sector in Ethiopia is in an early stage of development. It could be regarded as an indicator of the level of industrialization of the economy. The proportion of manufacturing of capital vs. intermediate goods vs. consumers goods reflects the structure of this sub-sector, particularly its level of industrialization and diversity of its production base. Consumer goods account for early two thirds of the value of manufacturing output. This is largely because of its dependence on locally available resources for their inputs and the domestic market of their products. There are two categories of the manufacturing sector; the large and medium scale manufacturing, and small scale manufacturing category. The public sector owned

manufacturing industries constitutes a bigger proportion of large and medium scale manufacturing industries both in terms of value added and capital. Although the number of establishments owned by the public sector is lower than that of the private sector, the public sector establishments accounted for a large proportion of employees, had a higher gross value of production, generated a higher value added and its value of fixed assets was higher than that of the private sector (MoE & GTZ, 2004: 24).

According to Federal Democratic Republic of Ethiopia (2003), the Industrial Development Strategy, recognizes manufacturing as one of the priority sectors which have a potential to contribute to the development of the country. The strategy highlights some of the sub-sectors in manufacturing which are according to priority and of which interested investors will be accorded directed support and guidance.

As TVET strategy of Ethiopia (MoE, 2002:15), the Industrial Technology consists of Electricity, Electronics, Auto mechanics, General mechanics and Machine Technology

2.9.3.2. Construction Technology

The construction sector in Ethiopia, for 2001/2, contributes a very small proportion of GDP that is only about 1.5%. This proportion might have increased slightly due to the construction activities that undertaken in the past three years i.e. construction of new roads, upgrading of existing ones, construction of low cost houses and building constructions. However, the size of this sector is relatively low. Its contribution to the industrial sector has been constant at about 13% from 1999/2000 to 2001/2002. Although the private sector plays a bigger role in this sector, its contribution in the overall performance of the sector is limited. Moreover, it is dominated by international contractors with local contractors participating only in small projects. On the other hand, the sector also is dominant by road construction owned by the public sector which accounted for about 61% of enterprises with paid up capital of more than 20 million birr, but constituting only about 2% of enterprises (CSA, 1999). The private sector, on the other hand, dominates the building constructors industries, which is the second largest activities in the sector, albeit smaller in size. The road construction and commercial

building construction accounted for most of the growth in the sector and will continue to do so (MoE & GTZ, 2004: 27).

As TVET strategy of Ethiopia MoE (2002:15), the Construction Technology consists of Building construction, Road construction, Drafting, Surveying and Wood work.

2.9.3.3 Employment and Unemployment status in Ethiopia

According to Central Statistical Agency , the 2005 national labor force survey, 50.3 and 40.9 percent of the employed population aged 10 years and above of the country were unpaid family workers and self employed (own account workers), respectively. The paid employee altogether constituted only about 8.0 percent of the total working population. In rural areas, the percentage of the unpaid family workers makes up 54.6 percent. Higher proportion of paid employees (42.8 percent) was found in urban areas and small proportion (3.6 percent) in rural areas.

The overall unemployment rate for a country is a widely used measure of its unutilized labour supply. Though , the unemployment rate may be considered the single, most informative labour market indicator reflecting the general performance of the economy as a whole, it should not be interpreted as a measure of economic hardship or of well-being. The unemployment rate simply tells us the proportion of the labour force that does not have a job but is available to work. The survey result reveals that in March 2005, unemployment rate in urban areas of the country was 20.6 percent and while unemployment rate for rural areas is only 2.6 percent. In 1994 Population and Housing Census, the urban unemployment rate was 22 percent and then increased to 26.4 percent in 1999 National Labour Force Survey CSA, (2000). The unemployment rates as registered in the Urban Biannual Employment and Unemployment surveys of October 2003 and April 2004 were 26.2 percent and 22.9 percent, respectively. In this survey i.e., in March 2005 National Labour Force Survey (NLFS), the rate declined to 20.6 percent. Decline in unemployment could occur either due to creation of jobs or shift from unemployment to inactive status. The highest unemployment rate in urban areas was registered for Diredawa Administration Council (32.5), in Addis Ababa City (31.4) and the lowest for Benishangul Gumuz (10.3 percent).

Chapter Three

Presentation and Interpretation of Data

This chapter deals with the presentation and interpretation of the data gathered from the sample TVET trainers, principals, vocational counselors, TVET graduates, Education Bureau TVET departments, Micro and Small Scale Enterprise Agency and Employer organizations. The data obtained through questionnaires, interviews, observation and documentary analysis were analyzed and interpreted in view of the basic questions raised in chapter one. All questionnaire distributed to principals and vocational counselors, 4(100%) of each were filled and returned. Out of 40 questionnaires distributed to trainers 40(100%), out of 60 questionnaires distributed to employers 50(83%) and out of 232 questionnaires distributed to TVET graduates 150(65%) were also filled and returned. Based on the responses obtained from the sample respondents, the analysis and interpretation of the data is presented immediately in the following tables.

Table 1:- Description of Principals, Trainers, Vocational Counselors and Graduates by sex, age and ownership type.

		Respondents																							
		Government Institutions								Non government institution								Private institutions							
		Principal		Trainer		Counselor		Graduate		Principal		Trainer		Counselor		Graduate		Principal		Trainer		Counselor		Graduate	
no	Items	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	sex																								
	male	2	100	16	89	2	100	85	85	1	100	10	100	1	100	25	100	1	100	10	100	1	100	23	92
	Female	0	0	2	11	0	0	15	15	0	0	0	0		0	0	0		0		0		0	2	8
	total	2	100	18	100	2	100	100	100	1	100	10	100	1	100	25	100	1	100	10	100	1	100	25	100
	Age																								
	17-25							82	82							15	59							21	84
	26-35			16	80			16	16			5	50			10	41			10	100			4	16
	36-45	1	50	0	0	2	100	2	2	1	100	3	30	1	100			1	100		0	1	100		0
	above 45	1	50	4	20	0	0	0	0			2	20		0				0		0		0		0
	total	2	100	20	100	2	100	100	100	1	100	10	100	1	100	25	100	1	100	10	100	1	100	25	100

As shown Table 1, all the principals and Vocational counselors among all sample institutions government, non-government and private institutions were males. Furthermore, 2(11%) of the trainers from government institutes were females. On the other hand, in non-government and private TVET institutions there were no female trainers. Possible reason of the very small number and the absence of female trainers might be the perceptions of the society that TVET is considered as profession only for males.

Regarding to graduate respondents, the participation rate of females was 15(15%) and 2 (8%) from government and non-government TVET institutes respectively. Similarly, there was no female respondent from sampled private institutions; the reason may be the same as trainers' case.

In the above Table 1, the age distribution of government TVET institutions respondents shows that 82 (82%) of graduates were in the age 17-25, 16 (80%) of trainer and 16(16%) of graduates are in the age 26-35, 50% of principal and 100% of vocational counselors were in the age 36-45. And 50% of principals and 4(20%) of trainers were above the age 45. In the age structure of non-government institutions, 50 percent of trainers and 41 percent of graduates were in the age 26-35, 100 percent of principals and counselors and 30 percent of trainers were in the age 36-45 and 20 percent of trainers were above the age 45. Further more the private TVET institutions 84 percent of the graduates were in the age 17-25, 100 percent of trainers and 16 of graduates were in the age 26-35. 100 percent of principals and vocational counselors were in the age 36-45.

From the discussion it may be possible for one to recognize that in all TVET institutions principals and vocational counselors were in their middle ages and hence, can wisely perform their duties and responsibilities. Non-government and private TVET institutions trainers were older than Government TVET institutions. Graduates from non-government institutions were older than both from the government and private institutions, this shows that trainees of non-government TVET institutions was late in completing their general education due to different economic and family problems, then they attend vocational training in older age.

Table 2: Description of Principals, Trainers, and Vocational Counselors by Qualification, Field of study and Service year

Respondents																			
		Government Institutions						Non government institution						Private institutions					
		Principal		Trainer		Counselor		Principal		Trainer		Counselor		Principal		Trainer		Counselor	
No	Items	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	qualification																		
	Diploma			4	20					4	40					4	40		
	B.A/B.Sc	1	50	16	80	2	100	1	100	6	60	1	100	1	100	6	60	1	100
	M.A/M.Sc.	1	50	0	0	0	0	0	0										
	Total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100		
2	Field of Study																		
	Language											1	100	1	100			1	100
	Sociology					2	100												
	Management	2	100					1	100										
	Industrial tech			10	50					5	50					5	50		
	Construction Tech			10	50					5	50					5	50		
	total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100
3	Service year																		
	1—5			8	40					4	40					2	20		
	6—10			12	60					1	10					1	10		
	11—15									3	30	1	100			6	60		
	>16 years	2	100			2	100	1	100	2	20			1	100	1	10	1	100
	total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100

As indicated in Table 2 all principals and vocational counselors in sample government, non-government and private TVET institutions had B.A/B.Sc. and above. Regarding trainers in government TVET institutions 4(20%) were diploma holder and the remaining 16(80%) had BA/B.Sc. Further more, 40% of trainers had diploma and 60% had BA/B.Sc. both in non-government and private TVET institutions. Therefore, from the academic qualification of trainers, government institutions had a better academic qualification than both non-government and private TVET institutions. However, The Ethiopian TVET strategy stipulates the following requirements with regard to principals, trainers and counselors. These include: a minimum of Bachelor degree for trainers, principals and Vocational counselors; and diploma holders for assistant trainers and sufficient personnel for administrative and financial department. (MoE, 2002:51-52).

Regarding principals from government and non-government TVET institutions, all had a bachelor degree in management. On the other hand, 100% of principals from private TVET institutions their bachelor degree was in language studies. Hence, the finding depicts that the principals in government and non-government TVET institutions had relatively better managerial training than private TVET institutes. This implies that all principals in the selected institutes were qualified.

Table 2 also reveals that in the sample government institutions all of vocational counselors were trained in sociology, where as both in non-government and private TVET institutions were trained in language studies, though, all of them had first degree.

The above Table 2 shows that all of the principals in government, non-government and private TVET institutions, served more than 16 years, on the other hand, 20(100%) of trainers in government TVET institutions served from 1-10 years, 5(50%) of trainer in non-government and 7(70%) of trainers in private TVET institutions served more than 10 years. Smaller service year of trainers in government TVET institutions suggests that the trainer were younger as compared to non-government and private TVET institutions.

Table 3 Academic competency and Industrial experience of trainers

		Respondents											
		Government Institutions				Non government institution				Private institutions			
		Principal		Counselor		Principal		Counselor		Principal		Counselor	
no	Items	No	%	No	%	No	%	No	%	No	%	No	%
1	Industrial experience of trainers												
	High			1	50	1	100			1	100		
	Medium	1	50	1	50			1	100			1	100
	Low	1	50										
	total	2	100	2	100	1	100	1	100	1	100	1	100
2	Academic competency of trainers												
	Highly Competent									1	100		
	Competent	2	100	2	100	1	100	1	100			1	100
	Incompetent												
	total	2	100	2	100	1	100	1	100	1	100	1	100

It has been recorded in Table 3 item 1, 50% of the principals and vocational counselors from government TVET institutions said that the trainers had medium industrial experience. Moreover, 50% of principals and 50% of vocational counselors responded that trainers had low and high industrial experience respectively. On the other hand, in non-government TVET institutions all principals said that trainers had high industrial experience and 100% of vocational counselors replied that they had medium industrial experience. In private TVET institutions, all principals responded that trainers had high industrial experience. Additionally, 100% of vocational counselors said that they had medium industrial experiences. It is possible to deduce that trainers in non-government and private TVET institutions had better industrial experience than the government TVET institutions.

In Table 3 item 2, further shows that, trainers' of government and non-government TVET institutions had were academically competent. Moreover, in private TVET institutions principals and vocational counselors replied that they were medium and highly competent respectively. Also in Appendix 3, The One way ANOVA Table 3 result, besides, indicated that there was no significant perception difference among all principals and Vocational

counselors in the sampled institutions. The p-value for item 1, (0.426 for Principals and 0.816 for Vocational counselors) were greater than 0.05. The responses indicate that all trainers in the sampled TVET institutions were academically competent.

