

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**FACTORS AFFECTING SELF EMPLOYMENT OF UNEMPLOYED
GRADUATES OF GOVERNMENT TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING COLLEGES IN AMHARA NATIONAL
REGIONAL STATE**

By

Molla Wondifraw

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OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF ARTS IN
EDUCATIONAL PLANNING AND MANAGEMENT

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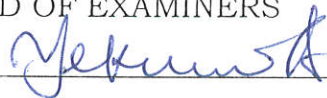
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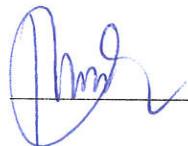
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The following Abbreviations and acronyms are used in the study:-

ACSI:- Amhara Credit and Saving Institution

ANRS: Amhara National Regional State

ESDP: Education Sector Development program

LMIS: Labour Market Information system

MoE: Ministry of Education

TVET: Technical and Vocational Education and Training

UNESCO: United Nation Education, Science and Cultural Organization

WAPO: Woreda Associations Promotion Office

WSMEO: Woreda Small and Micro Enterprises Office

Abstract

The main purpose of this study was to undertake an assessment of factors that affect self-employment of unemployed graduates of government TVET colleges of ANRS. To this end, answers to the basic questions pertaining to suitability of the rules and regulations of ACSI and town municipalities, the level of support provided by WSME and WAP Offices, the relevance of the trainings provided by the colleges and the availability of inputs such as market access, credit access, premises etc., and measures to be taken were sought for. The research methodology employed in this study was descriptive survey. Accordingly, survey questionnaires and interview questions items were prepared and pilot tested and administered to a sample of 858 subjects composed of 6 deans, 140 instructors, 600 trainees and 112 unemployed graduates. A total of 834 (97.2%) of the questionnaires were properly filled in and returned. In addition to this interview and document analysis were made to collect the necessary information. Results obtained were analyzed by using descriptive method such as percentage and chi-square test. The findings of this study indicates that the rules and regulations of ACSI and town municipalities were not suitable, the level of support provided by WMSE and WAP offices was low, the trainings provided by the colleges were not relevant. Moreover, trainees and unemployed graduates did not have the required and favorable attitude towards self-employment. Thus, to alleviate the above problems, recommendations were forwarded. Hence, all factors that negatively affect the effort of TVET graduates of the colleges of the region should be avoid and hence make the environment favorable. Besides, ANRS TVET Agency and the respective colleges of the region should be pay attention to the relevance of TVET programs. To this end, the curriculum of TVET which is brought from MoE should be adapt to the specific situation of the region and design in line with providing knowledge and skills which are required by the local labour market. Hence, enable graduates to create their own jobs.

CHAPTER ONE

Research Problem and Its Approach

1.1 Background of the Study

Technical and vocational education and training (TVET) is one of the most powerful instruments for economic, social and political development. It is a means for enabling all members of the community wisely use modern technologies and help to their problems. It has also a great impact in producing skilled manpower that has substantial role in the development of the country. Hence, many countries recognized the importance of TVET and have been taking different measures since last three decades to maximize its effectiveness in their education system (UNESCO, 1999).

Specially, in developing countries, providing TVET is often posited as a cure for the large-scale unemployment of young people that is a widespread and persistent social and economic problem. The logic assumes that young people can possess specialized skill required either by employers or for successful self-employment. However, with modern sector economic and employment growth stagnant in many developing countries and declining in some, the capacity of self-employment to generate productive employment is of intense policy interest (Middleton, Ziderman and Adams (1993: 55). Furthermore, these Author s(1993: 55) stated as follows:

Training as a solution to youth unemployment has not proven viable; this is because in the absence of job opportunities, the acquisition of labor market skills does not lead to enhanced employment: TVET alone does not provide jobs. The principal causes of youth unemployment are demographic and macro economic, not lack of skills. In many countries, wage-employment in the modern sector is small compared with the number of people with post secondary education and training who are entering the labor market, and the number of wages jobs is growing very slowly. In many countries, there are many labor market entrants for every vacancy.

Thus, providing training alone could not be solution for unemployment, unless additional new jobs are created. This is because in many countries particularly in developing countries, the supply of skilled manpower exceeds the demand of the labour market in which wage employment has a big share. On the other hand, now a day wage employment possibility is limited as compared to the number of job seekers in many countries particularly in developing countries including Ethiopia. Hence, unemployment becomes more chronic problem and sources of social and political instability of many countries. This fact shows that training programs of training institutions of our country

need to focus and on prepare trainees mainly for creating their own job rather than seeking the white-collar jobs.

The introduction of TVET program in the education system is, therefore, believed to be a strategy to transform education system so that it effectively combats unemployment by offering the youth life skills that should not necessarily lead to wage employment but certainly to self employment that may have significant role in economic development and solving the problem of unemployment (Hoppers and Komba, 1995: 218). In relation to this, ESDP III (2005: 50) stated as follows:

The Government national development endeavor demands the supply of skilled human power at different levels. The realization of this endeavor requires the entry of young people into agriculture related job opportunities, including small scale industries and strategies that encourage young people to become self employed based on a firm education and training background, including training in a wide variety of work related skills through TVET programs.

Based on the above idea, in the current Ethiopia TVET system, a number of TVET programs at different levels are defined, which leads to different certificate levels. These comprise after completion of grade 10 middle level trainings, after completion of grade 8 junior level trainings, as well as basic level trainings accessible to school dropouts after completion of grade 4 (MoE, 2003: 3). The aim of all these programs is not only to train manpower for the development program that the country is in process of implementing, but is also intended to prepare the trainees to create jobs by themselves and contribute to the national development effort (MoE, 2002: 90-91).

To achieve these major objectives and hence make TVET be effective, the training programs should be geared toward producing graduates who can do things rather than who pass exams. Thus, the effectiveness of TVET depends fundamentally on the extent to which trained graduates use their skill in wage as well as self-employment.

However, the reality of the country shows a different thing. Due to lack of flexibility of the curriculum, stagnant employment, mismatch between market demand and supply of skilled manpower (Wanna and Beyene, 1996: 3), most of graduates are job less.

Similarly, Amare and Temechegn (2002:104) indicated that the profile of graduates of our educational system including TVET has been in doubt by different stakeholders. This is because

their creativity, innovative and ability to solve the problem they faced were not real in the Ethiopian context.

This situation is therefore, characterized by creating large number of unemployment, especially among skilled and educated youths throughout the country and graduates contribution to the development of the national economy is below expectation (Nigatwa, 1989: 4-5).

Further more, In recent years TVET institutions and colleges have been expand and hence large number of graduates are being completed their training every year. On the other hand, the capacity of modern sector to absorb a rapidly growing supply of labour becomes low. Consequently, the problem has seriously worsened. In other words, since poor economy of the country cannot adequately absorb TVET graduates, the problem becomes more serious (Yekunoamlak, 2000: 3).

By the same token, there are 10 TVET Colleges and 12 institutions in Amhara National Regional State. And large amount of budget has been allocating to these training centers since implementation of the new TVET strategy begun in 2001. Hence, large number of trainees particularly youngsters are being completed their training in each year. For instance in 2003, 1998 trainees were graduated in 10+1 level but only 368 (18.41%) of them were employed, out of them only 1.05% were self-employed. This is because graduates prefer to remain unemployed till they could be wage-employed, since there were many external problems which are negatively affect the effort of graduates to become self-employed (Tracer study conducted in 2004/05 by ANRS TVET Agency, see appendix C). To this end, the effectiveness of TVET system is in a challenging situation. This is true in Amhara National Regional State.

As long as economy of the country cannot absorb all graduates, other alternatives that enable graduates to create jobs by themselves should be considered and appropriate situation has to be devised. But in reality, there is complexity of bureaucracy, and rules and regulations, and different inputs by which graduates can create their own job such as access to credit, access to market and obtaining business shelter or premises etc. are not easily available. In addition to this, interest of graduates, different environmental conditions, and culture of the society have their own negative impact.

Hence, many TVET graduates remain unemployed for many years and exposed for several social problems since the situation was not favorable to other employment alternatives other than wage employment that is short in supply. Consequently, huge army of unemployed TVET graduates is

increasing from time to time and the effectiveness of the TVET system becomes a challenge at national level in general and in Amhara National Regional State in particular. It is, therefore, serious matter to all concerned bodies such as policy makers, manpower planners, educationalist etc.

1.2 Statement of the Problem

Countries in the world recognized that developing human resource which could be realized through relevant education and training is a basic and an important factor to achieve economic and social changes. Hence, schools everywhere are being asked to prepare the youth for the job of tomorrow, and technical and vocational education and training (TVET) has an important role to play in this process. The multidisciplinary nature of TVET and its supposedly close links to the world of work make it one of the education sectors that contribute most to the training of skilled labor. It is a way to employment and the possibility of social advancement. Technical and vocational education and training is, therefore, considered essential because a country cannot achieve its economic and social development without a skilled productive labor force that can meet the changing requirements of its environment (Wanna, 2000; Wanna: 1999:60).

Recently, many government and private TVET colleges are opened throughout the country. The colleges aimed to produce capable middle level technicians for the labor market that economy needs. It is also believed that the system helps to reduce the problem of unemployment (MoE, 2002). As a result, every year huge number of trainees are placed in, and are graduating from TVET colleges. However, as to the student researcher's experience (work experience in TVET institutions) is concerned, most of TVET graduates are jobless. Definitely this is the difficulty and challenging situation confronting TVET at the national level in general and in Amhara region in particular. This reality is confirmed by the tracer study that was conducted in 2008 by the Amhara National Regional State TVET Agency on 2005/06 TVET graduates who graduated from government TVET centers of the region. This tracer study shows the following major findings that indicate the employment status of the target Government TVET College graduates of the region in 2005/06.

Table 1: Employment Status of 2005/06 Government TVET Centre graduates in ANRS

Training Programs /Levels	Total number of graduates			Employed Graduates				Unemployed Graduates	
				Wage employed		Self employed			
	M	F	T	No.	%	No.	%	No.	%
10+1	408	959	1367	176	12.87	78	5.7	1113	81.42
10+2	994	1252	2246	788	35.08	207	9.22	1251	55.71
Total	1402	2211	3613	964	26.68	285	7.89	2364	65.43

Source: Amhara National Regional State TVET Agency

The finding of this tracer study indicated that only 26.8% and 7.89% of graduates could be wage and self employed respectively .The remaining 65.43% of graduates were unemployed. This fact shows that limited capacity of national economy of the country cannot absorb all TVET graduates .On the other hand, due to many reasons; number of self-employed graduates was insignificant. Thus, now a day depending on wage employment in modern sector is not the right way of strategy in many countries particularly in developing countries like Ethiopia. This situation calls to pay attention to the other possible alternative that enable graduates to be self-employed .This is because providing only training is not an end by itself unless graduates could be employed.(Wanna; 2000; Getachew, 2005:44).

In relation to this MoE (2005: 11) stated as follows:

TVET is an instrument for producing technician equipped with practical knowledge, who unlike in the past, would be job creators rather than expecting jobs to be provided by Government.

Generally, providing training without job opportunity is nothing more than waste of scarce resources. Therefore, the government, TVET colleges, graduates, and the community should understand the importance of self- employment for individuals and the development of the country.