Table 4 Managerial competency and Managerial experience of principal /deans

		Respondents											
		Government Institutions				Non government institution				Private institutions			
		Trainer		Counselor		Trainer		Counselor		Trainer		Counselor	
no	Items	No	%	No	%	No	%	No	%	No	%	No	%
1	managerial competency of principals												
	High	2	10	1	50	3	30	1	100	3	30	1	100
	Medium	10	50	1	50	6	60			6	60		
	Low	8	40			1	10			1	10		
	total	20	100	2	100	10	100	1		10	100	1	100
2	Managerial experience of principals												
	high	3	15			5	50			3	30		
	Medium	12	60	2	100	4	40	1	100	7	70	1	100
	Low	5	25			1	10						
	total	20	100	2	100	10	100	1	100	10	100	1	100

As indicated in Table 4 item 1, 50% of the trainers and Vocational Counselors in government institutions replied that managerial competency of principals was medium. On the other hand, 40% of trainers responded that principals had low managerial competency. In the case of non-government and private TVET institutions 60% of trainers responded that principals had medium managerial competency and 30% of trainers and all vocational counselors said that principals had high managerial competency. As the out put of Table 2, the managers from private TVET institutions had not bachelor degree in management, but the response of Table 4 shows that as have better managerial competency than government TVET institutes. The researcher concluded that, it is too difficult to verify the reliability and validity of these responses, because these responses need well developed parameters that used to evaluate the managerial competency of principals. Moreover, this was beyond the scope and the objectives of the study. This paper, therefore, may not have a room for treating such point. It is left to other researchers who will be interested on the subject matter.

Table 4 in item 2, further shows that, the majority of trainers and vocational counselors in government and private TVET institutions revealed that managerial experiences of principals are medium. While, in non-government TVET institutions the majority of the trainers said that the principals had high managerial experiences. Also in Appendix 3, The One way ANOVA Table 4, result, besides, indicated that there was no significant perception difference among all trainers and Vocational counselors in the sampled institutions. The p-value for item 1, (0.06 for trainers and 0.816 for Vocational counselors) and for item 2, 0.82 for trainers were greater than 0.05. According to the data, comparatively principals of non-government TVET institutions had better managerial experience than government and private TVET institutions.

As available literatures indicated relevance is the external productivity of the TVET, how well the objectives and outputs of the training system are oriented to economic and social requirements. The issue of relevance is an area of concern of many countries. In this light curricula reform in pursuit of meeting the labour market needs as well as integrating relevant socio-cultural needs and incorporation of relevant subjects had become part of the major activities of TVET programme. Based on the question raised to know the reply of the respondents to the curriculum relevance, the majority (100% of principals, 75% of trainers and 100% of vocational counselors) in government TVET institutions replied that the curriculum is relevant to the world of work and the rest 15% of trainers replied that highly relevant and 10%, said that irrelevant. Regarding non-government TVET institutions the respondents reply was not different from the former, 100% of principals and vocational counselors; 40% of trainers responded that the curriculum is relevant the world of work and 60% of trainers indicates that high relevance of the curriculum. Furthermore, the respondents of the private TVET institutions were compatible with the aforementioned groups, (100% of principal and vocational counselors, 80% of trainers replied that relevance and the rest 20% of trainers said that highly relevant) these responses; validate the relevance of curriculum to the practical world. The interview result of Addis Ababa Education Bureau (AEB) TVET department agreed with the above responses. On the basis of it is possible to arrive at the conclusion that the curriculum of industrial and construction technology has relevancy with the world of work.

Table 5: Financial Source and adequacy of budget of TVET institutions

		Respondents																	
		Government Institutions						Non government institution						Private institutions					
No	Items	Principal		Trainer		Counselor		Principal		Trainer		Counselor		Principal		Trainer		Counselor	
1	Source	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	Government	2	100	20	100	2	100												
	Trainees													1	100	10	100	1	100
	Employers																		
	donations							1	100	10	100	1	100						
	total	2	100	20	100	2	100			10	100	1	100	1	100	10	100	1	100
2	Adequacy of Budget																		
	Very adequate			1	5					2	20								
	Adequate	1	100	13	65	1	100	1	100	8	80	1	100	1	100	10	100	1	100
	inadequate			6	30														
	total	1	100	20	100	1	100	1	100	10	100	1	100	1	100	10	100	1	100

As indicated in the literature various financing strategies are used in different parts of the world. Some of the better known mechanisms for financing TVET have been categorized in Public financing, Enterprise financing, private and public sponsor financing and International donor financing. Table 5 item 1, in government TVET institutions, majority of respondents (100% of principals, trainers and vocational counselors) replied that the financial source of their institutions was government budget, in non-government TVET institutions 100% of the budget is covered by donation and the trainees' fee for private TVET institutions. As data further revealed that, the adequacy of the budget, 100% of principals and vocational counselors, and 65% of trainers, in government institutions, said that there is enough budget allocation. On the contrary, 30% of trainers did not agree with this. They believed in the scarcity of budget.

In regarding non-government TVET institutions, the majority of respondents (100% of principals and vocational counselors, 80% of trainers) responded that, there was adequate budget allocation. Further more, in private institutions all of principals, vocational counselors and trainers asserted the adequacy of the budget.

Using the above responses it possible to conclude that, the financial source of Government, NGOs and private TVET institutions were government, donors and trainees respectively.

Table 6: Training Facilities and equipment in TVET institutes

		Government Institutions						Non government institution						Private institutions					
		Principal		Trainer		Counselor		Principal		Trainer		Counselor		Principal		Trainer		Counselor	
No	Items	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	Very adequate			2	10			1	100	5	50	1	100	1	100				
	Adequate	2	100	8	40	2	100			5	50					10	100	1	100
	inadequate			10	50														
	total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100
	Inadequacy of facilities and equipments																		
	financial problem			10	100														
	lack of trained man power																		
	total			10	100														

Literature discussed that, learning is believed to take place through the assistance of educational materials like text books, teachers guide, reference books, supplementary reading materials, television, radios, plasma, chemicals, and teaching aids, sporting goods, paints, computers, typewriters and different machines and so on. The role of educational materials in teaching learning process is believed to be crucial.

As Table 6 revealed, majority of respondents, all principals and vocational counselors, in government TVET institutions believed that training facilities and equipment of the institutions are adequate. However, half of trainers did not agree with this response, because the budgetary allocation could not afford to purchase basic equipment in the desired number and quality. This, in turn, might hamper the interest of the trainers to impart their knowledge as they wish. Regarding to non-government and private TVET institutions, the majority of respondents said that, the training facilities and equipment were sufficient. Nevertheless, the researcher observed the sample private institution had no sufficient facilities and adequate

equipment to satisfy the demand of trainees. This observation also supported by graduates' response. This enabled to arrive at a certain conclusion that is the training facilities and equipment of non-government TVET institutions was better than both government and private TVET institutions.

The question was designed to know whether some kind of partnership exists or not between employer organization and (government, non-government and private) TVET institutions. A partnership encourages both parties to operate closely together in a prolonged commitment to ensure, among other, effective implementation of apprenticeship training and to create job opportunities for graduates. In government TVET institutions, 9(45%) of trainers indicated the presence of weak partnership, and while 4(100%) of principals and vocational counselors asserted the existence of mutual cooperation between enterprises and TVET institutions. Similarly, 40% of employer organizations believed in the existence of average partnership between them and the rest (20% of employers, 20% of trainers and 30% of employers) said that weak, no relation at all and strong partnership between them. With regard to non-government TVET institutions, the majority of respondents, (50%) of trainers and 100% of principals and vocational counselors and 10% of employers assure the presence of strong partnership between employer organization and TVET institutions. However, 50% of employer organizations indicated an average partnership between them. In private TVET institutions the majority of respondents (100% of principals and vocational counselors, and 50% of trainers) replied that there was a partnership between employer organizations and TVET institutions. On the contrary, half of the trainers and 30% of employers replied that, it was weak partnership and no relation at all respectively. As the interview result of the AEB department of TVET replied that the partnership between TVET institutions and Employer organization was not sufficient. However, the non-government TVET institutions had a better experience. Based on the above responses, non-government TVET institutions have a better partnership with employer organization than both the government and private TVET institutions.

Table:7 Partnership between TVET institutes and apprenticeship providing organizations

		Respondents																		organization
		Government Institutions						Non government institution						Private institutions						
		Principal		Trainer		Counselor		Principal		Trainer		Counselor		Principal		Trainer		Counselor		
no	Items	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	Yes	2	100	12	60	2	100	1	100	9	90	1	100	1	100	8	80	1	100	35	70
	No			8	40					1	10					2	20			15	30
	Total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100	50	100

Apprenticeship training is a particular tool of cooperation between enterprise and other employers and training institution in the delivery of TVET. As the data in the above table (Table 7) reveals, majority of respondents 100 % of principals, 60% of trainers, 100% of vocational counselors in government TVET institutions replied that there was a partnership between the TVET institutes and apprenticeship providing organizations. Similarly, in non-government and private TVET institutions most of the respondents replied that there was a partnership between TVET institutions and apprenticeship providing organizations. This shows that a good start on cooperate with the existing enterprise which have the latest technology and production process that most TVET graduates will aspire to work with.

Table 8: The performance of TVET institutions and apprenticeship providing organizations

		Respondents																			
		Government Institutions						Non government institution						Private institutions							
		Principal		Trainer		Counselor		Principal		Trainer		Counselor		Principal		Trainer		Counselor		organizations	
no	Items	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Assigning vocational counselor that follows up the apprenticeship training																				
	High	2	100	3	25			1	100	6	67	1	100	1	100			1	100	10	29
	Medium			8	67	2	100			2	22					7	88			20	57
	Low			1	8					1	11					1	12			5	14
	Total	2	100	12	100	2	100	1	100	9	100	1	100	1	100	8	100	1	100	35	100
2	Preparing guidelines and plans in common to conduct the apprenticeship program																				
	High			7	58			1	100	6	67	1	100							5	14
	Medium	2	100	5	42	2	100			2	22			1	100	5	62.5	1	100	20	57
	Low									1	11					3	37.5			10	29
	Total	2	100	12	100	2	100	1	100	9	100	1	100	1	100	8	100	1	100	35	100
3	Assigning work place mentor(coach) to guide the apprentices																				
	High	1	50					1	100	5	56	1	100	1	100			1	100	10	28.6
	Medium	1	50	9	75	2	100			4	44					6	75			15	42.9
	Low			3	25											2	25			10	28.6
	Total	2	100	12	100	2	100	1	100	9	100	1	100	1	100	8	100	1	100	35	100
4	Considering grade given for apprenticeship training is a component of criteria for certification																				
	High	2	100					1	100	5	56	1	100	1	100			1	100	20	57
	Medium			10	80	2	100			3	33					8	100			5	29
	Low			2	20					1	11									5	14
	Total	2	100	12	100	2	100	1	100	9	100	1	100	1	100	8	100	1	100	35	100
5	Assigning the apprentice in place of appropriate to her/his field of training																				
	High							1	100	3	33	1	100	1	100	4	50	1	100	5	14.3
	Medium	2	100	8	67	2	100			5	56					2	25			25	71.4
	Low			4	33					1	11					2	25			5	14.3
	Total	2	100	12	100	2	100	1	100	9	100	1	100	1	100	8	100	1	100	35	100
6	The awareness of apprenticeship providing organizations on the program.																				
	High	1	50	1	8			1	100	3	33			1	100	4	50			5	14.3
	Medium	1	50	8	67	2	100			6	67	1	100			2	25	1	100	25	71.4
	Low			3	25											2	25			5	14.3
	Total	2	100	12	100	2	100	1	100	9	100	1	100	1	100	8	100	1	100	35	100

Vocational counselors, in all institutions, have a responsibility to follow up and facilitate the practice of apprentice during the program. In Table 8 item 1 the respondents in government institutions 100% of principals and 67% of trainers replied that the performance of vocational counselors is high and medium respectively. Similarly, in non-government TVET institutions the response of the majority of the respondents (100% of principals and 67% of trainers) indicated high performance of vocational counselors. 100% of principals and 88% of trainers, from the private institutions responded that the performance of vocational counselors is high and medium respectively. On the other hand, 57% of apprenticeship providing organizations replied that the performance of vocational counselors is medium. Based on these responses, it is possible to say that the performance of vocational counselors in all institutions in accomplishing their task in apprenticeship program was average.

Item 2 in Table 8 intended to know the guidelines and plans designed in common to conduct the apprenticeship program. The majority of respondents from the government institutions 100% of principals and vocational counselors, 58% of trainers replied that high cooperation to prepare the common work plan for the program. In non-government TVET institutes, 100% of principals and vocational counselors and 67% of trainers said that there was high cooperation in doing common plan of apprenticeship program with apprenticeship providing organizations. As the responses of private TVET institutions, most of (62.5%) of trainers, 100% of principals and vocational counselors replied that there was a medium cooperation. On the other hand, 37.5% of trainers responded that there was insufficient cooperative work in joint planning of the program. Finally, the majority 57% of respondents, from Employer organization, said that there was a medium level of cooperation in preparing gridline in apprenticeship program. According to the data, guidelines and plans in common to conduct apprenticeship program was satisfactory in government and non-government institutions. In private TVET institutes there was a certain gap between the institute and the organization. This might be the private TVET institutions had weak partnership with apprenticeship providing organizations and also the apprenticeship providing organizations had not given attention to private TVET institutions due to various reasons.

Item 3 in Table 8 intended to know the assignment of work place mentor (coach) to guide the apprentices. The respondents from the government institutions 100% of vocational counselors, 50% of principals and 75% of trainers replied that the performance of the mentor is medium. On the other hand, 25% of trainers responded that there was insufficient work place mentor performed by apprenticeship offering organizations. Similarly, the respondents from private TVET institutions 100% of principals and vocational counselors, 75% of trainers said that there was high and medium work place mentor respectively. On the contrary, 25% of trainers replied that mentoring system was low. In non-government TVET institutions, the majority of respondents (100% of principals and vocational counselors; and 56% of trainers) replied that there was high mentoring system in apprenticeship offering organizations and the rest 44% of trainers said that medium level of mentoring system. The majority of the employers 42.9% also revealed that there was medium work place mentoring in the organizations. The above responses indicate that apprentices of non-government TVET institutions had better work place mentoring than both government and private TVET institutions. This is directly related to the finding in page 55 (i.e. non-government TVET institutes have better partnership with employer organizations). The trainees had a chance to practice properly what they were learned in their institutions and have got enough support through mentor these might create fertile ground to have a better work place experience and skill.

Evaluation is a systematic and objective assessment of activities. It is a tool to know the performance of the apprentice. According to the Table 10 item 4, considering grade given for the apprentices during their practice, the responses from government TVET institutions, most (100%) principals said that was high and 100% of vocational counselors and 80% trainers replied that the grading system the performance of apprentice was medium. Moreover, non-government TVET institution respondents agreed that 100% of principals and vocational counselors; and 56% of trainers there was highly accepted the grading system used for evaluations of performances. Additionally, the responses of private TVET institutions 100% of principals and vocational counselors; and 100% of trainers indicated the high and medium grading system respectively. The majority (57%) of employers said that there was highly considering the grade of apprentice, during their practice. According to the data, it might be said that, there was good consideration of grade given for the apprentices during their

practice. This might be made the apprentice to respect their practice and abide by work discipline.

Item 5, in the Table 10 indicates that, assigning the apprentice in place of appropriate to her/his field of training. The respondents of government TVET institutions, the majority (100% of principals and vocational counselors; 67% of trainers) replied that the assignment of apprentice was according to their field of training.

In non-government TVET institutions, most respondents 100% of principals and vocational counselors; and 56% of trainers said that the assignment of apprentice was high and medium respectively. Similarly, in private TVET institutions, 100% of Principals and vocational counselors; and 50% of trainers replied that assignment of apprentice according to the field of training was high. Moreover, 71.4% of employers responded that there was a medium level practice according to the field of training. Based on the above responses it is possible to say that the apprenticeship program held on field of training.

In relation to the question item number 6, Table 10 designed to show the awareness of apprenticeship providing organizations on the program. The respondents, from government institutions (50% of principals, 100% vocational counselors and 67% of trainers) said that the awareness was at medium level. On the other hand, 25% of trainers replied that awareness of organization in the program was low level. In non-government TVET institutions the majority 100% of principals said it was high, while 67% of trainers and 100% vocational counselors replied it was medium. Moreover, in private TVET institutions, 100% of principals and 50% of trainers agreed that there was high awareness, whereas 100% vocational counselors and 25% of trainers responded that it was medium and low level respectively. Additional 71.4% of employers replied that there was medium level of awareness of organizations on apprenticeship program. According to the above responses it is possible to say that, apprenticeship providing organizations had awareness of the program, but not appreciable.

Table 9: Availability of Labor Market information System in TVET institutions

		Respondents																	
		Government Institutions						Non government institutions						Private institutions					
		Principal		Trainer		Counselor		Principal		Trainer		Counselor		Principal		Trainer		Counselor	
no	Items	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Is there labor market information system in your institutions?																		
	Yes							1	100	3	30	1	100						
	No	2	100	20	100	2	100			7	70			1	100	10	100	1	100
	Total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100
2	If your answer in the above question is "Yes", what was the mechanisms you have used?																		
	establishing strong relationship with enterprise							1	100	3	100	1	100						
	Total							1	100	3	100	1	100						
3	If your answer in the above question is "No", what was the reason?																		
	No unit for labor market monitoring	2	100	10	50	2	100			7	100			1	100	5	100	1	100
	lack of trained manpower			4	20														
	Financial Problem			6	30														
	Total	2	100	20	100	2	100			7	100			1	100	5	100	1	100

Literature shows that, those who design and implement effective employment and training policies need a solid understanding of labour markets and how they change. In many countries, however, the necessary labour market information is unavailable, unreliable, outdated, misunderstood, badly presented or otherwise inadequate.

As indicated in Table 9, it was reported in government and private TVET institutions all of the respondents agreed that there was no labor market information system in their institutions. On the other hand, in non-government TVET institutions 100% of principals and vocational counselors, 30% of trainers replied that there is a labor market information system. The above data shows there was a good start in non-government institutions than both government and private TVET institutions.

Item 2 in Table 9 intended to know the mechanisms that were used to study labor market information system. 100% of the respondents, from non-government institutions, replied that establishing strong relationship with enterprise was the only practice that they were used.

In Table 9 items 3, with the intention to know the root causes that possibly underlie unavailability of labor market information system, the respondents were requested to indicate factor(s) from the list presented to them. So the data were summarized and presented in the table above.

The possible reasons for the unavailability of labor market information system in TVET institutions, as disclosed by most respondents form the government and private institutions was absence of the units to carry out a labor market monitoring. Similarly, the responses, from government institutions twenty and thirty percent of trainers revealed that lack of trained manpower and financial constraints were major problems respectively. Employer organizations also shared the above responses in the open ended questions. Moreover, the AEB TVET department had the same response.

Table 10: Availability of Employment Opportunities.

		Respondents																	
		Government institution						Non government institution						Private institutions					
		Principal		Trainer		Counselor		Principal		Trainer		Counselor		Principal		Trainer		Counselor	
no	Items	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	In Government organizations																		
	High	2	100							1	10			1	100				
	Medium			7	35	2	100	1	100	5	50	1	100			3	30	1	100
	Low			13	65					4	40					7	70		
	Total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100
2	In Private organizations																		
	High	1	50					1	100	5	50	1	100	1	100			1	100
	Medium	1	50	8	40	2	100			3	30					6	60		
	Low			12	60					2	20					4	40		
	Total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100
3	In Non-government organizations																		
	High							1	100										
	Medium	2	100			2	100			5	50	1	100						
	Low			20	100					5	50			1	100	10	100	1	100
	Total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100

The literature shows it is now widely recognized that responsibilities for school-to-work transition must be shared with labour-market stakeholders, particularly employers. More than any other educational issue, this is an area of public policy that requires a strong commitment to partnership. According to the responses of the majority of respondents, in Table 10, in government TVET institutions (100% of principals, 35% of trainers and 100% of vocational counselors; and 65% of trainers) replied that the availability of employment opportunities in government organizations is high, medium and low respectively. Similarly, in non-government TVET institutions (100% of principals and vocational counselors, 50% of trainers agreed that there was sufficiently available employment opportunity in government organizations. Moreover, in private TVET institutions 100% of vocational counselors and

30% of trainers pointed out that, employment opportunity in government organizations was medium. On the other hand, 70% of trainers did not visualize the employment opportunity in government organizations as sufficient. Nevertheless, 100% of principals indicated that, employment opportunity in government organizations was highly available.

For item 2 in Table 10 the majority of respondents in government TVET institutes (50% of principals and 100% of vocational counselors) replied that an employment opportunity, in private organizations, was medium. On the other hand, 60% of trainers said that employment opportunities in private organizations were low. Most of responses from the non-government TVET institutes (100% of principals and vocational counselors, 50% of trainers' indicated high employment opportunities in private organizations. This shows the level of relationship that exists between non-government TVET institutions and employer organizations in Table 8. As the respondents, from private TVET institutions (100 % of principals and vocational counselors; and 60% of trainers), replied employment opportunities in private organizations was high and medium respectively. On the contrary, 40% of trainers said that employment opportunities in private organization were low.

As the data in above Table (Table 10, item 3) revealed majority of respondents, from government TVET institutions (100 % of principals and vocational counselors; and 100% trainers), replied employment opportunities in non-government organizations, as medium and low respectively. Similarly, the respondents from private TVET institutions 100% of principals and vocational counselors; and 100% of trainers said that, employment opportunities were low. On the other hand, responses form non-government TVET institutions indicated that 100% of vocational counselors and 50% of trainers replied there was a medium employment opportunities in non-government organization. Moreover, the responses of 100% of principals and 50% of trainers indicated high and low employment opportunities respectively. Most of Employers, in the open ended questions, responded that there was mismatch between the number of graduates and the demand of the market. There were problems like capacity of fresh graduates and low initiation for work. These problems might shrink the employment opportunities.

According to Table 10 availability of employment opportunities in all type of organizations to generate employment is not sufficient. However, private organizations were better than both the government and non-government organizations. Basically, the role of non-government organization in generating employment opportunities was weak. In relation to this, most TVET graduates, who were unemployed, disclosed that the recruitment procedures that are currently practiced by private and non-government organization didn't allow TVET graduates to freely compete with other candidates or applicants. This indicates that the organizations owned by private and NGOs, were not in their proper track to utilize the capacities to improve employment opportunities of TVET graduates.

Table 11: Availability of self-employment Opportunities

		Respondents																	
		Government institution						Non government institution						Private institutions					
		Principal		Trainer		Counselor		Principal		Trainer		Counselor		Principal		Trainer		Counselor	
No	Items	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	The status of availability of self employment opportunities																		
	High			4	20														
	Medium	2	100	5	25	2	100	1	100	8	80	1	100	1	100			1	100
	Low			11	55					2	20					6	60		
	No availability															4	40		
	Total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100

Entrepreneurship training is a necessary part of any TVET curriculum. It equips TVET graduates with skills which enable them to engage in income-generating activities. In this way, it helps to develop their community's economy, encourages self-reliance and can be a good opportunity to promote growth and profitability of traditional crafts and industries. In the above Table 13, was designed to assess self-employment opportunities that were available to graduates from government, non-government and private TVET institutions, Subsequently, the majority of respondents (100% of principals and vocational counselors, 55% of trainers), from the government TVET institutions, replied that self-employment

opportunities for the graduates was medium and insufficient respectively. Most respondents (100% principals and vocational counselors and 80% of trainers) from non-government TVET institutions said that self-employment opportunities of graduates was medium. On the other hand, the private TVET institution respondents (100% of principals and vocational counselors, 60% of trainers and 40% of trainers) replied that there was medium, low and unavailability of self-employment opportunities of graduates respectively.

Based on the above responses, self-employment opportunities of graduates was not sufficient in all TVET institutions. But comparatively the non-government TVET institute graduate had a little advantage than government and private TVET institutes. This indicated that, there was a problem of quality in training and insufficiency in entrepreneurship skills of graduates.

Table 12 Factors affecting self-employment

		Respondents																	
		Government institution						Non government institution						Private institutions					
		Principal		Trainer		Counselor		Principal		Trainer		Counselor		Principal		Trainer		Counselor	
no	Items	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Access to credit																		
	High	2	100			2	100							1	100				
	Medium			10	63			1	100	4	40	1	100			5	50	1	100
	Low			6	37					6	60					5	50		
	Total	2	100	16	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100
2	Access to raw material																		
	High	1	50					1	100					1	100				
	Medium	1	50	4	25	1	50			6	60	1	100			2	20	1	100
	Low			12	75	1	50			4	40					8	80		
	Total	2	100	16	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100
3	Access to market																		
	High	2	100			1	50	1	100	1	10	1	100						
	Medium			3	19	1	50			5	50			1	100	3	30	1	100
	Low			12	75					4	40					7	70		
	No access			1	6														
	Total	2	100	16	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100

In developing economies, most of school leavers find work in the informal sector and this pattern is likely to persist in the foreseeable future. It is often thought that training can play a key role in improving the capacity of young people to create opportunities themselves within the informal sector. However, a complex set of social and economic challenges are often associated with productive self-employment and development of small scale enterprises such as lack of access to credit, materials and markets.