Thus, the general objective of this study was assess problems that hinder self- employment of Government TVET college graduates in Amhara National Regional State. In light of this, the specific objectives of this study were:

1. To assess the accessibility of credit, market, premises and other inputs to self-employment of graduates.
2. To see the extent of suitability of legal frameworks, and management of different concerned bodies to self-employment.
3. To assess the relevance of TVET training programs to self-employment.
4. To examine the attitude of trainees and graduates towards self-employment.
5. To assess the competence of TVET graduates to become self-employed.
6. To identify major problems and to suggest possible solutions in order to improve the opportunity of graduates in self-employment.

Accordingly to meet the objectives of the study, the following basic questions were addressed as a guide for treating the problems related to self-employability of graduates of Government TVET College in Amhara National Regional state.

1. What is the condition of rules and regulations, and readiness of ACSI (Amhara Credit and saving Institution) and city /town municipalities to support graduates?
2. To what extent are woreda Small and Micro Enterprise (WSME) and Associations Promotion (WAP) Offices supportive for graduates?
3. To what extent are training programmes of the TVET colleges relevant and employ labour market information system to improve self-employment?
4. Do graduates acquire adequate skills and knowledge and have interest to create their own job?
5. To what extent is the local market accessible to absorb the product and service of self-employed graduates?
6. What is the attitude of trainees and graduates towards self-employment?

1.3 Significance of the Study

Technical and vocational education and training for wage employment is becoming expensive, since supply of labour exceed the capacity of modern sector. Hence, the rate of unemployment among TVET graduates is increasing. Giving attention to self-employment is, therefore, very sensitive and timely issue for TVET system of the country. And the study is expected to have the following contributions:-

1. The study may provide some information about the current status of TVET programs in relation to self-employment.
2. It helps to identify the factors that affect self-employment of TVET graduates.
3. It could have importance to provide some suggestions that used to take corrective measures to alleviate the problems.
4. It may assist researchers by providing highlight for further research on self-employment of TVET graduates.

1.4 Delimitation of the study

This research is delimited to Amahra National Regional State, this is because out of 269 TVET centers, and 123, 557 TVET trainees of the country, 68 (25.8%) and 32, 717 (26.4%) of TVET centers and trainees are found in this region respectively (MOE, 2007: 11). Hence, the findings of this study may show the total picture of the problem on which the study is focused. The study is also delimited to Government TVET graduates, because most of TVET graduates of the region are Government TVET graduates (MOE, 2007: 95). In addition to this, the study is delimited to Government TVET Colleges, since out of the total Government TVET graduates of the region, most of them were graduated from Government TVET Colleges of the region. Moreover, 10+1 and 10+2 levels were chosen, this is because most of the Government TVET colleges of the region (7 out of 10) have been providing training at 10+3 level since September 2007 and hence most graduates of the target colleges are trained in 10+1 & 10+2 levels and the problem was seriously found at these levels.

The training fields covered by the study were building construction (wood work and construction), manufacturing (General mechanics and machines), electricity/electronics and auto mechanics this is because the target training fields comprise the largest number of graduates and they prepare trainees mainly for self employment as compared to other training fields. Moreover, the research is focused to study the factors that affect self employment of graduates such as accessibility of inputs (access to credit, access to market, access to receive premises.), relevance of the trainings (practicality, work relatedness, demand driven and labour market oriented of the trainings), competence and interest of graduates, suitability of rules and regulations, and attitude towards self employment.

1.5 Limitation of the Study

It was extremely difficult to get unemployed and self-employed graduates. Therefore, the researcher used to get the respondents through other respondents who found earlier.

Moreover, graduates record (address) and tracer study that conducted by the target TVET colleges were not properly available and reliable due to various reasons. Hence, the researcher took the required information particularly the findings of the tracer study of the target TVET college from the regional TVET agency.

1.6 The Research Design and Methodology

1.6.1 Method:-

In an effort to investigate factors that affect self-employment, descriptive survey method was employed. This is because the study intended to make detail description and analysis of current factors that affect self-employment of graduates of Government TVET Colleges in Amhara National Regional State. Thus, the nature of the study needed wider description and investigation of facts and opinion related with problems of self-employment of unemployed graduates. Further more, the appropriateness of this method for describing what is happening currently and to get detail information about the problem has been emphasized by Seyoum and Ayalew (1989:17).

1.6.2 Sample Population and Sampling Techniques

Amhara National Regional State has 11 zones (10 – zones and 1 – special zone) and 10 Government TVET Colleges currently being offered training. Out of the 11 zones, 6 (54.5%) zones were chosen using purposive sampling techniques. The criteria used to select the sample zones were:-

- a) the presence of TVET colleges
- b) the presence of TVET college/s that have large number of graduates who have no any job /unemployed graduates.
- c) the presence of large number of graduates who graduated with the trades on which this study focused.
- d) long experience of TVET colleges in offering of training.

Therefore, two zones (Wagehemera and Kēmessie) were excluded because they had no any government TVET Colleges and the other two zones (Western Gojam and Awi) were also not

included in the sample zones because of two reasons, first they are found within short distance from their neighbor zones (Eastern Gojam and Bahir Dar). Second they have TVET Colleges that are new and have small number of unemployed graduates as compared to TVET Colleges of their neighbor zones and hence select Eastern Gojam and Bahir Dar zones so as to make coverage area of the sample zones balance and at the same time to focus on the zones where the study problem is found more seriously.

Moreover, South Wollo zone exclude from the sample zones because of two reasons; first it is found between north Shewa and north Wollo zones and hence select these two zones (north Shewa and North Wollo) as sample zones so as to make balance the coverage of the samples. Second TVET colleges which are found in these two sample zones have large number of graduates who are unemployed at the same time specialized in the fields of study on which this study is focused. Consequently one college from each zones i.e. 6 (60%) out of 10 Government TVET colleges of the region were chosen using purposive sample technique.

Hence, the student researcher included: D/Berhan, Woledia, D/Tabor, Gondar, Bahirdar and D/Markos Government TVET Colleges for the purpose of this study.

The sources of data were: trainees, instructors, deans, counselors, former graduates (both self-employed and unemployed), woreda heads of Amhara Credit and Saving Institution (ACSI), Small and Micro Enterprise (SME), and Associations Promotion (AP) Offices. Moreover, city/town municipality heads were included. So that, sampling techniques to be used were as follows:-

Since, the number of deans, counselors, heads of ACSI, WSME, WAP and town municipalities was small in number, the availability sampling technique was employed to incorporate all deans, counselors, woreda heads of ACSI, Small and Micro Enterprise and Associations Promotion Offices, as well as heads of city/town municipalities.

To collect data from trainees who were in different programs of 2007/2008 academic year, the researcher was first use stratified sampling technique by making strata of 10+1 and 10+2 levels of programs, and the four types of trades on which the study is focused to ensure that ideas of trainees from all areas and levels of training are incorporated. And then, in order to guarantee fair

representation of each group, the researcher was employ simple random sampling technique that may help to draw the sample respondents from each field of study.

In order to ascertain representation, 588 (31.4%) out of 1872 of trainees were included in the sample through stratified sampling techniques by making four strata based on the field of study/ trades in which the instructors currently are being offered training. And then, in order to guarantee fair representation of each group, the researcher was employ simple random sampling technique Accordingly, 177 (30.1%) trainees in building construction, 197 (33.5%) in manufacturing, 131 (22.27%) in electricity/electronics and 83 (14.13%) in auto mechanics made up of the sample trainees.

The other group of respondents comprises 417 TVET College instructors of 2007/2008 academic year. Out of these, 138 (33.09%) were included in the sample. Based on their distribution in different fields of study, the student researcher first use stratified sampling technique to ensure that ideas of trainers from all areas and levels of training were incorporated. And then, in order to guarantee fair representation of each group, the student researcher employed random sampling technique that may help to draw sample respondents from each field of study. Accordingly, 54(39.14%) instructors from building construction,46(33.33%) from manufacturing,13(9.42%) from auto mechanics and 25(18.11%) from electricity/electronics made up of the sample instructors.

Since it was quiet difficult to find all previous graduates (unemployed) of the colleges, by using snow ball sampling technique, and consulting graduates document, the data were collected from 102 graduates who are unemployed and are living within the towns where the colleges are located.

1.6.3 Data Sources

The data for the study were obtained from both primary and secondary sources. Primary data were collected from respondents: trainees, instructors, deans, counselors, graduates (both self employed and unemployed), heads of woreda Small and Micro Enterprise and Associations promotion, City/town municipalities, and representative of Amhara credit and saving Institution in the woreda.

Secondary data were obtained from relevant books, journals, and legal documents. Moreover reports, policies, strategies, programs, and other relevant documents of the colleges were reviewed

to obtain pertinent data such as the number, level, field of study and self employment status of graduates, and the number, qualification and service year of instructors, deans and counselors.

1.6.4 Instruments of Data Collection

Questionnaires, structured interview and observation were used to gather relevant information for the study. To gather relevant data from the respondents, questionnaires were employed, this is because it helps to gather data about the situation, practices and problems from large number of respondents. Accordingly, questionnaires were employed for unemployed TVET graduates, instructors, trainees and deans of the target TVET colleges. In order to get all the possible information from the respondents, the questionnaires included both open and closed ended items.

In order to get additional information, structured interview was prepared for heads of offices, self-employed graduates and college deans and counselors. Besides the student researcher was used observation and consult different TVET college programs and documents.

1.6.5 Procedures of Data Collection

The data gathering instruments were designed on the basis of the reviewed literature and the intended data to be collected. In order to test the validity of the questionnaire, pilot test was employed and fifteen questionnaires were distributed to trainees of Debreberahan TVET college who followed their training in the new TVET curriculum and for fifteen instructors of the same college.

On the basis of the feed back of the pilot study some vague statement were made clear and four unnecessary questions were rejected.

Moreover, the questionnaire which were filled by trainees and unemployed graduates were written in Amharic, this was because doing so would make the questions easier and clear to the respondents who might have difficulty in understanding English.

After correcting the pilot tested questionnaires, the actual distribution was followed and close supervision was exercised to ensure the questionnaire filling process conduct in the way to receive reliable and dependable data.

To maximize the quality of the response and the rate of return, the time convenient for respondents was arranged. The student researcher himself was made the objectives of the study clear to all sample respondents at the time of the questionnaire administration. In order to avoid confusion and to make the administration ease, a close follow up was maintained to correct problems that may arise during the filling of the questionnaire.

1.6.6 Data Analysis

Different methods of analysis relevant to each variable were employed to analyze the data gathered. Accordingly, appropriate analysis tools such as percentage and chi-square test were employed. Percentage was used to determine the relative standing of sample population such as age, sex, academic qualification and fields of specialization. The chi-square was employed where nominal and ordinal scales of measurement were used.

For all statistical tools, the statistical significance was at 0.05 level to tolerate error that might come due to chance.

1.7 Definition of Terms

Government Training Colleges:- means public or one own by government to which a pre-accreditation license or an accreditation certificate is issued by the appropriate accrediting certificate authority to engage in the provision of technical and vocational education and training (Federal Negarit Gazeta, March 1, 2004, No. 391/2004: 2553).

Graduates:- an individual who has satisfactorily completed all requirement of an educational program and has been awarded a diploma or certificate (Good, 1973: 264).