In this study an attempt was made to identify whether or not there were favorable conditions for TVET graduates to join the informal sector. To do so a question item consisting of a set of economic and social prerequisite elements was presented to respondents. Consequently, as one can see from the data in Table 12 (item 1) in government TVET institutions the respondents, 100% of principals and vocational counselors, replied that there was high access to credit. 63% of trainers said that it was at medium level and 37% of trainers asserted that credit was inaccessible. Similarly, the non-government TVET respondents, 100% of principals and vocational counselors, said that there was medium level of access to credit. On the other hand, 65% of trainers pointed out that there was a problem to access to credit. The responses, from private TVET institutions, 100% principals indicated that it was high, 100% of vocational counselors and 50% of trainers agreed with medium level of access to credit for TVET graduates. 50% of trainers asserted that there was a problem to access credit. As indicated in the above response a significant number of trainers in all institutions revealed the problem of access to credit for TVET graduates.

In item 2, so as tried to check the access to raw materials for graduates. The respondents, from government TVET institutions the majority (50% of principals and vocational counselors; and 75% of trainers), replied that there was medium and low access to raw materials respectively. In the case of non-government TVET institutions, 100% of principals said that high access to raw materials, 60% of trainer and 100% of vocational counselors responded that there was medium access to raw materials. On the hand, 40% of trainers replied that there was not sufficient access to raw materials. Similarly, in private TVET institutions, 100% principals and vocational counselors replied that there was high and

medium access to raw materials respectively. On the contrary, 80% trainers indicated that shortage of raw materials.

With regard to item 3 in Table 12, responses in government TVET institutions, 100% of principals and 50% of vocational counselors, showed that high access of market. The majority 75% of trainers said that low access of market. In non-government TVET institutions, the respondents, 100% of principals and vocational counselors replied that there was high access to market. Additionally, 50% of trainers' said that medium access and 40% of trainers responded that inadequate access to market. According to the responses, form private institutions the majority 100% of principals and vocational counselors, level of access to market was medium and low for 70% of trainers. As indicated in the above response access to credit, access to raw materials and access to market were hinder the self-employment of graduates.

Table: 13 Factors affecting self-employment

		Respondents																	
		Government institutions						Non government institutions						Private institutions					
		Principal		Trainer		Counselor		Principal		Trainer		Counselor		Principal		Trainer		Counselor	
no	Items	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Entrepreneurial skill of graduates																		
	High	1	50					1	100	1	10	1	100	1	100				
	Medium	1	50	10	50	2	100			6	60					5	50	1	100
	Low			10	50					3	30					5	50		
	Total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100
2	Graduates' willingness																		
	High	2	100			2	100	1	100	3	30	1	100	1	100				
	Medium			9	45					6	60					4	40	1	100
	Low			11	55					1	10					6	60		
	Total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100
3	Parents' willingness																		
	High	2	100	1	5	2	100	1	100			1	100	1	100				
	Medium			7	35					6	60					5	50	1	100
	Low			12	60					4	40					5	50		
	Total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100
4	Other supports, like donor group and local NGOs, that facilitate self employment																		
	High							1	100					1	100				
	Medium	2	100			1	50			3	30	1	100			3	30	1	100
	Low			14	70	1	50			4	40					7	70		
	No support			6	30					3	30								
	Total	2	100	20	100	2	100	1	100	10	100	1	100	1	100	10	100	1	100

As the available literatures indicated, basic entrepreneurship and business management training will be incorporated in all relevant TVET programmes. The TVET Authorities will provide assistance to TVET providers to develop appropriate training packages, drawing on the magnitude of international experience in this field. In order to become successful entrepreneur's, people also need self-confidence, creativity, and a realistic assessment of the market, basic business management skills and openness to risks.

According to Table 13 item 1, to the entrepreneurial skill of the graduates, the respondents from the government TVET institutions, 50% of principals, 100% vocational counselors and 50% of trainers, said that the graduates had medium entrepreneurial skill; on the other hand, 50% of trainers said that the graduates had low entrepreneurial skill. Similarly, in private TVET institutions, 100% of principals, 50% of trainers and 100% of vocational counselors, responded that there were high and medium entrepreneurial skills respectively. Moreover, 50% of the trainers asserted that graduates had low entrepreneurial skills. On the other hand, respondents from non-government TVET institutions, 100% of principals, and 60% of trainers, replied that the graduates had high and medium entrepreneurial skills respectively. Based on the above information graduates from non-government TVET institutions had better entrepreneurial skills than both the government and private TVET institutions.

As indicated in Table 13, item 2 the respondents in government TVET institutions, 100% of principals and vocational counselors, said that graduates' had high willing to create their own job, on the other side, 55% of trainers replied that graduate had not willingness to be self-employed. In the same vein, the private TVET institutions responses, 100% of principals said that graduates had high willingness to self employment, 100% of vocational counselors and 40% of trainers replied that they had medium level willingness. The non-government TVET respondents, 100% of principals and vocational counselors, replied that the graduates had high level of willingness to create jobs.

According to the data, it might be possible to say that the potential of creating jobs of non-government TVET graduates were better than government and private TVET institutions graduates. This is linked with the findings of item 1 that showed the superior entrepreneurial skill of graduates of non-government TVET institutes.

In the above Table 13, it was intended to assess parents' willingness to support their children to create jobs. The government TVET institutions respondents, 100% of principals and vocational counselors, said that is high. In the contrary, most of trainers (60%) agreed that there was a problem of support to children to be self-employed. Similarly, the respondents from non-government TVET institutions, 100% of principals and vocational counselors, replied that high willingness, 60% of trainers responded that medium and 40% of trainers low. In private TVET institutions the responses, 100% of principals replied that children high level of support, 100% of vocational counselors and 50% trainers responded that medium and low willingness of parents to the support their children to become self-employed respectively. Based on the above responses, it possible to say that in all institution the willingness of parents to support their children to be self-employed was not sufficient.

In Table 13, item 4, the significant of others like donor group and local NGOs in supporting the self-employment of graduates, the respondents, from government institutions 100% principals, 70% of trainers and 50% of vocational counselors said that high and medium respectively. In non-government TVET institutions respondents, 100% principals and 100% vocational counselors, asserted that high and medium support respectively. Conversely, 40% of trainers replied that there was low support and 30% of trainers said that no support at all. From the private TVET institution respondents, 100% of principals held that high support and 100% of vocational counselors replied that it was medium. On the other hand 70% of trainers responded that there was inadequate support of others like donors and local NGOs for graduate to create their own job. According to the data, it might be said that the support of others like donors and local NGOs was not sufficient for graduates to be self-employed.

Table 14:- Current Employment status of graduates

		Respondents					
		Government Institutions		Non government institution		Private institutions	
		Graduates		Graduates		Graduates	
no	Items	No	%	No	%	No	%
	Wage earner	23	23	25	100	23	92
	Self-employed	8	8			2	8
	Working in cooperatives	58	58				
	Unemployed	11	11				
	Total	100	100	25	100	25	100

Clearly indicates that the dual labor market theory's attack on the neoclassical explanation of wage and employment determination is two-fold. First, dual labor market economists reject the view that one particular economic relationship can be applied to all workers or jobs. Secondly, they argue that the emphasis placed on the role of education and other forms of human capital in determining minimum wages and allocating labor is unwarranted. Dual labor economists put most emphasis on institutional or demand side determinants of wages and employment (Psacharopoulos, 1987). Accordingly, Table 14, it was intended to assess the current employment status of graduates, according to available data, in government TVET institutions, 23% wage earners, 8% self-employed, 58% working in cooperatives and 11% were unemployed. In the case of non-government TVET institutions from the available data, 100% of the graduates were wage earner. Similarly, from private TVET institutions the majority 92% of graduates were wage earner and the rest 8% were self-employed. The data indicates that the majority of graduates from government TVET institutions were working in cooperatives. All of graduates, from non-government TVET institutions were wage earner. This indicated that the partnership between non-government TVET institutions and employer organizations was strong.

Table 15: Experiences of the self-employed (individuals)

	Respondents				
		Government Institutions		Private institutions	
		Graduates		Graduates	
No	Items	No	%	No	%
1	If you are a self-employed, (individually) how did you establish your firm?				
	Using family resource	6	75	2	100
	Loan form Addis credit and loan institute	2	25		
	Bank loan				
	Total	8	100	2	100
2	The status of the market competitiveness of your product/service is				
	High	20	30		
	Average	40	61	2	100
	Low	6	9		
	Total	66	100	2	100
3	If your answer to the above question is "Low", because of				
	low quality	4	67		
	lack of market	2	33		
	problems of the societal attitude				
	Total	6	100		
4	If your products/services are low quality, the reason is that				
	Lack of skill and experience				
	Financial constraint	4	100		
	total	4	100		

According to Christiaan (2002: 26) it is universally acknowledged that training by itself will not create (self-) employment and that other support services and in particular financial support is needed for the training graduates to engage in self-employment and set up an informal sector venture. Furthermore, creating a network with Micro and Small Scale Enterprises is essential. Similarly, the above Table assessed the experiences of the self-employed graduate's.

Item 1, establishment of their firms; majority 75% of government graduate replied that the family support was their initial capital for their own business. In the same vein, in private graduate, family source was the only one. According to the interview result of Addis Ababa Micro and Small Scale Enterprise Agency, they facilitate to the graduates to take initial capital loan from Addis Credit and Loan Institutions, most of the graduate did not know the procedure of these institutions and lack skill how to manage and run their business. Thus, the graduates either would not interested to take or bankrupted after taking the loan. Because of these the institute put a certain procedures to grant a loan like bringing collaterals and other. Most of graduates, thus, were not interested to take loan from the institute. This indicated that the presence of a wide gap between the cooperatives and Micro and Small Scale Enterprise Agency.

Item 2, in Table 15, the response of graduates from government TVET institutes the majority 61% of graduates replied that their market competitiveness of product/service was average and the rest 30% and 9% of graduates asserted that was high and low respectively. Moreover, in private TVET institutions 100% of graduates said that the market competitiveness of their product/service was average.

In item 3, the reason why market competitiveness of the product is low replied as follows from the government TVET institutions the majority 67% of respondents expressed that the cause of low quality of the products/services and for 33% was lack of market.

Finally in item 4, the causes of low quality of products/service were indicated by government TVET institute. All respondents said that financial problem was the cause of low quality of product/services. Based on the data it might be possible to say that there were financial constraints and lack of market was challenges of self-employed individuals.

Table 16:- Experiences of the self-employed (cooperatives)

no	Items	Respondents: Government Institutions: Graduates	
		No	%
1	If you are working in cooperatives, how did you establish the cooperatives?		
	With the help of TVET institutes, that you were trained in	16	28
	With the help of kebele Administration	2	3
	With the help of Micro and Small scale Enterprise	13	22
	By yourself	27	47
	Total	58	100
2	The Financial Source of your cooperatives		
	Personal contribution/family support	52	90
	Loans form Addis credit and loan institute	6	10
	Bank loan		
	Total	58	100

The data tabulated in Table 16, item one, the members of the cooperatives graduated from government TVET institutions. The majority respondents, 47%, replied they formed cooperatives by their own and the rest 28% formed cooperatives by the help of TVET institutions, 22% formed cooperatives by MSE Agency. AEB TVET department also responded that TVET institutions were not effective in establishing cooperatives. Similarly, responded to item 2, the source of their finance was personal contribution/family support, as indicated in the Table the contribution of Addis Credit and Loan Institution was insignificant. The data collected from the interview of City Micro and Small Scale Enterprise Agency indicated that cooperatives had outlook problems, (i.e. Members of cooperatives needs cancellation of loan, facilitation of loan with out interest, supply of raw materials by Micro and Small Scale Enterprise, absence of initiation to create market access by themselves,

handling of place of production place and equipment and not interested to do jobs by themselves). The government policy on poverty reduction strategy focuses on promoting Micro and Small scale Enterprises, but as data indicated that there was a gap between the cooperatives and Micro and Small Scale Enterprise Agency. Moreover, the interview question raised to know the strong relation ship between the MSE Agency and AEB TVET department, the response indicated that there was no strong link, due to various reasons.

Table 17: Willingness of graduates to form Cooperatives

no	Items	Respondents					
		Government Institutions		Non government institution		Private institutions	
		Graduates		Graduates		Graduates	
		No	%	No	%	No	%
1	Willingness of graduates to form cooperatives						
	High	29	29	10	40	13	52
	Average	32	32	5	20	4	15.6
	Low	39	39	10	40	8	32
	Total	100	100	25	100	25	100
2	If your answer for the above question is "low", what is the reason?						
	Lack of future expectation to be productive	19	49	9	90		
	Lack of awareness about market condition	11	28	1	10	5	63
	The problem of societal attitude	9	23			3	37
	total	39	100	10	100	8	100

As Table 17, item 1, designed to know, willingness of graduates to form cooperatives, the majority of responses from government TVET institutions, 39 % of graduates replied that willing of graduate was low and the rest was 32% and 29% that was average and medium respectively. In non-government TVET institutions, respondents, 40% of graduate, replied

that high and the same percent responded as low, 20% of graduates said that medium level of graduates' willingness to form cooperatives.

Table 17, item 2, indicated the reason why the graduates had low willingness to form cooperatives. From government TVET institutions, graduates replied 49% that it was due to lack of future expectation to be productive, 28% lack of awareness about market condition and 23% the problem of societal attitude. Similarly, from non-government TVET institutions, the graduates responded, as 90% due to lack of future expectation to be productive and 10% said that it was due to lack of awareness about market condition. In addition, the private TVET institutions graduates, 63% agreed that lack of awareness about market condition and 37% asserted that the problem of societal attitude. From the above Table it is possible to say that graduates of non-government and private TVET institutions had a better initiation than government TVET institute to form cooperatives. The literature indicates that, the development of training capacity in entrepreneurship within the country is also felt to be crucial for encouraging people to go to into self-employment. The enhancement of an enterprise culture in the country through provision of pre-service orientation courses to students of post-primary training and post-secondary institutions, and provision of in-service courses for individuals already in business was initiated in all technical training institutions in the country (Atchoarena, 2000:125). These facts still hold true. However, developing countries including Ethiopia had a limited experience in self-employment opportunities, 58% of graduates from government institutions were working in cooperatives, in the open ended questions they assure that, working in cooperatives helps graduate to develop self-confidence, work experience and problem identifications skills. However, they did not take orientation and in-service courses that enabled to face different challenges and to understand enterprise cultures.

Table 18:- Supports of the self-employed (individual or cooperatives)

		Respondents			
		Government Institutions		Private institutions	
		Graduates		Graduates	
no	Items	No	%	No	%
1	Sub-city/ Kebele Administrations providing working place for the graduates				
	Excellent				
	Very good	14	21		
	Good	0	0		
	satisfactory	20	30		
	Not satisfactory	32	49	2	100
	Total	66	100	2	100
2	Sub-city/ Kebele Administrations providing shopping places for the graduates				
	Excellent				
	Very good	5	7.5		
	Good	0	0		
	satisfactory	5	7.5		
	Not satisfactory	56	85	2	100
	Total	66	100	2	100

Table 18, item 1, tried to assess the support of Sub-city/ Kebele Administration in provision of working place for the graduates, in government TVET institutions. Most (49%) of the respondents said that it was not satisfactory and the rest 30% and 21% replied that satisfactory and very good respectively. Similarly, in Private TVET institutes, all the respondents replied that it was not satisfactory.

In order to know the support of sub-city/ Kebele Administration in providing shops to the product of cooperatives, respondents were asked to give information about it. The majority of respondents 85% of graduates, from government TVET institutions and 100% from Private TVET institutions asserted that there was no satisfactory support providing by sub-city/kebele administrations. Thus it is possible to say that Sub-Cities/Kebele Administration had not contributed a lot for the prevalence and strengthening of cooperatives of TVET graduates.

Table 19 Level of Satisfaction of graduates by their current job

		Respondents					
		Government Institutions		Non government institution		Private institutions	
		Graduates		Graduates		Graduates	
no	Items	No	%	No	%	No	%
1	Are you satisfied with your current job?						
	Yes	43	43	11	44	11	44
	No	57	57	14	56	14	56
	Total	100	100	25	100	25	100
2	If your answer is "No", what are the reasons for your dissatisfaction?						
	Lack of market	17	17				
	Poor future prospect	35	35			2	8
	Poor working condition	26	26	9	36	7	28
	Low salary	22	22	16	64	16	64
	Total	100	100	25	100	25	100

The data tabulated in Table 19, item one, attempted to address the satisfaction of graduates in their job. Most of the respondents, in all institutions 57% in government, 56% in non-government and private TVET institutions, replied that they were not satisfied with their current jobs. The reason for their dissatisfaction was, as the majority 35% from government TVET institutions replied it was poor future prospect of graduates and as the rest 26% and 22% asserted it was poor working conditions and low salary respectively. On the other hand, for 64% of graduates, from both non-government and private TVET institutions there dissatisfaction was due to low salary. Also in Appendix 4, The One way ANOVA Table 19, result, besides, indicated that there was no significant perception difference among all graduates from the sampled institutions. The p-value for item 1, was 0.993, it is greater than 0.05. As literature indicated, it is clear that, most of graduates dreamed about an ideal job in which they were motivated, inspired, respected and well paid. But in reality, they have had to settle for something that falls a bit short of their ideal. May be it started as their dream job and for a time they loved it. But now they find it harder and harder to get through the day.

The same is true in the out put of the above table, most of the graduate from all TVET institutions were dissatisfied due to poor future prospect and low salary.

Table 20 Factors affecting graduates to find wage employment/ start up self-employment

		Respondents	
		Government Institutions	
		Graduates	
no	Items	No	%
1	If you are Unemployed, the reason for not to find a job is		
	Lack of work experience	5	46
	Not fulfill the required qualification	1	9
	No job opening	3	27
	Weak employers attitude	2	18
	Lack of occupational attitude of graduates		
	Total	11	100.0
2	If are you unemployed, how long you are stayed?		
	One year	4	36
	Two years	2	18
	Three years	5	46
	Total	11	100.0
3	If you are unemployed, have you tried to create your own job?		
	Yes	7	64
	No	4	36
	Total	11	100
4	If your answer to the above question is "Yes" what problem you have faced?		
	Lack of market	1	14.3
	lack of working place	1	14.3
	lack of shop to sale products/service	1	14.3
	financial problem	4	57.1
	Total	7	100
5	If your answer to the above question is "No" the reason is that		
	Financial problem	4	100
	lack of entrepreneurial skill		
	Total	4	100

Item 1 in Table 20 intended to assess the reasons of graduate's unemployment. According to the available data, all of unemployed graduates were from government TVET institutions, 46%, 27% and 18% of respondents replied that the causes of their unemployment were lack of work experience, job scarcity and weak employers attitude respectively.

In item 2, the researcher tried to know the duration of graduates as unemployed and skill power, 36 % of graduates asserted that one year, 18% of graduates' were unemployed for two years and 46% of graduates were stayed for three years.

Item 3, stated that, the graduates were tried to create their own job or not, 64% of the graduates replied that they were tried to create their own job.

Item 4, tried to identify their problems, 14.3% of graduates said that lack of market, 14.3% lack of working place, 14.3% of respondents replied that lack of shop to sale their products and the majority 57.1% of graduates pointed out that there was financial problem. Similarly, item 5, attempted to answer the question that why the graduates could not create their own job. 100% of them said that financial problem.

Table 21 Job searching mechanisms of unemployed graduates

		Respondents	
		Government Institutions	
		Graduates	
no	Items	No	%
1	If you are unemployed for how long you have tried to find a job?		
	One time only	1	9
	Always follow up notice	10	91
	Not tried to find a job		
	Total	11	100
2	If your answer to the above question is "one time only" or "not tried to find" the reason is		
	Hopeless with absence of job opportunities		
	There are a large number of competent for a single job	1	100
	Total	1	100

In Table 21, item 1, was forwarded to know the job searching mechanisms of graduates, 91% of respondents replied that they always pursued vacancies in the notice. On the other hand, 9% of graduates had no regular follow up. For item 2, even if the graduates pursued vacancies they did not apply, because of a large number of competent were applied for a

single job. The literature indicated that keeping youth in school is an educational program relevant to their life goals is a social advantage. In developing countries, the problem of unemployment is different, more complex and more critical in the high proportion of youth involved. Although the economy is fairly increasing, it is not developing in the direction which opens up enough job opportunities to absorb the large number of graduated youth people arriving each year to join the labor force (Derebssa, 1997:10). The result of the above table agreed with the literature, but additional new findings described that the problem is insufficient work experiences of graduates, inadequate working place and shop, financial problems, lack of entrepreneurial skills and lack of hope. These were basic factors that affect wage employment and self employments of graduates.

Problems of TVET institution to produce creative, skillful and productive graduates were respondents from government TVET institutions, the majority 57% of graduates replied that lack of training facility and rest 27% and 16% of graduates said that lack of qualified trainers and lack of relevant curriculum respectively. Similarly in private TVET institutions 80% of the respondents agreed that lack of training facility was the basic problem and the rest 16% and 4% of graduates replied that qualified trainers and lack of relevant curriculum respectively. In non-government TVET institutions, majority 44% of respondents were replied that lack of relevant curriculum were the problems of the institutions and the rest 36% and 20% replied that lack of qualified trainers and lack of training facilities respectively. Thus, one can say that, the problems, both in government and private TVET institutions were training facilities, whereas in non-government TVET institutions, the problems was the relevancy of the curriculum. As one see from the Education policy curriculum it is similar for all institutions, but the respondents perception was different according to the existing conditions of their institutions.

Table: 22 Availability and performance of TVET graduates in the organization

no	Items	Respondents Employers No	%
1	Are there TVET graduates in your company?		
	Yes	50	100
	No	-	-
	Total	50	100
2	If your answer to the above question is "yes", how do rate the efficiency in their assigned jobs?		
	Excellent		
	Very good	25	50
	satisfactory	20	40
	below satisfactory	5	10
	Total	50	100
3	If your answer to the above question is "below satisfactory" the reason is		
	Lack of skill	2	40
	Lack of experience	3	60
	Total	5	100
4	How do rate the relevance of skill of graduates to their jobs?		
	high	10	20
	Average	25	50
	Low	15	30
	Total	50	100

In the Table 22 items 1, with the intention to know the availability of TVET graduate in the organization, all employer organizations responded that TVET graduates were available in their organizations. In item 2, the efficiency of graduate in their assigned jobs, 50% of respondents replied that it was very good, 40% of employers said that it was satisfactory and 10% replied that it was inefficiency of graduates.

Item 3, the reason for their inefficiency as it was replied by 40% and 60% of employers were lack of skill and lack of experience respectively.

Item 4, in Table 22 rate the relevance of skill of graduates. The majority, 50% of employers replied as it was average, 20% of replied responded as high and 30% as low.

Table: 23 Training Institutions that graduates trained and performance of TVET graduates.

no	Items	Respondents	
		Employers	
		No	%
1	If TVET graduates are in your company, from which institute they were graduated?		
	Government institute	17	34
	NGOs institutes	20	40
	Private institutes	13	26
	Total	50	100
2	Which one has a better performance		
	Government institute graduates	23	46
	Non-government institute graduates	27	54
	Private institute graduates	-	-
	Total	50	100
3	The reason for their better performance is		
	They have taken quality training	30	60
	They have good ethics and commitment	20	40
	Total	50	100

In item 1 Table 23, 34% of employers asserted that TVET graduates were from government organizations. Similarly, 40% of respondents replied that from non-government organizations. Finally, 26% of the respondents said that they were from private organizations. Item 2, also indicated that the performance of graduates, 46% of responses indicated that graduates from government institutions had better performance and 54% of

respondents agreed that graduates from non-government institutions had better performance. Moreover, the respondents did not assert the better performance of private TVET graduates.

The last item, 3 identifies the reason for the better performance of the graduates was the quality of training that under took in the course of training. Others 40% of employers replied that the trainees' good ethics and commitment were the main reason for their efficiency. Based on these responses, the efficiency of TVET graduates in their assigned jobs were satisfactory. However, some graduates had skill gap and lack of the required experience. As literature indicated high-quality TVET leads to a higher status and improved attractiveness of TVET. Also, high quality TVET programmes guarantee a strong link between what is learnt and the needs of the labor market, with the result that graduates are more likely to find suitable employment. The same is true in the out put of the above table, most of graduates from non-government TVET institutions had better performance than both the government and privates due to there quality training. Similarly, graduates of government TVET institutions had better performance than private TVET institutions.

The literature discusses that, the private sector and NGOs should be encouraged to share the cost of vocational training in the form of training levy and apprenticeship. More opportunity (tax incentives) has to be given to the private companies (employing agencies) so that they could create job for the graduates. Employers should realize that by offering apprenticeship and job placement for the graduates, they are fulfilling their social responsibilities. This theory is constructive to create conducive environment for TVET graduates, but it was not practical, the researcher, intended to know whether some kind of incentives were given to encourage the participation of employer organizations or apprenticeship providing organizations, 100% of the sampled organization replied that the government was not given any incentive to their service. This made them to be reluctant to invite apprentice for practice or to hire the graduates in their organizations.

CHAPTER FOUR

Summary, Conclusion and Recommendations

4.1 Summary of the findings

The purpose of this study was to assess approaches on the degree of employment opportunities of TVET trainees after graduation in Addis Ababa and to identify factors that hinder the target group to find wage employment and start self-employment. To this end, basic questions addressing the factors that determine employment opportunities of TVET graduates such as linkage between training institutions and employers, relevance of the curriculum to the world of work, training facilities, qualification and relevant experience of trainers and administrative staffs, successes of experiences of the self-employed (individual or cooperative) graduates, problems faced by the graduates to find wage employment or start up self-employment were raised.