Self Employment:- the state of earning income directly from one's own business, trade or profession rather than as a specified salary or wage from an employer. (Morton, 1996: 2060).

Technical and Vocational Education and Training:- refers to all form and levels of Educational process involving, in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding relating to occupation in the various sectors of economic and social life (UNESCO, 1989: 2).

1.8 Organization of the Study

In the view of the main objective and coverage, this study is divided into four major chapters. Chapter one presents the problem and its approach. Chapter two treats review of literature. Chapter three deals presentation and analysis of data. Finally chapter four contains summary, conclusions and recommendations.

CHAPTER TWO

2 Review of Related Literature

2.1 Problem of Unemployment and Youth

Most developing countries including Ethiopia have a high population growth rate, which has resulted in a situation where over 20% of the current population is young people. Many young people leave the formal educational system each year, but only a small percentage of these school leavers find employment in the formal sector. The remainders become part of a growing unemployment problem. The effort and time spent by these young people to become educated and employed is of little value unless they can find employment and use their knowledge and skills productively (Neck and Nelson, 1987: 98; Central Statistical Agency, 2005).

This part of review of literature, therefore, discusses about this burning issue of our country i.e. current situation of unemployment, its consequence on youths particularly on TVET graduates.

2.1.1 The Current Situation

Ethiopia accounts for the largest youth population in sub-Saharan Africa and the lack of employment opportunities for Ethiopian young people is among the critical developing challenges facing the country and a key barrier to national efforts towards millennium development goals (Guarcello and Rosati, 2007: 1).

The absolute size of the national labour force was an estimated 32.2 million people in 2005, up from an estimated 12.9 million people in 1984. The total labour force is projected to double again in the next 25 years, which will place a huge strain on the labour market even under the most optimistic growth scenario. More than 80% of the labour force is employed in subsistence agriculture, with little difference in labour force composition between young people and adults. Most employed persons are informal sector casual workers (Central Statistics Agency, 2005).

Furthermore, the proportion of young people in the overall population has gone up over the last two decades. The 15-24 years cohort represented about 14% of the population in 1984 and about 20% of the population in 2005. The youth populations projected to grow in absolute terms from about 15 million in 2005 to 26 million in 2030, but will remain at about one-fifth of the overall population

during this period, out of the total number of young people of the country 50% are unemployed (Central Statistical Agency, 2005).

Similarly, Amhara National Regional State population accounts 19, 122,516. Its youth numbering around 5,218,640 (27.3%) of the nations and 682,822 of these live in urban areas where as 4,535, 818 of them live in rural areas. However, out of the total number of unemployed/job seekers of the region, 68.55% are youngsters whose age ranging from 18-29 (The Ethiopian Herald, 20 Dec.2007; Amhara National Regional Bureau of Labour and Social Affairs, 2007: 18).

These evidences show that unemployment of youth at national level in general in Amhara National Regional State in particular is a burning and timely issue, and urges attention from concerned bodies to solve the problem.

2.1.2 Consequence of Unemployment on Youth

It is often stated that a nation young people represents its future. It should naturally follow then those countries which provide their youth with appropriate knowledge and skills as well as productive work experience, are laying or renewing the foundation for future economic and social well being. Therefore, it must be regarded as cause for serious concern that, in recent years, against the backdrop of the global economic crisis, young people in increasing numbers have found themselves out of work and sometimes running out of hope (Nigam, 1986: 81).

Moreover, the young are the last to arrive on saturated labour market that is incapable of absorbing new labour because of labour absorption has become one of the most intractable problems in Africa including Ethiopia. The first to suffer from a weak labour market are the youth. As new comers, they are the ones who fail to secure gainful and productive employment because of the stagnation on the labour markets. As a consequence, they are bearing the burnt of the current employment crisis. The most vulnerable categories of youth are the teenagers, young women, and the educated youth. Adolescents are vulnerable to unemployment than young adults; and unemployment is highest among the educated youth (ILO, 1990: 109).

Similarly, the United Nation Department of Economic and Social Affairs (2006: 3) stated that people aged 15 to 24 are only a quarter of the worlds working population but they comprise half of its unemployed. Across the world the young remain more prone than other age groups to work

longer hours for lesser pay with little job security. In economic up turn, they are the last to be hired, and in down turns, the first to be fired.

Thus, young people are the most threaten social group by unemployment and requires much attention to solve their problems. Hence, government and other concerned bodies have to do much in order to make more opportunities for job. This is because without opportunities for young people to earn a living, intergenerational cycles of poverty will persist, further affecting societies already made vulnerable by HIV/AIDS, and food in security. In relation to this (Neck and Nelson, 1987: 67) stated as follows:-

In the developing world, the first priority will be to create jobs for the large masses of young people. This will have to take precedence over nationalist pride and traditional beliefs, slogans, sentiments, and resentments. It is a matter of survival and survival has priority.

Generally, lack of job opportunity for the young is an appalling waste of human resources, energy and creativity. This problem of young people assumes, therefore, special urgency training, education and above all new job creation in the case of developing countries including Ethiopia because of the particularly rapid growth of the already large young population (AU, 2007: 10).

2.1.3 Consequence of Unemployment on TVET Graduates

Unemployment among young people who have received TVET training and certificate seems today, in the great majority of developing countries, including Ethiopia, to pose a very serious problem which is challenging preconceived ideas about the general question of unemployment among young people. Only a few years ago, the question of unemployment principally concerned young people who had little or no education, and the classic theory blamed insufficient training for the difficulties experienced by these young people in finding jobs. Now the increasing numbers of young unemployed in a new category “graduates”, have revealed the need fundamentally to rethink the whole problem (Morio and Zoctizoum, 1980: 1).

The problem of unemployment of graduates may have so many causes, such as demographic factor, miss match between demand and supply of labour force, lack of employment-relevant training and inability of modern sector to absorb all graduates are among others. In order to solve these problems, the close interaction between employment and TVET makes it essential for the two to be considered simultaneously. Thus, it seems pointless to provide TVET without the certainty that it

will lead to employment. And hence, graduates may face with multidimensional problems which are arise from unemployment

(Getachew;2005:45-50).

Unemployment among graduates means lost what invest in human resources, lost individual identity, and of social life or the problem may arise in relation to occupation and social position of each graduate in the community. Moreover, it may also lead to question of usefulness to society, and traditional value. And above all, it may affect their hope to earn more money to support their families and to be independent (Standing, Sender and John: 1996: 23).

Therefore, in order to make effective TVET system and hence it enable graduates to be employed (wage or self), it is important to evaluate the system from the perspective of its effectiveness based on the employment related criteria. The criteria may include the percentage of trainees in gainful employment after training, how long after training it takes to be employed, employers' satisfaction with the performance of graduates, and the relevance of training to actual employment etc (AU, 2007: 9).

2.2 Types of Economy/Sectors and Employment

Generally speaking, economy of a given country may categorize into formal and informal. And individuals who are unemployed may have an opportunity to enter in one of these categories (Middleton in Getachew ;2005:42).

Thus, job seekers may have an opportunity to be employed either in the formal employment or in the informal employment. To end this, job seekers may receive skills through different ways including formal TVET. The type of skills they acquire may determine the type of employment they received. These are: wage employment in the modern sector that consists public and private sector, and self-employment that consists different forms in the informal sector (Middleton in Getachew, 2005: 42). Each of these categories is separately discusses below:-

2.2.1 Formal Sector

It is part of an economy that is regulated by government authorities, particularly in the areas of contracts and company law, taxation, and labour law. In this sector, enterprises are subject to formal

regulation and oversight. In relation to employment opportunity, it may involve employment in public (government or private) enterprises. But in most developing countries including Ethiopia the capacity of formal sector to absorb a rapidly growing supply of labour has always been constrained by the relatively small size of the modern economy and by budgetary limits to the number of person who can be employed by the public sector (ILO, 2003: 79; Ziderman in Getachew, 2005: 42).

Hence, according to ILO (2004: 80), in sub-Saharan Africa, employment in the informal economy is common. In many African countries, less than 10% of the labour force is employed in the formal economy. The other 90% are self-employed in the informal economy. Moreover, Nigma (1986: 89) and Yekunoamlak (2000: 16) stated that in view of the size of the employment problem in the urban setting, the informal sector in which self employment accounts for largest share must be viewed as a principal source of employment, and its schemes came in to scene so as to complement the formal sector.

2.2.2 Informal Sector

The informal sector is defined as ‘activities whose structures are not known: As regards the composition of the labour force, it is highly dependent on family labour. Its scope ranges over the whole spectrum of economic activities. Its made of production also varies, from the one-man firm selling a daily stock of every day needs to firms using simple tools. It is a part of sector of an economy that guarantees a livelihood to millions of people who would otherwise lack the means of survival. As a result it is acknowledged to be the corner stone of employment creation in most developing countries (ILO, 1984: 1, 45).

Similarly, Hope (2001:25) and ILO (1999:13) stated that the informal economy originally emerged as small enterprise activities in response to the problems of survival associated with rapid urbanization and unemployment in most African countries. It is, therefore, the major source of creating work mainly in developing countries including Ethiopia, this is because it consists micro and small enterprises which are labour-intensive and require low capital. ILO/JASPA (in Middleton, Ziderman and Admas ,1993: 125), likewise, confirmed that by and large it accounts for 60% of the urban labour force in most African countries.

To sum up, since most people in developing countries including Ethiopia are poor and there is a rapid growth of population, one of the alternatives that these peoples can be engaged and create their own income is through the informal sector which is labour intensive and require low capital. This is true in most large and small cities and towns of our country that involve large portion of poor people who are engaged in different informal activities such as shoe polish, selling bread, enjera and other different commodities on the street etc, even though, its insignificant share in the national economy is low. Consequently, despite its insignificant contribution to national economy, it is the major source of income and means of survival for millions of poor people in Ethiopian.

2.3 Meaning of Entrepreneur and Entrepreneurship

The evolution of these two concepts have generated many definitions, but perhaps a recent meanings/definitions given by some authors are used for the purpose of this study:-

2.3.1 Entrepreneur

An entrepreneur may be define as a person who is able to look at the environment, identify opportunities to improve the environment, marshal resources, and implement action to maximize those opportunities. In non-work situation, entrepreneurs may be considered those persons who improve social and economic condition in local communities (Neck and Nelson, 1987:7).

Similarly, Holt (1992: 7), stated that the term entrepreneur may be properly applied to those who incubate new ideas, start enterprise based on those ideas and provide value to society based on their independent initiative. Moreover, entrepreneurs have vision for growth, commitment to constructive change, persistence to gather necessary resources, and energy to achieve unusual results.

It can, therefore, be inferred that any person who have initiative and skills can be entrepreneur. And it is one of the alternatives to make more job opportunities to the people who are unemployed including young TVET graduates.

2.3.2 Entrepreneurship

Entrepreneurship is the dynamic process of creating incremental wealth. This wealth is created by individuals who assume the major risks in terms of equity, time, and/or career commitment of

providing value for some product or service. The product or service itself may or may not be new or unique but value must somehow be infused by the entrepreneur by securing and allocating the necessary skills and resources. Thus, it is the process of individual awareness and understanding of circumstances and hence transforms the available resources into useful goods and services by which the local customers are able to somewhat satisfy their needs. The entrepreneur becomes, therefore, a change agent (Holt, 1992: 3).