The study employed comparative analysis and it was conducted in two government TVET institutes, one non-government institute and one private TVET institute. The subjects of study were 4 principals, 4 vocational counselors, 40 trainers, 150 TVET graduates, and 50 employers, 2 experts from Micro and Small Scale Enterprise Agency and Addis Ababa Education Bureau TVET department. Accordingly, the respondents sampling was carried out through purposive, available and random sampling techniques. The institutes were selected through purposive sampling, principals and trainers were selected through random sampling while the graduates and employers were selected through available sampling technique. Information was obtained from these sample respondents through questionnaire, interview, observation of actual setting and documentary analysis. The data obtained were analyzed using percentages, frequency and one way ANOVA. As the results of data analysis, the following major findings were obtained.

1. As the findings indicate, the participation of female trainers and graduates among all government, non-government and private institutions is low. The smaller number of

female principals, trainers, and graduates in TVET is the outlook of the society that TVET is considered as profession only for males.

2. Regarding trainers in government TVET institutions 4(20%) were diploma holder and the remaining 16(80%) had BA/B.Sc. Furthermore, 40% of trainers had diploma and 60% had BA/B.Sc. both in non-government and private TVET institutions. Therefore, from the academic qualification of trainers, government institutions had a better academic qualification than both non-government and private TVET institutions. Principals from government and non-government TVET institutions, all had a bachelor degree in management. On the other hand, 100% of principals, from private TVET institutions, graduated in the field of language studies. However, all principals in the selected institutes were qualified. Similarly, in the sample government institutions all of vocational counselors were trained in sociology, where as both in non-government and private TVET institutions were trained in language studies, though; all of them had first degrees.
3. With regard to industrial experience and academic competency of trainers, the non-government and private TVET institutions trainers had better industrial experience than the government TVET institutions and all trainers in the sampled TVET institutions were academically competent. Furthermore, principals of non-government TVET institutions had better managerial experience than government and private TVET institutions.
4. According to the majority of respondents, the curriculums of industrial and construction technology were relevant to the world of work.
5. The training facilities and equipment were better in non-government TVET institutions than the government and private TVET institutions.
6. The non-government TVET institutions had a better partnership with employer organization than both the government and private TVET institutions.
7. In relation to labor market information system, most of the respondents replied that there was no labor market information system. But, there was a good start in using labor market system, in non-government TVET institutions. The mechanisms that non-government institutions were used to study labor market information system was making strong relationship with enterprise.

8. Regarding self-employment opportunities, inconvenient conditions that could attract TVET graduates to exploit the benefits of self-employment were access to credit, raw materials, market management and other supporters to be self-employed were found to be low, too.
9. Based on the findings, graduates from non-government TVET institutions had better entrepreneurial skills than both the government and private TVET institutions.
10. The performance of graduates, 46% of employers replied that graduates from government institutions had better performance, 54% of respondents agreed that graduates from non-government institutions had better performance and the respondents did not assert the better performance of private TVET graduates. As the data indicated most of graduates from non-government TVET institutions had better performance than both the government and privates. Similarly, graduates of government TVET institutions had better performance than private TVET institutions.
11. The support of others like donors and local NGOs was not sufficient for graduates to be self-employed.
12. The findings suggest that, the majority of graduates from government TVET institutions were working in cooperatives. All graduates, from non-government TVET institutions, were wage earners. This indicated that the partnership between non-government TVET institutions and employer organizations was strong.
13. The enhancement of an enterprise culture in the country through provision of pre-service orientation courses to students of post-primary training and post-secondary institutions, and provision of in-service courses for individuals, already in business, was initiated in all technical training institutions of the country. However, developing countries including Ethiopia had limited experience in self-employment opportunities, 58% of graduates from government institutions were working in cooperatives. In the open ended question they assure that, working in cooperatives helps them to develop self-confidence, work experience and problem identifications skills. However, they did not take orientation and in-service courses that enabled to face different challenges and to understand enterprise cultures.

14. Concerning the majority of self-employed graduates' from Government TVET institutions their initial capital for their investment was provided by themselves. Even though Addis Ababa Micro and Small Scale Enterprise Agency facilitated to the graduates to take initial capital in the form of loan, most of the graduates did not know the procedure of this institution and lack skill how to manage and run their business. Thus, the graduates either would not interested to take or bankrupted after taking the loan. Because of these, the institute put a certain procedures to grant a loan, like bringing collaterals and other. Most graduates, thus, were not interested to take loan from the institute. This indicated that the presence of a gap between the cooperatives and Micro and Small Scale Enterprise Agency.
15. Sub-Cities/ Kebele Administration provided fertile grounds for the graduates in granting working places, halls and shops to store their raw materials, to manufacture their product and to sale their final output. However, the graduates did not satisfy with it. Because both Sub-Cities/Kebele Administration had not contributed a lot for the prevalence and strengthening of cooperatives of TVET graduates.
16. Majority of the graduates from all TVET institutions were dissatisfied due to poor future prospect and low salary.
17. The wage employment and the creation of self-employments were affected by factors such as insufficient work experiences of graduates, inadequate working place and absence of shop, financial problems, lack of entrepreneurial skills and lack of hope.
18. Incentives were not given to encourage the participation of the employers or organizations that provide a chance for apprenticeship. This made them to be reluctant to invite apprentice for practice or to hire the graduates in their organizations.

4.2 Conclusions

In light of the inevitable major findings of the study, the following conclusion is drawn.

According to the findings of the study, in terms of, managerial experience of principals, partnership with employer organization, labor market information system, adequate training facility, and creating job opportunities non-government TVET institutions was better than government and private institutions.

Factors such as weak partnership, absence of incentives to encourage organizations to cooperate the trainees, during apprenticeship, and lack of labor market information system have a negative influence on creating employment opportunities to TVET graduates.

Regarding self-employment opportunities, social and economic factors were serious obstacles to create convenient conditions. These also prevented them to exploit the benefits of self-employment, access to credit, raw materials and market management. Above all, the support of Micro and Small scale Enterprise Agency and other supporters, to be self-employed, were low, too.

4.3 Recommendations

On the bases of the findings obtained and conclusions drawn, the following suggestions are forwarded to improve the employment opportunities of TVET trainees after graduation in Addis Ababa and to mitigate problems that hinder the graduates to find wage employment and start up self-employment.

1. For the promotion of equal access of female to TVET courses, more effective forms of educational and vocational guidance and counseling must be provided, along with gender-sensitive guidance and counseling materials. At the same time, the learning and working environments must be made more suitable for the participation of female, overt and covert bias and discrimination must be removed, and a positive image and appropriate incentives for female participation in TVET suggested to be created by TVET institutions.
2. Ethiopian TVET strategy suggests that the minimum requirement of qualification for a TVET trainer, principals and vocational councilors is first degree trainers, principals and vocational counselors, and diploma holders for assistant trainers and sufficient personnel for administrative and financial department. (MoE, 2002:51-52). According to Addis Ababa City context, it is not possible to fulfill the requirement at once. Therefore, AEB recommended that give due attention for the in-service training and continuous professional development.
3. Government TVET institutions need to have suitable workshops, rooms for storing raw materials and products, production unit, administration and technical support rooms, library, etc. on top of that, the TVET institutions and responsible official suggested to create awareness to participate the community and NGOs, make favorable conditions to contribute their own share.
4. To achieve the objectives of the aspirations of TVET a number of urgent considerations should be addressed by AEB TVET department networking with stakeholders, the status and prestige of TVET must be enhanced in the eyes of the community and the media. This includes raising the status of trainers in TVET systems through attention to their own skills and competencies and the provision of

resources for their task. It will also require strong marketing of the capabilities of TVET to its many stakeholders, accompanied by a simplification of TVET in the minds of many who find its language, its products and its modalities too complex. Publicizing and disseminating models of good practice in TVET are also important.

5. The TVET institutes recommended to widen employment opportunities to their graduates, using good labor market information, by establishing unit of labor market and allocating budget in the institutions performing activities like Occupational analysis, Vacancy Study, Tracer Study, training need assessment, establishing strong relationship with enterprise, vocational guidance, job-searching advice, form clubs and cooperatives organized by the trainees. Vocational guidance suggested to take into account the needs of industry, the individual and the family while preparing students and adults for the real possibility of frequent career changes which could include periods of unemployment and employment in the informal sector, to be achieved through close liaison and coordination between lifelong learning, training, the workplace and placement services; ensuring that all necessary information concerning the world of work and career opportunities should be available and actively disseminated using all available forms of communication; and ensuring that those engaged in work should have access to information concerning continuing education and training as well as other work opportunities.
6. In order to encourage the participation of private organizations, in apprenticeship program or hire the graduates, the government recommended that to give incentives in the form of tax reduction, reward, etc.
7. Regarding self-employment opportunities, the City Micro and Small Scale Enterprise Agency, and Sub-City/kebele Administrations suggested to work on facilitating and forming of cooperatives, access to credit, supplying of raw materials and other supports
8. Government and private TVET institutions recommended to give due attention for entrepreneur course given in the training program. Entrepreneurial skills will help the TVET graduates to acquire the mindset and know-how necessary to make self-employment a viable career option.

9. Although the majority of graduates from government TVET institutions were working in cooperatives, they lacked entrepreneurial skill. Therefore officials of the City, Sub-Cities and Kebeles suggested to give due consideration for cooperatives to be sustainable. In addition, to make cooperatives sustainable short term training should also be given on entrepreneurship, marketing, business management and etc. to build the capacity of the members of cooperatives.
10. Creating employment opportunities for graduates it needs a strong network between stakeholders, like AEB TVET department, Micro and Small Scale Enterprise Agency, Housing Agency, Addis Credit and Loan Institution, Cooperative Formation and Development Agency and TVET Institutes. They suggested that to have a joint implementation plan and monitoring system.
11. Most of the graduates from sample TVET institutions had no satisfaction due to poor prospect and low salary. Therefore, employer organizations recommended that to give recognition, responsibility, advancement, ownership of the work and fair salary for the employee to bring satisfaction.

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Appendices

Appendix -1

A Guide to Documentary analysis

This guide will be filled by TVET Principals. It is aimed to get relevant information on the number of graduates.

Graduates from 2002/2003 up to 2005/2006

Occupations	2002/2003			2003/2004			2004/2005			2005/2006		
	M	F	T	M	F	T	M	F	T	M	F	T

Appendix -2

Observation checklist to assess the workshop facilities of institutions
The purpose of this check list is to gather relevant information on the workshop facilities.

Facilities in the TVET institutes

a. Workshop conditions
   i. Enough space (4m/students)
      1. More than Satisfactory
      2. Satisfactory
      3. Not Satisfactory
   ii. Safety precaution, first Aid
      1. More than Satisfactory
      2. Satisfactory
      3. Not Satisfactory
   iii. Space for Storage (tools and materials)
      1. More than Satisfactory
      2. Satisfactory
      3. Not Satisfactory

b. Adequacy of workshop facilities
   1. Equipment/machines
      a) Very adequate
      b) Adequate
      c) Inadequate
   2. Hand tools
      a) Very adequate
      b) Adequate
      c) Inadequate
   3. Raw materials
      a) Very adequate
      b) Adequate
      c) Inadequate

Appendix -3

Table 3 Industrial experience Academic competency and of trainers

	Respondents																				
		Government Institutions						Non government institution						Private institutions						F value	P Value
		1	2	3	No	X	SD	1	2	3	No	X	SD	1	2	3	No	X	SD		
1	Industrial experience of trainers																				
	Principals	1	1		2	1.5	0.7			1	1	3.0	-			1	1	3.0	-	2.250	0.426
	Counselors		1	1	2	2.5	0.7		1		1	2.0	-		1		1	2.0	-	0.250	0.816
2	Academic Competency																				
	Principals		2		2	2.0	-		1		1	2.0	-		1		1	3.0	-		
	Counselors		2		2	2.0	-		1		1	2.0	-		1		1	2.0	-		

Significant at alpha level 0.05

Table 4 Managerial competency and Managerial experience of principal /deans

	Respondents																				
		Government Institutions						Non government institution						Private institutions						F value	P Value
		L	M	H	No	X	SD	L	M	H	No	X	SD	L	M	H	No	X	SD		
1	Managerial competency of principals																				
	Trainer	8	10	2	20	1.70	0.657	1	6	3	10	2.2	0.632	1	6	3	10	2.2	0.632	3.003	0.06
	Counselor		1	1	2	2.5	0.7			1	1	3.0					1	3.0	-	0.250	.816
2	Managerial experience of principals																				
	Trainers	5	12	3	20	1.9	0.64	1	4	5	10	2.4	0.69		7	3	10	2.4	0.69	2.684	0.82
	Counselors		2		2	2.0	-		1		1	2.0	-		1		1	2.0	-	-	-

Significant at alpha level 0.05

Appendix -4

Table 19 Level of Satisfaction of graduates by their current job

	Respondents																			
		Government Institutions						Non government institution						Private institutions						F value	P Value
		Yes	No	%	Number	X	SD	Yes	No	%	Number	X	SD	Yes	No	%	Number	X	SD		
1	Are you satisfied with your current job?																				
	Graduates	43	57		100	1.57	0.49	11	14		25	1.56	0.50	11	14		25	1.56	0.50	0.007	0.993

Significant at alpha level 0.05

Appendix-5

Addis Ababa University

School of Graduate Studies

Department of Business Education

Interview guide to Bureau TVET department head

The purpose of this interview is to collect data on the degree of employment opportunities of TVET graduates from government and non-government institutions in Addis Ababa and factors that hinder the target group to find wage employment and start self-employment. The success of this study depends on your responsible, sincere and timely response.