In light of the above discussion, one may summarize that entrepreneurship is the processes and/or activities that are undertaken by individuals who are risk takers, decision makers, aspired to wealth, and manage resources to create new enterprise (Neck and Nelson, 1987: 10).

2.3.3 Entrepreneurial Personality

There are some traits that have to be possessed by a successful entrepreneur. Different authors used different traits in order to measure whether the individual is a successful entrepreneur. But there are some common entrepreneurial traits, which are used by most writers to select successful entrepreneurs. According to Holt (1992:10) the followings are the major and common characteristics of successful entrepreneurs:-

- Self confidence and optimistic
- Able to take calculated risk
- Respond positively to challenges
- Flexible and able to adapt
- Knowledgeable of markets.
- Creative and need to achieve
- Take initiative
- Perceptive with foresight
- Responsive to criticism.

Neck and Nelson (1987:25), likewise, stated that risk taking, positive self-concept, initiative and independence, problem solving, hopeful about future, searching the environment, are the major characteristics of successful entrepreneurs.

The teaching of these entrepreneurial traits can, therefore, be helpful in developing the potential of peoples. It is also a way of mobilizing individual and group talent, energy and time to promote economic and social goals and to be successful in the area of business in which the entrepreneurs engaged.

This can be realize by inviting role models of self employed graduates in order to share their experience, by making the entrepreneurship course more practical for instance using simulators and by providing the information of success story in the area of entrepreneurship through different means such as disseminate pamphlets, visiting model firms and showing video cassette which is already practiced in most TVET colleges and institutions of ANRS.

2.4 Self Employment and Employability

2.4.1 Meaning of Self-employment

Self-employment refers working for oneself. Mostly it is found in the informal economy. However, it is also found in the formal economy that may be significantly contributes to economy of the countries. Thus, informal economy constitutes higher proportions of self-employment where as formal economy involves smaller proportion of self-employment. Hence, in many countries, 60% of manpower which is found in the informal economy constitutes self-employed individuals (World Employment Report of 2004/05 in Yekunoamlak, 2006: 241).

Similarly, ILO (1984: 9; 1990 b) stated that it is one of the area of employments that self-employed individuals are engaged in some kind of economic activity from which they directly receive the rewards of their labour, either in terms of output itself or profits from the sale of the out put.

Thus, it is a kind of an employment which is found or created by an individual or group of peoples (members of cooperatives) or family members who are the owner and at the same time employee(s) of the business (firm). And they are not wage/paid earners.

Self employment may involve in variety of jobs/business areas in which self-employed individuals can engaged such as retail operations, provision of services, agriculture and small scale manufacturing etc (Cave in Yeknoamlak, 2006: 241).

According to (ILO, 1985: 41) in the case of Ethiopia most of self-employed in urban areas are engaged in micro and small enterprises. In connection with this, it is to be noted that very often in Ethiopia micro and small enterprises are informal. However, recently the Government has taken measures for the formalization of informal operators and tried to create an enabling legal and institutional environment, and provides support service.

Yekunoamlak (2006: 62), likewise, stated that when the productivity and capacity of self-employed who are found in the informal economy improves through different means, they will be transformed into the formal economy in a form of small enterprises and gradually may shift to large firms.

This shows that self-employed individuals may usually found in the informal economy at the beginning of their existence and after some time they may transfer into the formal economy and hence, even they may be able to create job opportunities to others.

Generally, self-employment is one of the alternatives for unemployed individuals. Even though, it may found in the formal sectors, mostly it is found in the informal sector, this is because it is usually created by the individuals who have shortage of capital and hence they can not perform their business in the formal sector which needs some legal requirements such as license, labour law, taxation and structure etc.

2.4.2 Meaning of Employability

Employability refers to a Pearson's capability of gaining initial employment, maintaining employment, and obtaining new employment if required (Layard, Nickel and Jackman, 1991:12). Similarly, summers (1990:279) stated that employability is the combination of factors and processes which enable people to progress towards or get into employment, to stay in employment and to move on in the work place.

In relation to this Robinson, Riordan and Rosas (in Yekunoamlak ,2006:143) pointed out that the type of skills the individual possess may determine the opportunity of an individual to be employed. Thus, training centers may provide employability skills or job specific skills or both. Employability (generic skills) refers to the skills that are basic and found at any level and types of jobs and they are substantially important to the individual to be effective in his /her occupation /specific job skills.

On the other hand, job specific skills are the skills that are used for a particular job /occupation. Thus, it is used only to specific job to which the skills are designed.

This shows that make trainees be specialized in specific job skills does not a guarantee that enable them to be employed. In other words, the trainees who equipped with technical skills as well as employability/generic skills have more opportunity to be employed.

Therefore, in order to improve employability of graduates, TVET centers have to make sure that their trainees received employability/generic skills together with technical skills. This can be realize through different means such as role playing, simulation, make the training /learning environment similar to work place etc. And hence trainees may equipped with employability /generic skills such as punctuality, ability to communicate, decision making ability, willingness to work hard etc(Oxenham, Noah and Eckstein, and Cotton in Yekunoamlak, 2006 : 146)

2.5 Work Behavior

Work behavior is the characteristics of work place which is the result of personality variables of employees who are the members of the organization. Personality represents a stable set of characteristics and tendencies that determines the behavior of people (Steers, 1991: 33). It refers to ethical attitude of the employees towards the work done, the sense of loyalty towards the organization and discipline which is written as well expressed implicitly in the norms and ways of working (Tripathin in Yekunoamlak, 2006: 211).

Similarly, Streumer (2006: 285-286) pointed out that work behavior is the characteristics of employees. And employees with good personality traits could be characterized as critically reflective. They are those who ask such questions as why are things organized like this? Can the work be done more efficiently? and why do I work like this? etc.

There are some personality traits which are common to most of employees, even though, they are too much. According to steers (1991: 31) there are five major traits that seem to be relatively important for work behavior. These are:-

1. **Self-esteem:-** it is how we see our selves as individuals such as about our confidence, successful, attractive and our friends (others) worthy to us.

2. **Locus of Control:-** it refers to the tendency among individuals to attribute the events affecting their lives either to their own actions or to external forces, it is a measure of how much individuals think to control their destiny.
3. **Introversion-extroversion:-**
 - Introverts tend to focus their energies inwardly and have a great sensitivity to abstract feeling.
 - Extroverts direct more of their attention to other people, objects, and events.
4. **Authoritarianism and Dogmatism**
 - Authoritarianism refers the extent to which a person believes that power and status differences are appropriate within hierarchical-social system such as organization.
 - Dogmatism is a closely related term that essentially refers to the rigidity of a person's beliefs.
5. **Dependability:-** refers to the extent to which a person tends to pay attention to external environment.

Similarly, Streumer (2006: 289-293) stated that reflection on oneself in relation to the job, learning from mistakes, vision sharing, asking for feedback, sharing knowledge, and awareness of employability etc are the personality traits among others.

In relation to this Knduson (1986: 64) pointed out that work behavior of an organization is largely a product of the personalities of its employees. These personality traits make the work behavior of an organization and show the particular tendencies a person has to feel, think and act in certain ways.

Thus, personality of individuals (employees) determines the organizational behavior that may describe how individuals and groups act in an organizations and how organizations respond to their environments. In other words, work behavior of an organization determines the kind of work environment and success of an organization. Moreover, if employees behave in such a way that shared a common personality traits, they would have common values, beliefs, norms that influence the way they think, feel and behave towards each other and toward people out side the organization what we call it organizational culture that distinguish the organization from other organizations (Drummond, 2000:230).

This shows that an organization that has employees who have desirable personality traits can have good organizational behavior and culture which are substantially important for the achievement of both organizational and individual goals. Similarly, there are some distinguish desirable personality

traits that any entrepreneurs including TVET graduates should fulfill. Prime among the qualities of personality of entrepreneur is a commitment to excellence. Successful entrepreneurs value excellence; they demand high performance from themselves and will not be satisfied with less. They aim accomplishment of worthwhile and challenging tasks. Their vision seem to stimulate an inner drive for making their dreams come true. They find a special joy in winning for them achievement is an end itself (Kuriloff, 1988:67).

From the above discussion one can infer that the new employers including TVET graduates who would be engage in the labour market should have desirable personality traits which are important for the success of the organization and themselves. Hence, the education system, particularly TVET is expected to create favorable situation to develop desirable work behavior or ethics together with job specific skills and generic/ employable skills (Fallows and Weller in Yekunoamlak, 2006: 21).

To sum up, work behavior is one of the important aspects of organization that may have contribution for the success of the organization and employees. And graduates particularly those who aspired to be self-employed should have desirable entrepreneur personality traits, which have substantial importance to be successful in the process of creating their own job. These personality traits could be develop through the training offered by TVET centers such as inviting the former TVET graduates in order to share their experience how they could be successful entrepreneur, making the work place like environment in the college and providing serious attention to the proper implementation of entrepreneurship and apprenticeship trainings.

2.6 The Role of Self-employment

A distinguishing characteristics of the labour markets in developing countries is that a large proportion of these countries jobs is not found in the wage labour market rather informal sector particularly self-employment constitute a substantial part of employment. It plays a significant economic role in the urban as well as rural areas of African countries including Ethiopia by producing goods and services in conformity with the needs of the population (ILO, 2004: 247; Richard, 2001: 14).

There is, therefore, a big potential that large number of peoples can join to the world of work in this sector of the economy; through which they can secure their livelihood.

Thus, it has significant role in economic development, poverty reduction and solving other social problems of developing countries since it is labour-intensive and requires low-capital used in self-employment establishments to create jobs (ILO, 2004: 27 ; Bruch and Hiemenz, 1984: 15-17).

2.6.1 Role of Self-Employment in Economic Development

In developing countries, where there are shortages of capital, managerial resources, and skilled labour, the promotion of self-employment may be an important approach to economic development. It involves adapting imported equipment to meet local needs or producing entirely new capital goods which are relatively labour intensive. Moreover, it is believed to be a substantial contribution to income generation, particularly for low income population groups (Neck and Nelson, 1987 : 5). In this connection, ILO (1999:21) forwarded a related idea that self-employment empowers people to make choices and promotes cohesion and stability of societies. It was indicated that in Ethiopia there is large number of self-employed that produce roughly 50% of the total out put. Wage employment must, therefore, be supplemented by efforts to expand productive employment opportunities in self-employment and hence growth income pre capita is to be achieved.

2.6.2 Role of Self-Employment in Poverty Reduction

Employment creation is now beginning to recognize as a means of reducing poverty. So that, the new emphasis is given to the formulation of poverty reduction strategy programs particularly enhance national attention to employment creation in developing countries. This is because poverty is caused by inadequate incomes, and incomes result in most societies from employment; employment creation is thus perceived as the main goal of most poor countries and self-employment is believed to be a fruitful source of job (ILO, 2004: 27; Harper, 1984: 10-11). Self-employment in Africa, therefore, is directly responsible for the improvement of the standard living of large numbers of people, since the largest part of the economy in Africa is informal (AU, 2007:11).