1. Do you think that the programs that the TVET institutions provide are relevant to both the world of work and countries development?
2. Would you comment on partnership between TVET institutions (owned by government, private and NGOs) and Employer organization.
3. Do TVET institutions established sustainable institutional set up for labor market information system? If not, why? suggest your solution
4. Do TVET institutions form cooperatives to create employment opportunities for graduates?
5. Do Bureau, Sub-city and TVET institutions have a strong link with Micro and Small Scale Enterprise Agency? If not, why?
6. How do you recommend on, solving the problems of employment opportunities to TVET graduates?

Appendix-6

Addis Ababa University

School of Graduate Studies

Department of Business Education

Interview guide to Micro and Small Scale Enterprise Agency

The purpose of this interview is to collect data on the degree of employment opportunities of TVET graduates from government and non-government institutions in Addis Ababa and factors that hinder the target group to find wage employment and start self-employment. The success of this study depends on your responsible, sincere and timely response.

1. Do you have Strong link with education Bureau TVET section? If not, why
2. If, you have a strong link, please express the major area you have worked in past tow years.
3. Do Micro and Small Scale Enterprise Agency facilitate TVET graduates to form cooperatives? If, yes, how is the process going on?
4. Do Micro and Small Scale Enterprise Agency facilitate TVET graduates to have sufficient finance to establish and run their firms? If, yes how they get this finance?
5. How do you recommend on, solving the problems of employment opportunities to TVET graduates?

Appendix-7

Addis Ababa University

School of Graduate Studies

Department of Business Education

Questionnaire to be filled by trainers, Principals and Vocational Counselors of the sampled TVET institutions.

The purpose of this questionnaire is to collect data on the degree of employment opportunities of TVET graduates from government and non-government institutions in Addis Ababa and to identify the factors that hinder the target group to find wage employment or start self-employment. The success of this study depends on your responsible, sincere and timely response.

Please note that:-

- ❖ No need of writing your name
- ❖ Where alternative answers are given please mark your answer using a "√ " in the corresponding boxes and brackets
- ❖ Please describe well in answering the open ended questions.

Thank you for using your time to complete this questionnaire.

1. Name of the institution _____
2. Ownership of the institution

   a. Government ☐ b. NGOs ☐ c. Private ☐

3. Sex M ☐ F ☐

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

5. Major field of study _____

6. What is your qualification and relevant work experience?

Qualification (Education)	Year of service			
	1-5	6-10	11-15	above 16
a. Diploma	( )	( )	( )	( )
b. B.A/B.Sc.	( )	( )	( )	( )
c. M.A./M.Sc.	( )	( )	( )	( )
d. Ph.D	( )	( )	( )	( )
e. Others_____	( )	( )	( )	( )

Question 7 and 8 respond by Principal and Vocational Counselors; Question 9and 10 are respond by Trainers and Vocational counselors

7. How do you rate the industrial experience of trainers in your institutions?

   a. High ☐ c. Medium ☐ c. Low ☐

8. How competent academically are most trainers in your institution?

   a. Highly Competent ☐ b. Competent ☐ c. incompetent ☐

9. How would you rate managerial competency of the principal/dean of your institutions?

   a. High ☐ b. Medium ☐ c. Low ☐

10. How would you rate managerial experience of the principal/dean of your institutions?

    a. High ☐ b. Medium ☐ c. Low ☐

11. To what extent are the programs that trainees are studying relevant to the world of work?

    a. Highly relevant ☐ b. relevant ☐ c. irrelevant ☐

12. Which of the following are reliable sources of finance for institutions? You may choose more than one answer

    a. Government ☐ b. Trainees ☐ c. Employers ☐ d. Donation ☐
    e. other_____

13. How do you rate the adequacy of budget allocated to your institution?

a. Very adequate ☐ b. adequate ☐ c. inadequate ☐

14. If your response to item number 13 is "inadequate" which of the following mechanisms are employed by your institutions to curb financial constraints?

a. Government budget reallocation ☐ b. Providing training service ☐

c. consultancy service ☐ d. sales of products produced during training ☐

e. other_____

15. How do you rate the training facilities and equipments in your institution?

a. Very adequate ☐ b. adequate ☐ c. inadequate ☐

16. If your answer to question number 15 is "inadequate" the reason is:

a. Financial problem ☐ b. Lack of trained personnel ☐

c. other _____

17. The partnership between TVET institutions and employer organizations in order to facilitate the employment opportunities of graduates?

a. Strong ☐ b. Average ☐ c. Weak ☐ d. No relation ☐

18. Is there partnership between TVET institute and apprenticeship providing organization in order to facilitate the apprenticeship program?

a. Yes ☐ b. No ☐

19. If your answer to question 18 is "yes" how do rate the performance of the TVET Institutions and the apprenticeship providing organizations?

Item	High	Medium	Low
Performance of vocational counselors assigned to follow up the training			
Guidelines and plans in common to conduct the apprenticeship training			
Work place mentor (coach) to guide the apprentices.			
The faire and objective evaluation of the performance of the apprentices			
Offering of apprenticeship according to the existing modules or field of study.			
The awareness of apprenticeship providing organizations on the program.			

20. Is there labor market information system in your institution?

a. Yes ☐ b. No ☐

21. If yes, which of the following labor market monitoring and analysis techniques are frequently used by your institution?

a. Occupational analysis ☐ b. Vacancy Study ☐ c. Tracer Study ☐

d. training need assessment ☐

e. establishing strong relationship with enterprise ☐ f. other _____

22. If your response for question number 18 is "No", why?

a. No unit for labor market monitoring ☐ b. lack of trained manpower ☐

c. Financial Problem ☐ d. other _____

23. How do you rate the availability of employment opportunity in government organization?

a. High ☐ b. Medium ☐ c. Low ☐ d. No opportunity ☐

24. How do you rate the availability of employment opportunity in private organization?

a. High ☐ b. Medium ☐ c. Low ☐ d. No opportunity ☐

25. How do you rate the availability of employment opportunity in NGOs?

a. High ☐ b. Medium ☐ c. Low ☐ d. No opportunity ☐

26. How do you rate the availability of self employment opportunity?

a. High ☐ b. Medium ☐ c. Low ☐ d. No opportunity ☐

27. How do you assess the availability of self employment opportunities with respect to:

Item	High	Medium	Low	Not available/No access
Access to credit				
Access to raw material				
Access to market				
Entrepreneurial skill of graduates				
Graduates' willingness				
Parents' willingness				
Other supports that facilitate self employment				

28. What major problems do you observe in the employment opportunities of graduates of TVET?

_____

_____

_____

_____

29. Please express the factors that influence the wage and self employment of graduates?

_____

_____

_____

_____

Thank you!

Appendix-8

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ፕሮግራም
የንግድ ሥራ ትምህርት ክፍል
ለቀጣሪ ድርጅቶች የተዘጋጀ መጠይቅ

ይህ መጠይቅ ለቴ/ሙያ ትምህርትና ሥልጠና ከመንግስትና መንግስታዊ ካልሆኑ ተቋማት ተመርቀው ሥራ የማግኘት ሁኔታንና የምንዳ ስራ ለማግኘትና የራሳቸውን ሥራ ለመፍጠር እንቅፋት የሚሆኑ ነገሮችን ለማጥናት የሚያስችል ነው። የዚህ መጠይቅ ስኬት በእርስዎ ታማኝነት፣ግልጽነትና ኃላፊነት ላይ የተመሠረተ ነው።

እባክዎ መጠይቁን ሲሞሉ፡

- ስም መጻፍ አያስፈልግም
- አማራጭ መልስ ሲያገኙ በመልስ መስጫ ሳጥን ውስጥ ይህን ምልክት ይጠቀሙ"√ "
- በክፍት ጥያቄዎች አስተያየቶን በደንብ ይግለጹ

ስለትብብርዎና ስለጊዜዎ እናመሰግናለን።

1. ድርጅትዎ የምያመርተው ምርት/የሚሠጠው አገልግሎት አይነት

   ሀ. የፍጆታ ዕቃዎች ☐

   ለ. የመለዋወጫ ዕቃዎች ☐

   ሐ. የቢሮ ዕቃዎች ☐

   መ. የተለያዩ አገልግሎቶች ☐

   ሠ. ሌላ _____

3. የምርትዎ/የአገልግሎትዎ የገበያ ተወዳዳሪነት

   ሀ. ከፍተኛ ☐ ለ.መካከለኛ ☐ ሐ. ዝቅተኛ ☐

4. ለጥያቄ ተራ ቁጥር 3 መልስዎ ዝቅተኛ ከሆነ ምክንያቱ

ሀ. የጥራት ማነስ ☐ ለ. የገበያ ያለመኖር ☐

ሐ. ሕብረተሰቡ ለምርቱ/ለአገልግሎቱ ያለው ግምት ዝቅተኛ መሆን ☐

መ. ሌላ _____

5. የምርትዎ/የአገልግሎትዎ ጥራት አነስተኛ ከሆነ ምክንያቱ

ሀ. በቂ ሙያና ክህሎት ያላቸው ተመራቂዎች እጥረት ☐

ለ. የገንዘብ እጥረት ☐

ሐ. ሌላ _____

6. የቴ/ሙያ ተመራቂዎች በድርጅትዎ ይገኛሉ?

ሀ. አዎ ☐ ለ. የሉም ☐

7. በጥያቄ ተራ ቁጥር 6 መልስዎ አዎ ከሆነ በተመደቡበት የሥራ መስክ ብቃታቸውንና ውጤታማነታቸውን እንዴት ያዩታል?

ሀ. እጅግ ባጣም ጥሩ ☐ ለ. በጣም ጥሩ ☐ ሐ. በቂ ነው። ☐

መ. ከበቂ በታች ☐

8. በጥያቄ ተራ ቁጥር 7 መልስዎ ከበቂ በታች ከሆነ ምክንያቱ

ሀ. የክህሎት ማነስ ☐ ለ. የልምድ ማነስ ☐

ሐ. ሌላ_____

9. የተማሪዎችን ክህሎትና ልምድ ከሥራቸው ጋር ያለውን ተዛምዶ እንዴት ያዩታል?

ሀ. ከፍተኛ ☐ ለ. መካከለኛ ☐ ሐ. ዝቅተኛ ☐

10. የቴ/ሙያ ተመራቂዎች በድርጅትዎ ካሉ ከየትኛው ማሠልጠኛ ተቋም የተመረቁ ናቸው?

ሀ. ከመንግስት ማሠልጠኛ ተቋም ☐

ለ. መንግስታዊ ካልሆነ ማሠልጠኛ ተቋም ☐

ሐ. ከግል ማሠልጠኛ ተቋም ☐

11. ከየትኛው ማሠልጠኛ ተቋም የተመረቁ የተሻለ የሥራ አፈጻጸም አላቸው?