Reinforcing the view AU (2007:2) pointed out that there is now a fresh awareness among policy makers in many African countries and the donor community of the critical role of makes employment opportunity in poverty reduction. As a result, they are trying to provide employable skills that make peoples be able to create jobs through TVET and other forms of training. Therefore, many African countries in their poverty reduction strategy documents intend to develop

TVET to facilitate integration into the labour market and emphasize the need to promote self-employment. This is because the key to poverty reduction is economic growth and the creation of employment for all, and poor people without employable skills cannot benefit from the poverty reduction potential of economic growth.

To sum up, self-employment constitutes large part of the people in developing countries like Ethiopia and it is become increasingly important for poverty reduction. This is because, it is a major source of the income of the people particularly the poor people who cover large part of the population in developing countries. Thus, without improve the capacity of these people to generate income; it is difficult to minimize poverty.

2.6.3 Role of Self-Employment in Solving Social Problems

Most developing countries particularly African countries face difficulties in providing adequate employment for their rapidly increasing labour force. This is because the formal sector can not absorbed all labour force which is increasing more from time to time. Moreover, the informal sector which is labour intensive and hence has a remarkable capacity to absorb large portion of the labour force was not received adequate attention by governments. As a result many social problems including unemployment are now challenging for many developing countries (UNESCO, 1983:8; Bruch and Hiemenz, 1984:12).

To reverse the situation, countries are now beginning to implement alternative development strategies which are aimed at reducing unemployment and redistributing economic opportunities and benefits more equitably among social groups with in a country. A primary means of achieving this goal may be prepare people for self-employment through training programs.

Thus, because large part of the people who are poor are engaged in self-employment, it is a sector of the poor, by the poor, for the poor. In consequence, the sector caters to the needs of the poor in terms of food, clothing, and housing. Moreover, most of the self-employed derived feelings of self worth and status from their business, derived feelings of moral satisfaction, and independence, found interest from their business, and strengthen family cohesion and allowed the owner to provide employment for their family (Metcalf, Madood and Virdee, 1996: 123-124; ILO, 1984: 10).

2.7 Attitude Towards Self-Employment

What people do depends to a great extent upon what people believe in words and actions stem from concepts and attitudes. Positive attitudes have powerful impacts and can change ideas, allocation of resources and orders of priorities. Thus, the attitude of individual who engaged in self-employment and other supportive bodies is an important element in order to startup and be successful in business. However, there are some attitudinal problems which inhibit self-employment during the process of start up self-business of TVET graduates, such as lack of awareness and little attention given to self-employment, despite, it has great contribution to the development of individual graduate and to the country as a whole (UN, 2006: 15). Therefore, in the following few paragraphs, this part of review of literature discussed about the attitude of TVET trainees and graduates, parents and the local community.

2.7.1 Attitude of Trainees and Graduates

Each developing countries hopes for creating jobs lie in small firms and in self-employment. In their case, education systems are not only faced with problem of disseminating knowledge and technical skills, but even more with the problem of developing attitudes and patterns of behavior, in particular self-confidence, willingness, interest and initiative to engage in self-employment after training has completed (Frost in Metcalf, Modood and Virdee, 1996: 167). In other words, acquire only knowledge and skill is not a guarantee to graduates to be self employed, rather having effective work habit, desirable work attitudes, initiative as well as confidence which make the individual ready and have interest to self-employment are important to start up their own business and be successful later on.

However, in reality most trainees in our TVET system start their training by assuming that they will be wage earner and hence they do not have interest and psychological readiness to create their own job after the training has been completed.

It is important, therefore, that the TVET educators take cognizance developing good work habit and positive attitude as an important factor in addition to psychomotor skill development in their trainees. Thus, development and success in job creation is not completed until both skill and effective work habits and positive attitudes have been learned and developed effectively (Tuijnman, 1996: 45).

2.7.2 Attitude of Parents

Family support is important in many ways, through helping with finance, providing advice, and other support in the business. This can be realized only if they are aware and have positive attitude towards self-employment. However, most of them send their children after they tried any other alternatives and hence they see TVET as to keep low academic achievers. Moreover, they give more attention and respect for those who are white collars (office civil servants) rather than blue collars. And most parents expect their children become wage employed and hence they do not provide adequate support for their children who are graduated and intend to be engaged in self-employment (UNESCO: 1983: 27).

2.7.3 Attitude of the Community

Positive attitude of the community may enhance the motivation of individuals to be self-employed and hence boost their level of achievement and confidence, and develop the right attitude and behavior toward self-employment. However, due to the attitudinal problem of our community towards self-employment that is provide more respect and appreciation to white collar rather than blue collar, the community does not encourage and provide the required moral and other supports to graduates. Hence, most graduates of our TVET system are not motivated to start up their own business. This situation calls give attention to make the community which able to appreciate and encourage self-employment.

In this connection, ILO (2004: 95) and Neck and Nelson (1987: 101) stated that in order to make the community that appreciate self-employment, entrepreneurship concept must be integrated into all educational programs at all educational levels. Moreover, it is necessary create an environment that favor initiative, enterprise creation, productivity, reward successful self-employed. This can be realized through awareness raising campaigns about the value of self-employment for self survival and development of the country. In this awareness-raising, two mutually supportive approaches may be used:-

- i. Generally awareness-raising campaign (TV programs, news paper articles, seminars, workshops etc.) and
- ii. Integrating the importance self-employment topic into the curricula of schools and universities as well as TVET centers.

Similarly, Metcalf, Modood and Virdee (1996: 145) contended that good culture and positive attitudinal orientation of the community towards self-employment is one of the pushing factors to entering self-employment.

Therefore, by taking into consider its potential contribution to the achievement of the social and economic goals of the country; it must over come the limitation and difficulties which are arisen from the attitudinal problem of the community towards self-employment.

2.8 Pre-requisites for Self-Employment

Trainees may acquire the required knowledge and skills that make them graduated successfully and be self-employed. Despite these benefits, there are also many external constraints that they face to start-up their own employment. These include lack of credit access and market access , lack of access to receive business shelter and lack of the required support from concerned bodies etc. Moreover, lack of interest, confidence, and limited experience of graduates in enterprise creation may also have negative consequence. (Nigma, 1986: 88; Hoppers and Komba, 1995: 151).

In general, failure or retarded development of self-employment can be related to unfavorable economic climate. Therefore, some of the required elements to make suitable environment for self-employment are discussed below.

2.8.1 Providing Training and Skills

Most jobs today and in the future will require formal training, and preparation for initial job entry is a basic responsibility of the education system. As a result, large amount of money and effort have been invested on TVET in developing countries, and many thousands of people particularly youngsters have been trained. This is because the current development of science and technology highly demand skillful and well-trained personals. It can, therefore, be infer that acquiring relevant trainings and skills is the first and most important precondition to improve the probability of employment and hence improving the occupational practices and as a result improve the living standard of citizens. In other words, individuals without training faces difficult to receive job even if other conditions are fulfilled, hence training and skills become substantially important for employment (Haileselassie; 1997:67).

2.8.2 Credit /Capital Access

The provision of external finance, in particular institutional credit, is generally believed to be a corner stone of any self-employment program, since most of individuals who enter to self-employment are poor and hence have shortage of money to start-up their own business. Most often, credit problems may well pose the single, most significant obstacle to the promotion and development of small enterprises that created by self-employed, as the entrepreneurs themselves, project designers and other concerned bodies have claimed (Neck and Nelson, 1987: 173)

Similarly, Harper (1984: 103) and ILO (2004: 102) pointed out that access to financial services through micro financial institution protects and empowers the poor by giving them choices. It is an important element of employment promotion in developing countries where there is scarcity of capital. What distinguishes micro finance from conventional finance is the aim to serve poor people and reduce poverty by making suitable economic environment.

By the same token, in Amhara National Regional State (ANRS), there are some micro financial institutions. Among these micro financial institutions Amhara credit and Saving Institution (ACSI) is the largest and most known micro finance institution in the region and has large number of customers including TVET graduates.

In general, access to credit is market oriented social assistance strategy to help economically vulnerable people, particularly the unemployed who want to be engaging in self-employment. It is, therefore, one of the most important elements to start - up business especially small enterprises in which most poor and unemployed people including TVET graduates are engaged.

2.8.3 Premises /Business Shelter

The place where business is being conducted may determine whether the business is successful or not. Small business enterprises that establish by self-employed individuals may be realize and survive successfully, if they can receive the business shelters that enable them to under take their business. Moreover, the place where the business shelter found is also important. Thus, the place where the business is conducted should at the business center and customers are found, this is because first of all it may bring interest and confidence to the individual to start the business, and in fact it has also high probability to be successful in the business. Similarly, providing the business

shelter that has been providing by town municipalities in ANRS to the small enterprises should consider that they can be profitable and survive.

In this connection, Neck and Nelson (1987: 40) stated that although small enterprises that established by self-employed are born easily, their mortality rates are high. This is because they are at a disadvantage when attempting to promote their products. Advertising is only economic if its costs can be spread over a large volume of sales, so that these advertising media such as posters, radio and news papers etc. are out of the reach of small enterprises. Therefore, especially in the case of small enterprises, it is important to under take a business at the right place where people frequently come for shopping.

By the same token, TVET graduates at the national level in general and at Amhara National Regional State in Particular have an access for work premises from town municipalities where graduates are used to live even though most of them are found at the periphery of the towns.

2.8.4 Legal Frameworks, Proclamations, Rules and Regulations

Any government which is concerned to promote small enterprises that establish usually by self-employed should first of all examine very carefully the impact of all its existing policies and programs on the small-enterprises sector. Every one in Government and in particular those responsible for employment and small-scale enterprises promotion must be persuaded to appreciate the economic significance of the smallest enterprises, this is because their problems usually arise more from an excess of regulation than from too little official assistance, and the most effective and simple way of helping them, is to modify and withdraw existing legislation or programs which actively damage the interests of self-employment (Harper; 1984: 20).

In other words, government legal frameworks, proclamations, rules and regulations regarding small-scale enterprise have to be devised and implemented for providing adequate incentive and guidelines to private entrepreneurs in different occupations so that their activities will be consistent with the achievement of national development goal.

ILO (2004: 93-94), likewise, stated that in order to create a supportive environment for the growth and development of self-employment, countries should adapt and pursue policies that promote an optimal economic environment, especially in areas affecting interest, taxation, exchange rates , fair

competition and improve the attractiveness of entrepreneurship. In addition to these general measures, the existing policies, rules and regulations have to be address the following priority areas:-

- i. Creating conditions that provide access to credit and fair taxation
- ii. Removing policy constraints, particularly those arising among others, from difficulties in accessing credit and capital, markets, procurement opportunities, and inappropriate or overly burdensome registration, licensing and repeating requirements.
- iii. Developing a policy and legal framework for small scale enterprises development.
- iv. Developing policies to address risk and disadvantage of small scale-enterprises.
- v. Design specific policies and incentives for assisting and upgrading the small-scale enterprises.

To sum up, the existing legal frameworks, proclamations, rules and regulations which are concerned about self-employment should, therefore, be promising and supportive. They have to be attractive and favorable to the individuals who want to be self-employed. Thus, rules and regulations which are important to start up self-business such as to receive credit and business shelter, taxation, interest, and forming cooperatives etc. should be fair and encouraging unemployed individuals including TVET graduates who intend to be engaged in self employment. This is because complex and unfavorable rules and regulations could be one of the reasons among others that may discourage individuals who want to be self-employed and hence increasing unemployment.