ሀ. የመንግስት ተቋም ተመራቂዎች ☐

ለ. መንግስታዊ ያልሆኑ ተቋም ተመራቂዎች ☐

ሐ. የግል ተቋም ተመራቂዎች ☐

12. የተሻለ የሥራ አፈጻጸም እንዲኖራቸው ያደረገው ምክንያት(ከአንድ በላይ መምረጥ ይቻላል)

ሀ. ጥራት ያለው ሥልጠና ስላገኙ ☐

ለ. ጥሩ ስነምግባርና ቁርጠኝነት ስላላቸው ☐

ሐ. ሌላ_____

13. በርስዎ ድርጅትና በመንግስት ቴ/መ.ያ ተቋማት ያለው ግኑኝነት

ሀ. ጠንካራ ነው ☐ ለ. መካከለኛ ነው ☐ ሐ. ደካማ ነው ☐

መ. ምንም ግኑኝነት የለውም ☐

14. በርስዎ ድርጅትና በግል ቴ/መ.ያ ተቋማት ያለው ግኑኝነት

ሀ. ጠንካራ ነው ☐ ለ. መካከለኛ ነው ☐ ሐ. ደካማ ነው ☐

መ. ምንም ግኑኝነት የለውም ☐

15. በርስዎ ድርጅትና መንግስታዊ ባልሆኑ ቴ/መ.ያ ተቋማት ያለው ግኑኝነት

ሀ. ጠንካራ ነው ☐ ለ. መካከለኛ ነው ☐ ሐ. ደካማ ነው ☐

መ. ምንም ግኑኝነት የለውም ☐

16. በርስዎ ድርጅትና በቴ/መ.ያ ማሠልጠኛ ተቀዋማት መካከል የሠልጣኞችን የሥራ ላይ ልምምድ ዕድል ለማስፋት የሚደረግ ግኑኝነት አለ?

ሀ.. አዎ ☐ ለ. የለም ☐

17. በጥያቄ ተራ ቁጥር 17 መልስዎ አዎ ከሆነ የድርጅትዎንና የማሠልጠኛ ተቋሙን የሥራ አፈጻጸም በሚከተሉት ነጥቦች አኳያ እንዴት ያዩታል?

ተግባራት	ከፍተኛ	መካከለኛ	ዝቅተኛ
ከቴ/መ.ያ ተቋማት ሠልጣኞችን ለመከታተል የሚመደቡ አማካሪዎች የሥራ አፈጻጸም ሁኔታ			
የሥራ ላይ ልምምዱን ለማካሄድ የሚረዱ የጋራ መመሪያና ዕቅዶች			
ሠልጣኞችን ለመከታተል ከድርጅቶች የሚመድቡ ባለሙ.ያ የስራ አፈጻጸም ሁኔታ			
የተለማማጆችን የሥራ አፈጻጸም በትክክለኛ መንገድ የመመዘን ሁኔታ			
የሥራ ላይ ልምምዱ ከተማሩት ሙ.ያና መዳዩል አኳያ ያለው ተዛምዶ			
የሥራ ላይ ልምምድ ዕድል የሚሠጡ ድርጅቶች ስለ ፕሮግራሙ ያላቸው ግንዛቤ			

18. ድርጅትዎ ለሥራ ላይ ልምምድ ለሠልጣኞች እድል ሲሠጥ ወይንም የቴ/ሙያ ተመራቂችን ሲቀጥር ከመንግስት የሚያገኘው ድጋፍ/ማነቃቂያ አለ?

ሀ. አዎ ☐ ለ. የለም ☐

19. በቂ የሆነ የቴ/ሙያ ተመራቂዎች የስራ ዕድል አለ ብለው ያምናሉ? ቢያብራሩ

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20. የቴ/ሙያ ተመራቂዎች የሥራ ዕድል ሊያሳድጉ የሚችሉ መንግዶችን ቢገልጹ

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አመሰግናሁ!

Appendix-9

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ፕሮግራም
የንግድ ሥራ ትምህርት ክፍል
ለቴ/ሙያ ትምህርትና ሥልጠና ተመራቂዎች የተዘጋጀ መጠይቅ

ይህ መጠይቅ ለቴ/ሙያ ትምህርትና ሥልጠና ከመንግስትና መንግስታዊ ካልሆኑ ተቋማት ተመርቀው ሥራ የማግኘት ሁኔታንና የምንዳ ስራ ለማግኘትና የራሳቸውን ሥራ ለመፍጠር እንቅፋት የሚሆኑ ነገሮችን ለማጥናት የሚያስችል ነው። የዚህ መጠይቅ ስኬት በእርስዎ ታማኝነት፣ግልጽነትና ኃላፊነት ላይ የተመሠረተ ነው።

እባክዎ መጠይቁን ሲሞሉ፡

- ስም መጻፍ አያስፈልግም
- አማራጭ መልስ ሲያገኙ በመልስ መስጫ ሳጥን ውስጥ ይህን ምልክት ይጠቀሙ"√ "
- በክፍት ጥያቄዎች አስተያየቶን በደንብ ይግለጹ

ስለትብብርዎና ስለጊዜዎ እናመሰግናለን።

1. የተመሩቁበት ተቋም _____
2. ተቋሙ ይዞታ

   ሀ. የመንግስት ☐ ለ. መንግስታዊ ያልሆነ ድርጅት ☐

   ሐ. የግል ☐

3. ጾታ ሀ. ወንድ ☐ ለ. ሴት ☐

4. ዕድሜ ሀ. 17-25 ☐ ለ. 26-35 ☐ ሐ. 36-45 ☐ መ. ከ45 በላይ ☐
5. የተመረቁበት የትምህርት ዓይነት_____
6. አሁን ያሉበት የሥራ ሁኔታ

   ሀ. የደመወዝ ቅጥረኛ ☐ ለ. የግል ሠራተኛ ☐

   ሐ. በማሕበር ተደራጅተው በመሥራት ላይ ያሉ ☐ መ. ሥራ አጥ ☐

7. የግል ሠራተኛ ከሆኑ ድርጅቱን እንዴት መሠረቱ

ሀ. በቤተሰብ ድጋፍ ☐ ለ. በአዲስ ብድርና ቁጠባ ተቋም ☐

ሐ. በባንክ ብድር ☐ መ. ሌላ_____

8. የምርትዎ ወይም የአገልግሎትዎ ውጤቶች የገበያ ተወዳዳሪነት ደረጃ

ሀ. ከፍተኛ ☐ ለ. መካከለኛ ☐ ሐ. ዝቅተኛ ☐

9. ለጥያቄ ተራ ቁጥር 9 መልስዎ ዝቅተኛ ከሆነ ምክንያቱ

ሀ. ጥራቱ ዝቅተኛ ስለሆነ ☐ ለ. ገበያ ስለሌለው ☐

ሐ. ማህበረሰቡ ለምርቱ የሚሠጠው ግምት ዝቅተኛ ስለሆነ ☐

መ. ሌላ _____

10. ምርትዎ ወይንም አገልግሎትዎ ጥራቱ ዝቅተኛ ከሆነ ምክንያቱ

ሀ. የሙያና የልምድ ማነስ ☐ ለ. የገንዘብ እጥረት ☐

ሐ. ሌላ _____

11. በማሕበር ተደራጅተው የሚሠሩ ከሆነ ማሕበሩን እንዴት መሠረቱ?

ሀ. በሠለጠኑበት ቴ/ሙያ ተቋም ድጋፍ ☐ ለ. በቀበሌ አስተዳደር ድጋፍ ☐

ሐ. በጥቃቅንና አነስተኛ ድርጅት ተቋም ድጋፍ ☐ መ. በራስዎ ☐

ሠ. ሌላ _____

12. የማሕበሩ የገንዘብ ምንጭ

ሀ. የግል አስተዋጽኦ ☐ ለ. ከአዲስ የብድርና ቁጠባ ተቋም ☐

ሐ. የባንክ ብድር ☐ መ. ሌላ _____

13. ማሕበራትን ለማቋቋም የተመራቂዎች ፍላጎት

ሀ. ከፍተኛ ☐ ለ. መካከለኛ ☐ ሐ. ዝቅተኛ ☐

14. መልስዎ ለጥያቄ ተራ ቁጥር 14 ዝቅተኛ ከሆነ ምክንያቱ

ሀ. ምርታማ ለመሆን የወደፊት ተስፋ ያለመኖር ☐

ለ. ስለገበያ ሁኔታ ያለማወቅ ☐

ሐ. ማሕበረሰቡ ስለማሕበራት ውጤታማነት ላይ ያለው ግንዛቤ ማነስ☐

መ. ሌላ_____

15. የመሥሪያ ቦታ በመሥጠት የክ/ከተማው/የቀበሌው ድጋፍ

ሀ. እጅግ በጣም ጥሩ ነው ☐ ለ. በጣም ጥሩ ነው ☐

ሐ. ጥሩ ነው ☐ መ. በቂ ነው ☐

ሠ. በቂ አይደለም ☐

16. ለምርትዎ ውጤቶች የመሸጪያ ቦታ በመስጠት የክ/ከተማው/የቀበሌው ድጋፍ

ሀ. እጅግ በጣም ጥሩ ነው ☐ ለ. በጣም ጥሩ ነው ☐

ሐ. ጥሩ ነው ☐ መ. በቂ ነው ☐

ሠ. በቂ አይደለም ☐

17. የተማሩት የሙያ ሥልጠናና አሁን ያለው የሥራ ተዛምዶ

ሀ. ከፍተኛ ☐ ለ. መካከለኛ ☐ ሐ. ዝቅተኛ ☐

18. አሁን ባሎት ስራ ይረካሉ?

ሀ. አዎ ☐ ለ. አልረካም ☐

19. ለጥያቄ ተራ ቁጥር 19 መልስዎ አልረካም ከሆነ ምክንያቱ

ሀ. ገበያ ስለሌለ ☐ ለ. የወደፊት ተስፋ ያለመኖር ☐

ሐ. ጥሩ ያልሆነ የሥራ ሁኔታ መኖር ☐ መ. ዝቅተኛ ደመወዝ ☐

ሠ. ሌላ _____

20. ሥራ አጥ ከሆኑ ሥራ ማግኘት ያልቻሉበት ምክንያት

ሀ. የሥራ ልምድ ማጣት ☐

ለ. የሚፈለገውን የትምህርት ደረጃ ያለማሟላት ☐

ሐ. የሥራ ዕድል ያለመኖር

መ. የቀጣሪዎች ለቴ/ሙያ ሥልጠና ያላቸው ግንዛቤ አነስተኛ መሆን ☐

መ. ሌላ_____

21. ሥራ አጥ ከሆኑ ምን ያህል ጊዜ ሆኖታል?

ሀ. አንድ ዓመት ☐ ለ. ሁለት ዓመት ☐ ሐ. ሦስት ዓመት ☐

22. ሥራ አጥ ከሆኑ የራስዎን ሥራ ለመፍጠር ሞክረዋል?

ሀ. አዎ ☐ ለ. አልሞከርኩም ☐

23. ለተራ ቁጥር 23 መልስዎ አዎ ከሆነ ምን ችግር ገጠሞት ?

ሀ. የገበያ እጦት ☐ ለ. የመስሪያ ቦታ እጦት ☐

ሐ. ምርትዎን/አገልግሎትዎን የሚሸጡበት ቦታ እጦት ☐

መ. የገንዘብ ችግር☐ ሠ. ሌላ_____

24. ለተራ ቁጥር 23 መልስዎ አይደለም ከሆነ ምክንያቱ

ሀ. የገንዘብ ችግር ☐ ለ. የሥራ ፈጠራ ክህሎት ማነስ ☐

ሐ. ሌላ_____

25. ሥራ ላማግኘት ምን ያህል ጊዜ ማስታወቂያ ተከታትለዋል?

ሀ. አንድ ጊዜ ☐ ለ. ዘወትር በክትትል ላይ ያሉ ☐

ሐ. ክትትል ያላደረጉ ☐

26. ለጥያቄ ተራ ቁጥር 26 መልስዎ አንድ ጊዜ ወይም ምንም ክትትል ያላደረጉ ከሆነ ምክንያቱ

ሀ. የሥራ ዕድል ባለመኖሩ ተስፋ በመቁረጥ ☐

ለ. የሥራ ዕድል ቢኖርም ለአንድ ማስታወቂያ የሚቀርበው ተወዳዳሪ መብዛት☐

ሐ. ሌላ_____

27. የእርስዎ ማሕበር ወይም ድርጅት ከሠለጠኑበት ተቋም ጋር ያለው ግኑኝነት

ሀ. ሠንካራ ☐ ለ. መካከለኛ ☐ ሐ. ደካማ ☐

መ. ምንም ግኑኝነት የለውም ☐

28. የሠለጠኑበት ተቋም ሥራ ፈጣሪ ሙያተኛና ምርታማ ዜጋ ለማፍራት ምን ችግር አለበት?

ሀ. ለቦታው በቂ ሥልጠና እና ለምድ ያላቸው አሠልጣኞች ችግር ☐

ለ. የማሠልጠኛ ግብአቶች እጥረት ☐

ሐ. ካለው የገበያ ሁኔታ ጋር ተዛመዶ የሌለው ሥርዓተ ትምህርት ☐

መ. ሌላ_____

29. የቴ/ሙያ ተመራቂዎችን የሥራ ዕድል ከመፍጠር አኳያ አስተያየቶን ቢገልጹ

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30. በማህበር ተደራጅተው በመሥራቶ ምን ጥቅም አግኝተዋል? ምን ችግር አለ ብለው ያምናሉ?

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አመሰግናለሁ!