2.8.5 Interest and Confidence of Individuals

Graduates need to be made aware of the fact that jobs are no longer something they can get from somebody else and that it may be necessary, and profitable to create their own employment through their own effort. Thus, it is important make graduates be aware of the reality that self-employment has a potential of business as an alternative to wage employment in government and the private sector. In order to realize this, each and every trainee has to be joined the fields and skills by which he/she want to be qualified. Moreover, effective TVET system where by trainees go through the experience and acquire knowledge and skills of starting their own small business and managing its operation may have substantial importance to create inherent interest and confidence with in graduates to be self-employed (UNESCO, 1983: 5; Harper, 1984: 41).

Similarly, Mullon and Long (1990: 12) pointed out that professional skill and entrepreneurship training may create self-confidence, encourages creating their own work, and creates employment opportunity and genuine attitude towards others (example:- disciplines work force).

However, in our TVET system, often trainees joined the field/skills without being asked about, their choice and interest instead TVET centers assigned fields to the trainees and notified them where they join the fields/skills. This type of system, where assign is not done according to trainee needs is problematic, as it demotivates the participants. Moreover, the public and even parents consider TVET tracks as fit for only the academically less endowed. This perception is sometimes created also by government bodies that the primary objective of TVET track is to keep dropouts from the basic and secondary school system, rather than project this type of training as an effective strategy to train skilled workers for the employment market and for sustainable livelihoods. The system is, therefore, ineffective to produce graduates who have interest and confidence to create their own business and contribute to the development of the country.

To sum up, interest and confidence of individual graduate that may develop through different ways has substantial impact to be self-employed that requires high personal interest, effort and motivation.

2.8.6 Support of Concerned Bodies

In order to enhance the growth and competitiveness of self-employment, and its potential to create new jobs, consideration should be given to the availability of, and accessibility to, a wide range of direct and indirect support services related to various aspects of business start-up and operation, among others: preparing business plan, consultancy and information services, advisory services and support regarding technology and modernization marketing research and assistance. Thus, in addition to other facilities, the support of concerned bodies and intensive follow-up is essential if self-employment is to become feasible alternative to jobs in the modern sector (ILO, 2004: 106).

Neck and Nelosn (1987: 174), likewise, stated that the extent to which new jobs are created by TVET graduates is often directly linked to the level of support provided by the government and other concerned bodies in terms of different services. Thus, if they are encouraged and helped by concerned bodies, they will have more opportunity to start-up their business and indispensable

contribute in to achieving the social and economic goals which are the real essence of development of the country.

However, the reality of our TVET system show that graduates are initially found unemployed until they involved in self-employment. In addition to this, they are not organized in such a manner that they join hands against overcoming common problems such as lack of finance, work premises and market outlets since all of them are new graduates of the TVET system, it is not easy for them to create self-employment in an organized manner. Thus, limited experience and lack of confidence in enterprise creation are some of the constraints the graduates may faced. On the other hand, in many cases, concerned bodies are not in a position to provide the required support sufficiently on time and in coordination manner (ESDP III, 2005:17)

Therefore, it is necessary to provide the required support to graduates from concerned bodies such as woreda Small and Micro Enterprises and Associations Promotion offices, municipalities and others. Hence, they may play a significant role in socio-economic development of the country.

2.8.7 Market Accessibility

One of the merits of self-employment is that the people who are self-employed are a part of the local environment, and that they tend to employ and serve the needs of the poorer people whom they serve obviously limits the demand for their products. As a result, they may face problem of demand for their product. This problem of demand forced them to examine and find more market access; this is because the problem may lead them into failure. Thus, self-employed can not survive unless their product could sell on time and their limited capital/money can circulate, since they have shortage of capital that may be used when they faced problem of market access.

According to Harper (1984: 30) problem of market is not something which can be remedied by providing anything tangible, such as finance, a machine or raw materials, and the nature of self-employed marketing problem must be clearly understood before any attempt is made to solve the problem. The problem, therefore, may arise from inadequate access, disadvantages of scale and the lack of skill and initiative in marketing. This gap can be fill through different assistant program such as government bodies may buy their goods and services from self-employed, since

governments particularly African governments are the major buyer of consumer goods. Moreover, it would be necessary to have a strategy of diversifying the market into the private sector.

2.9 The Role of TVET For Self-Employment

The rationale for TVET services has developed to recognize the economic and social value to the individual and the social, political and economic value to the society. Consequently, governments increasingly see TVET policies as integral parts of broad economic strategies to develop economic and promote employment opportunities either wage or self-employment (ILO, 2004: 66). Thus, TVET provides different skills which enable the trainees to be employed in either wage or self. On the other hand, due to shortage of wage employment, trainees may have greater opportunity to be engaged in self-employment. This shows that TVET has great role to prepare trainees to be self-employed. And hence graduates have the required skills by which they can create their own job in the area they are qualified after the training.

It can, therefore, be inferred that the role of TVET for self-employment become very important. Moreover, its role can be feasible only if it has quality and is relevant to employment. Each of these two elements are separately discussed as follows:

2.9.1 Relevant Training

In a fast changing world the need to ensure that people's skills match emerging employment opportunities has become a priority and hence training provision should be kept employment relevant. This can realize by making the training work-related, demand driven or labour market oriented, and based on labour market information system (MoE; 2003,22). Each of these elements is separately discusses as follows:-

2.9.1.1 Work – Related Training

The integration of the training with the real world of work is very necessary that is between what is taught and the skills required. Work oriented training should be recognized as an effective means for selecting and preparing for employment. It must also be seen as a means for individuals' fulfillment. No one should leave from TVET system without the ability to earn a living. Thus, the training that is provided to the trainees should involve the skills required to the real world of work (Nigma, 1986: 88).

Similarly, ILO (2004: 83) and Wanna (in Yekunoamlak 2000: 18) pointed out that we may expect that TVET centers enable the trainees to create their own employment opportunities but it is more reasonable to expect such training to enable graduates to do things which will not be prevented from doing after their training. Thus, TVET is viable when it is related to the job that exists in the world of work. And hence graduates do have more advantage to receive employment, this is because they become skillful that help them easily manipulate the work environment and machines as compared to their non-vocational counterparts.

To sum up, TVET centers have to ensure that trainees are equipped with skills and knowledge in a changing world at work. Thus, the very existence of TVET depends upon its ability to provide meaningful instruction/training that meets the needs of the real world of work, this is because the primary purpose of TVET is to make training programs and services readily accessible to prepare trainees for the world of work through which they can generate income to themselves and contribute to the development of the country (ESPD III, 2005: 53).

2.9.1.2 Labour-Market/ Demand Driven Training

One of the factors that determine the relevance of TVET is that it should be based on labour market demand. It can be relevant only if it achieves to equip people with the right skills for any type of employment. The number of persons in training must be related to the number of persons who will be needed by business, industry, commerce and government. Thus, the training has to be meet the demand of the labour market and/or meeting the skill need of the economy, of society, and of individuals (Tuijman, 1996: 4; Getachew, 2005: 32; Yekunoamlak, 2000: 18).

However, according to AU (2007:5, 10, 11) current training programs in many African countries are supply-driven. TVET programs are often not designed to meet observed or projected labour market demands. The emphasized appears to be on helping the unemployed to find jobs, without any critical attempt to match training to available jobs. Similarly, Yekunoamlak (2000: 19) stated that in most developing countries there is imbalance between the skills provided by the training centers and the requirement of the labour market. This situation has resulted in developing countries like Ethiopia many TVET graduates not finding jobs or finding themselves in jobs for which they have had no previous training.

By the same token, currently in Ethiopia one can observe that the TVET system can not produce graduates on the basis of labour market demand since many trainees had graduated in the field that is already saturated in the current labour market, and hence can not absorb the graduates and it is very expensive to set up in business. This is because; TVET centers and other concerned bodies do not have proper mechanism that is used to know the employment destination of their graduates. Consequently, valuable feedback that could receive from graduates on the quality of the training and the opportunity for their experience based on inputs in the review of training programs are lost.

In general, in order to make demand driven TVET system, it has to be more responsive to the demand of labour market through the establishment of stronger labour market-training centers linkage, involvement of stockholders in training programs design, employed labour market information system and tracer study which track the destination of graduates in the job market can provide useful feedback for the revision of training programs so as to enhance the employability of trainees.

2.9.1.3 Employ Labour Market Information System(LMIS)

Training policies, strategies and programs which are responsive to the labour market requires accurate, regular and up date labour market information. In order to do this, mechanism to gather information on labour market is necessary so as to make linkage between the training provided and the needs of labour market and hence adjust the training program accordingly (Middlton and World Bank in Getachew, 2005: 36)

Similarly, Yekunoamlak (2000: 18) pointed out that labour market information system is an important mechanism that provides current data for TVET centers on the available job opportunities and the type of skills and occupations required by the economy.

However, according to ILO (1990: 124-125), there are several deficiencies and constraints of labour market information system in Africa including Ethiopia, the most common of which are:-

- Labour market information program are incomplete in coverage both with regard to the types of information as well as sectors of the economy covered.
- It is generally found that the data collected by different bodies are not comparable and hence cause confusion.

- Employment exchanges, which are supposed to be the main provider of labour market information do not provide adequate and reliable information because of various reasons such as duplication in registration, problem in classification of occupation, and not all unemployed persons register etc.

In light of the above discussion, since the ultimate objective of TVET is employability and employment promotion, it is necessary to link training to the needs of the labour market so as to make it relevant and demand driven, rather than supply driven. In order to do this, data is required on the actual employability of TVET graduates, available job opportunities, and the evolving skills demands on the labour force. To end this, TVET centers should be give attention and aware the importance of labour market information for the relevance of the training and hence they have to solve the existing problems and improve the process and procedures of tracer study and training need analysis which are currently the major source of labour market information of most training centers of our country.

2.9.2 Quality Training

The word quality in training may have a wide concept. However, in general, it may relate to the quality of inputs (availability and adequacy of training equipments and tools, ability of trainees, competency and experience of trainers, and management etc.), the extent to which the training focused on practice and the implementation of apprenticeship training properly. Graduates may have well performance in the world of work and have good job opportunity only if they can acquire the right kinds of skills for which quality training is important. And hence their living standard becomes improved and they can contribute to the development of the country (Atchoaena in Getachew, 2005: 21).

In this connection ESDPIII (2005:50) summarize that in order to realize the role of education in poverty reduction, providing quality training that corresponds to the needs of economic and social sectors for wage and self-employment is very important. Consequently, in the coming five years, TVET programs of the country will focus on creating quality training system that can produce adequate skilled human power for the implementation of the sustainable development and poverty reduction strategy.

Therefore, each of the three elements (availability of required inputs, providing in school practical and apprenticeship trainings) by which quality training can be real are discussed as follows:-

2.9.2.1 Availability of Required Inputs

Providing the required training inputs is one of the relevant measures to maintain quality of training. These inputs should have certain standards that relate to the objectives of the programs of instruction. Thus, no program can be effective unless the inputs such as the trainees, the trainers, the training equipment and instructional materials meet certain standards (Getachew, 2005: 25).

Thus, the trainees must have the aptitude, the ability and the motivation necessary to be successful in the program to which they are assigned rather than assign students who have been failures in all other educational activities. The trainers must have extensive training and experience in the occupation or technology on which they are train, the equipment and supplies must be sufficient in quantity, and quality, on time, and similar to the equipment and supplies to be used by the trainee when he/she is employed. Moreover, instructional materials such as textbooks, operating manual, job sheets etc. must be organized in a manner to give an adequate curriculum for the specific program of institution (streamer; 2006:272).

ESDP III, (2005:50), likewise, confirmed that in the coming five years additional 3, 304 classrooms and workshops will be constructed and other physical facilitates, equipment and instructional materials, libraries and ICT infrastructure will be upgraded. Moreover, in service trainers training will be provided continuously to up-grade the qualification and professional capability of trainers with the objective of maintaining quality training.

In general, the quality of TVET can be affected by inadequately trained staffs and instructors, inadequate recruitment of suitable trainees, poor training equipments and tools and inadequate supplies. Therefore, it is one of the critical areas that require attention and determine the capacity of TVET centers to provide quality training.

2.9.2.2 In-School Practical Training

One of the major objective of TVET is that make the trainees skillful and able to do things practically and hence be employed after the training. To end this, the training must measure

proficiency, rather than theoretical knowledge. So that the training must emphasize on proficiency that trainees demonstrate their practical competencies rather than follow strictly examination and certification approach.

According to the TVET strategy of MoE (2003: 4) and Getachew (2005: 38), choosing TVET training as career is highly important for the coming generation to be self-sufficient if the program is practical oriented training. As it is stated in the strategy, 70% of the training should be practical and 30% theoretical. Thus, trainees should trained more practically to acquire the necessary skills so that they can be wage or self-employed.

However, at present most of our TVET system graduates do not meet the expectation of the service and production sectors. This is due to TVET centers concentrate on institution based training, which favors theoretical instruction, input-oriented and follows curricular requirements instead of work place and labour market requirements to which practical ability of graduates is crucial. (ESDP III, 2005: 16).

To sum up, TVET could be effective only if it can provide more place to practical training. This is because the first and most important aim of TVET is to prepare the trainees to be able to do things practically by them-selves and adapt themselves to the world of work. Hence, they can able to develop positive attitude towards labour work and good work culture. TVET centers should be, therefore, give more attention to equip the trainees with practical knowledge to help them do things successfully after the training.

2.9.2.3 Apprenticeship

The theme of apprenticeship as a learning environment has long history. Possibly the best known example in history is the medieval guild. Through a system of ‘practice makes perfect’, under the supervision of a master an apprentice was able to achieve the status of journeyman. The journeyman could later acquire the position of master by submitting a ‘master piece’. This system functioned well in Europe for centuries, but the 18th century showed the beginning of the decline of the guilds (Streumer, 2006: 5). Similarly, Yekunoamlak (2006: 199) confirmed that during the middle age apprenticeship was served under the guilds association.

In the 19th century in many countries particularly in Northern Europe, the existence of apprenticeship was become decrease. Training for work was given mainly in schools out side the work situation (Streumar, 2006: 5). Yekunoamlak (2006: 199), likewise, stated that later on due to the expansion of industries and modernization, and hence increased demands for goods, the importance of mass production became more required than apprenticeship.

The present German dual system, which is based on both within the school training and on the job training, is become acceptable and known way of TVET program in many countries particularly in German and German Speaking countries. This dual system is laid down in the Berufsbildungsgesets of 14 August 1969. It is generally viewed as successful both interms of pedagogy (the combination of formal and experiential learning) and capacity (high proportion of the age groups covered). In the past few years, an increasing call for dualisation, thus greatly emphasizing the importance of learning in practice at work (Streumer, 2006: 6-10)

Similarly, Ryan in Yekunoamlak (2006: 205) pointed out that the extent to which providing attention to apprenticeship vary from country to country and there were various mechanisms that are used for school to work transition in different countries.

By the same token, Ethiopia had its own traditional apprenticeship through which craftsmen and artisans were offering skill training to the apprentices for centuries. After centuries, in the present Ethiopia due to the beginning of modern TVET, modern apprenticeship is introduced in the training system. Hence, March 25, 2004 apprenticeship was proclaimed. This proclamation defines the term 'apprenticeship' as follows:-

'Apprenticeship' means job training undertaken by trainee in an organization pursuant to an agreement conclude among training institution, an organization and trainee to enable the trainee to put to practice the technical and vocational education and training acquired in training institution and to be acquainted with work (Negarit Gazeta, 2004: 2554).

The purpose of offering apprenticeship training is believed to familiarize trainees with real work life who eventually qualify as self or wage employees in their specialized areas. Moreover, it helps to make strong and healthy relationship between the institution and employers, and trainees and employers. The training, therefore, become more relevant to the labour market in general and to the trainees in particular (streamer,2006:193).

In other words, it is not only the process of gaining technical skills but also a way of making social relations by which the apprentices/trainees gain social experiences of the society in general and the world of work in which they would be engage in particular.

According to the curriculum of TVET program of Ethiopia, 312 hours are given to apprenticeship for each level in a year. However, its implementation is full of problems. First and for most, some organizations don't aware about their duties and responsibilities, and importance of apprenticeship. Furthermore, even organizations which are voluntary don't implement it properly. Thus, trainees are ordered to do works which are irrelevant to their training.

To sum up, it is one of the important mechanisms to make the training real, live and more practical which is substantially important to the graduates particularly to those who would be self-employed, this is because they are expected to create their own jobs to which practical knowledge and skills is very crucial. Therefore, it is one of the important parts of TVET program that used to keep the quality of the training and hence achieve objectives of TVET successfully.

2.10 TVET and Self-Employment in Ethiopia

The Ethiopian education system has a long history that dates back to the sixth century B. C. It has gone through many up-heavals in the change from traditional to modern education. Traditional education was religion oriented. Under the orthodox Christian religion, which come to existence about 327 A. D, the church used its schools as the main propagator of its culture. The contents of learning were largely religious and the process of learning was highly memorization (Hoppers and Komba, 1995: 130).

Similarly, Girma in Yekunoamlak (2000: 37) stated that education in its traditional form has a long history in Ethiopia. However, prior to the 20th century the education system was predominantly religious oriented to serve the manpower need of the church and the state.

Traditional religion-oriented education offered in religious institutions was focused on rote learning and memorization, and encouraged the recipients to develop negative attitudes towards productive work and manual labour. Moreover, it was not flexible enough to recognize the new scientific and technical culture. Hence, Emperor Menelik II opened the first modern school in 1908 with the

objective of producing administrators, interpreters and technicians. During this period academic courses in general, and language in particular were offered (Hoppers and Komba, 1995: 130).

In 1930's, schools which prepared the pupils for technical and professional work were appeared. These schools were: Lycee Haile Selassie I, Menen Girls school, Gulele school of the Redeemer for orphans (founded in 1932), and 'Ecole National des Arts Techniques' also known as Gondrand school (founded in 1934 by MOE). All these schools used to offer courses which were related to technical and vocational skills such as Automotive, Dress making, Engineering, Blacksmithing, Machining etc.

Such education provision, which started to develop was interrupted by the 1935 fascist invasion which damaged the whole basis of the education system. After the war, the MoE and fine arts was established in 1941, and hence the modern education started all over again.

According to Hopper and Komba (1995: 131), during this period, contents of the curriculum for primary, junior secondary and secondary education included some elements of technical and vocational subjects. In the elementary school curriculum of 1958 and the later of 1972, technical and vocational subjects such as fiber work, Basketry, wood work, poultry and dairy cattle, and home economics were included. The secondary school curriculum books (published in 1963) contained general objectives which were related to technical and vocational education reads as follows:-

“to prepare one to participate efficiently in the productive work ...so that one may contribute something of value to society. This includes both love of work ,and appreciation of the dignity of labour and insistence on high standards of efficiency and workmanship.”

Similarly, Wanna (1992: 44) and Yekunoamlak (2000: 37) confirmed that in 1961, Ethiopia introduced the comprehensive secondary education with the objective of incorporate technical and vocational courses in the curriculum so as to produce middle-level manpower demand in technical and commercial fields. The first general secondary school to be changed to comprehensive secondary school was Woizero Sihen School in Dessie. This school offered courses related to Technology and Agriculture in various fields.

In addition to these, Government and non-Government organizations like the Ethiopian Airlines, Telecommunication, Electric power authority etc. had their own training centers for technicians in their respective fields (Hopper and Komba, 1995: 133).

Generally from 1941-1974, there were few technical schools established in the country to meet the shortage of technically skilled manpower. These were the Addis Ababa and Asmera Technical schools, the Bahir Dar polytechnic institute, and the Ambo and Jimma Agriculture schools. After 1984, the number of technical and vocational schools has risen from 4 to 17 and fields of specialization reached at 21 (Hoppers and Komba, 1995: 133; Yekunoamlak, 2000: 38).

In 1994 a new education policy that dramatically changed the education system gives special attention to technical and vocational education and training (TVET) to facilitate the school to work transition. The major objective behind gives special attention to TVET is to meet the required middle-level human power of the economy which has become very essential to the overall development of the country. It is also supposed to be an instrument for producing skillful citizens with practical knowledge, who would be job creators rather than expecting jobs to be provided by the government. Fields of specializations are now reached 25 in government and 16 in non-government institutions. The number of TVET institutions has increased from 17 in 1996/97 to 199 in 2003/04 and enrolment from 2,924 to 106,336 (ESDP III, 2005: 12).

CHAPTER THREE

3. Presentation and Analysis of Data

This chapter deals with the presentation and interpretation of the data gathered from the sample TVET College trainees, instructors and deans, and unemployed graduates. The data collected through questionnaires, interviews conducted and document analysis. These data were analyzed and interpreted so as to treat the basic questions raised in chapter one.

Out of 6 questionnaires distributed to college deans and 140 to instructors, 6 (100%) and 138 (98.57%) were filled and returned respectively. Out of 600 questionnaires distributed to trainees and 112 to unemployed graduates, 588 (98%) and 102 (91.07%) were filled and returned respectively. Based on the responses obtained from the sample respondents, the analysis and interpretation of the data is presented immediately under each table.

Characteristics of the Study Population

Table 2: Description of Trainees and unemployed graduates by sex, Training program, and field of study

No.	Items		Respondents			
			Trainees		Unemployed graduates	
			No.	%	No.	%
1	Sex	Male	305	51.87	79	77.45
		Female	283	48.13	23	22.55
		Total	588	100	102	100
2	Training program	10+1	153	26.02	71	69.6
		10+2	435	73.98	31	30.4
		Total	588	100	102	100
3	Field of Study	Building Construction	177	30.1	34	33.33
		Manufacturing	197	33.5	41	40.2
		Electricity	131	22.27	11	10.79
		Auto mechanics	83	14.13	16	15.68
		Total	588	100	102	100
4	Year of graduation	1995	-	-	12	11.77
		1996	-	-	23	22.55
		1997	-	-	30	29.41
		1998	-	-	37	36.27
		Total	-	-	102	100

As can be seen from item number 1 in Table 1, 51.87% and 77.45% respondents were male trainees and unemployed graduates respectively whereas 48.13% and 22.55% respondents were female

trainees and unemployed graduates respectively. Thus, in the case of trainees the gender representation of each sex was almost balanced. But in the case of unemployed graduates the gender representation of each sex was not balanced. Thus, in previous years the participation of females in TVET was low.

Concerning the training programs from which sample trainees and unemployed graduates were selected, 153 (26.02%) and 71(69.6%) of respondents were 10+1, 435 (73.98%) and 31 (30.4%) of respondents were 10+2 trainees and unemployed graduates respectively.

With regard to occupational training area of the sample trainees, 197 (33.5%), 131 (22.27%), 177 (30.1%) and 83(14.13%) of sample trainees were selected from manufacturing, electricity/electronics, building construction and auto mechanics respectively. Similarly, 34(33.33%), 41 (40.2%), 11(10.79%), and 16 (15.68%) of sample unemployed graduates were selected from building construction, manufacturing, electricity/ electronics and auto mechanics respectively. Thus, the majority of sample trainees (63.6%) and unemployed graduates (73.53%) were selected from building construction and manufacturing. The representation of the sample trainees was proportional to the number of trainees in each major field of study, whereas the representation of sample unemployed graduates was not consider the total number of graduates in each year and field of study rather samples were taken through net work or snow ball sampling technique which is used to find samples through their friends or another samples who were found before.

The last item indicates the graduation year of unemployed graduates. Accordingly, 12 (11.77%), 23 (22.55%), 30 (29.41%) and 37 (36.27%) sample unemployed graduates were graduated in 1995, 1996, 1997 and 1998 E.C respectively. Thus, it is possible to infer that there are many TVET graduates who are unemployed for many years in the region.

Table 3: Description of Deans and Instructors by sex, age, qualification, service years and field of study

No.	Items		Respondents			
			Deans		Instructors	
			No.	%	No.	%
1	Sex	Male	6	100	102	73.91
		Female	-	-	36	26.09
		Total	6	100	138	100
2	Age	21-25	-	-	21	15.22
		26-30	-	-	38	27.54
		31-35	1	16.67	43	31.16
		36-40	3	50	22	15.94
		>40	2	33.33	14	10.14
		Total	6	100	138	100
3	Qualification	Diploma	-	-	61	44.2
		BA/BED/BSC	4	66.67	76	55.07
		MA/MSC	2	33.33	1	0.73
		PhD	-	-	-	-
		Total	6	100	138	100
4	Total number service years (Instructors)	0-5 years	-	-	28	20.29
		6-10	-	-	48	34.78
		11-15	-	-	33	23.92
		16-20	-	-	20	14.49
		>20	-	-	9	6.52
		Total	-	-	138	100
5	Service years in management position (Deans)	5 years and below	1	16.67	-	-
		6-10 years	3	50	-	-
		11-15 years	2	33.33	-	-
		16 years and above	-	-	-	-
		Total	6	100	-	-
6	Field of study they qualified	Building construction	-	-	54	39.14
		Manufacturing	-	-	46	33.33
		Auto mechanics	-	-	13	9.42
		Electricity/Electronics	-	-	25	18.11
		Total	-	-	138	100
7	Field of study currently teaching	Building construction	-	-	51	36.96
		Manufacturing	-	-	46	33.33
		Auto mechanics	-	-	15	10.87
		Electricity/Electronics	-	-	26	18.84
		Total	-	-	138	100

As indicated in Table 2 above, all (100%) of deans were males. Similarly 102 (73.91%) of the instructors were males and only 36 (26.09%) of the instructors were females. Thus, it is possible to infer that the participation of females in management position and teaching is low in TVET Colleges of the region. This shows that there could be cultural influence that assumes females are not fit for technical skills and there could also be lack of role model females in teaching and management profession in TVET.

Table 2, also shows that most of the sample college deans (83.33%) age is 36 years or above and the age of 102 (73.92%) of instructors is 35 years or below.

Item number 3 of the Table 2, shows that 61 (44.2%) of instructors who teach at 10+1 and 10+2 levels were diploma holders. Although a university degree was set as a minimum requirement to teach at this level, the trainers did not fulfill the required qualification. Thus, this situation may have negative influence on the quality of the training which is being offered by the colleges.

Item number 4 and 5 of the above Table shows that 110 (79.71%) and 5 (83.33%) of the instructors and deans have 6 years and above service years respectively.

With regard to field of study, item number 6 and 7 of the Table shows that out of 54 building construction trainers 51 (94.4%), 46 (100%) manufacturing, and most auto mechanics and electricity instructors are currently teaching in their field of specialization.

Table 4: Suitability of Legal frame works of ACSI and Town Municipalities

No.	Items	Respondents				χ^2 obtained	critical χ^2
		Instructors		Unemployed Graduates			
		No.	%	No.	%		
1	In your opinion, how do you rate the appropriateness of the rules and regulations of ACSI and town municipalities to the effort graduates exerted to create their own job (business)?					4.613	9.3484
	Very Appropriate	7	5.07	13	12.74		
	Appropriate	20	14.49	15	14.71		
	Inappropriate	96	69.57	64	62.75		
	Very inappropriate	15	10.87	10	9.8		
	Total	138	100	102	100		
2	In your opinion, how responsive the rules and regulations of ACSI and town municipalities to the problem of TVET graduates?					1.237	9.3484
	Very responsive	10	7.25	10	9.8		
	Responsive	21	15.22	18	17.65		
	Unresponsive	76	55.07	49	48.04		
	Very unresponsive	31	22.46	25	24.51		
	Total	138	100	102	100		

In order to create a supportive environment for the growth and development of self employment, countries should adapt and pursue policies that promote an optimal economic environment, especially in areas affecting interest, taxation, exchange rates, fair competition and improve the attractiveness of entrepreneurship (ILO,2004:93-94).

Accordingly, In Table 4, respondents were asked to rate the extent to which the rules and regulations of Amhara credit and saving institution (ACSI) and town municipalities were appropriate to TVET graduates who want to create their won job. Consequently, in item 1 of the Table significant majority of instructors (80.44% i.e. 69.57% plus 10.87%) and unemployed graduates (72.55% i.e. 62.5% plus 9.8%) ascertained that the rules and regulations of ACSI and town municipalities were Inappropriate to TVET graduates who had interest to engage in self-employment. In supporting this idea, the responses for the interview question number five, 5 out of 6 deans disclosed that the rules and regulations of ACSI and town municipalities were not appropriate to TVET graduates. Moreover, the responses of most self-employed graduates, woreda

ACSI heads and town municipality officials during the interview seem to support the responses of majority of instructors and unemployed graduates. That is, they confirmed that the major rules and regulations of their offices in relation to TVET graduates such as the interest of the credit provided by ACSI is 18%, which is big and difficult to be repaid to new entrants of TVET graduates in self-employment. Besides, the institution did not allow to provide credit unless graduates are form groups (associations). Similarly, town municipalities did not provide business shelter to TVET graduates unless they form groups (associations) and even if they provide through a long bureaucratic process, the business shelters that are usually found out of the business area were given to TVET graduates.

The chi-square test result also indicated that the value of χ^2 obtained (4.613) is less than the value of χ^2 critical (9.3484) implying that there is no significant difference in perception among the respondents. Thus, the two groups of respondents (instructors and unemployed graduates) have similar perception about the appropriateness of legal frameworks, proclamations, rules and regulations of ACSI and town municipalities. That is they believe that the rules and regulations of these two offices were not appropriate to TVET graduates. Based on the above discussion, one might likely inferred that the rules and regulations of ACSI and town municipalities were not appropriate, hence negatively affect and discourage the interest of TVET graduates to create their own job.

Item 2 of the Table 4 shows that significant majority of instructors (77.53% i.e.55.07% plus 22.46%) and unemployed graduates (72.55% i.e. 48.04% plus 24.51%) responded that the rules and regulations of ACSI and town municipalities were not responsive to the problem of TVET graduates. In this regard, the chi-square test result revealed that the value of χ^2 obtained (1.237) is less than the value of χ^2 critical (9.3484) implying that there is no significant difference in perception among the respondents. Thus, the two groups of respondents (Instructors and unemployed graduates) agreed that the rules and regulations of ACSI and town municipalities were not responsive to the problems of TVET graduates.

Table 5: Commitment and Cooperative of ACSI and Town Municipalities

No.	Items	Respondents				X ² Obtained	X ² Critical
		Instructors		Unemployed Graduates			
		No.	%	No.	%		
1	How committed were the heads and employees of ACSI and town municipalities to do their duties regarding TVET graduates? High	20	14.5	15	14.7	1.2708	7.3778
	Average	28	20.3	15	14.7		
	Low	90	65.2	72	70.6		
	Total	138	100	102	100		
2	How cooperative the heads and employees of ACSI and town municipalities to do with the college regarding graduates? High	38	27.54	26	25.5	2.971	7.3778
	Average	31	22.46	15	14.7		
	Low	69	50	61	59.8		
	Total	138	100	102	100		

Table 5, was organized to assess the extent to which ACSI and town municipality heads and other employees were committed and willing to cooperate to do their duties regarding TVET graduates. Accordingly, in item 1 of the Table majority of instructors (65.2%) and unemployed graduates (70.6%) confirmed that the commitment of ACSI and town municipality heads and other employees to do their duties regarding TVET graduates was low. On the other hand, 14.5% of instructors and 14.7% of unemployed graduates, contended that the commitment of ACSI and town municipality heads and other employees to do their duties regarding TVET graduates was high. The chi-square test result also indicated that the value of X² obtained (1.2708) is less than the value of X² critical (7.3778) implying that there is no significant perception difference between the two group of respondents (instructors and unemployed graduates). Thus, based on the response of majority of respondents (instructors and unemployed graduates), we could conclude that unemployed graduates who want to receive the required service from these two offices were not get the necessary support.

In item 2 of Table 5 question was present to the respondents to check how the heads and employees of ACSI and town municipality were cooperative to do with the college regarding TVET graduates. Consequently, majority of respondents (50% of instructors and 59.8% of unemployed graduates) responded that the cooperative of the heads and employees of ACSI and town municipality to do with the college regarding TVET graduates was low. On the other hand quiet considerable number

(27.54% of instructors and 25.5% of unemployed graduates) indicated that the cooperative of the heads and employees of the two offices was high.

The chi-square test result also indicated that the value of X^2 obtained (2.971) is less than the value of X^2 critical (7.3778) implying that there is no significant perception difference between the two group of respondents (instructors and unemployed graduates).

Table 6: Competence, experience and Interest of WMSE and WAP office.

No.	Items	Respondents				X^2 Obtained	X^2 Critical
		Instructors		Unemployed Graduates			
		No.	%	No.	%		
1	How do you rate the competence of small and Micro Enterprise (SME) and Association promotion (AP) office heads and other employees to provide technical support to TVET graduates?					6.755	7.3778
	High	31	22.5	38	37.3		
	Average	28	20.3	20	19.6		
	Low	79	57.2	44	43.1		
	Total!	138	100	102	100		
2	How do you rate the experience of SME and AP office heads and employees to provide technical support to TVET graduates?					5.804	7.3778
	High	45	32.6	21	20.6		
	Average	21	15.2	25	24.5		
	Low	72	52.2	56	54.9		
	Total	138	100	102	100		
3	How interested are the heads and employees of SME and AP offices to provide the required technical support to graduates?					0.2632	7.3778
	High	42	30.4	28	27.5		
	Average	24	17.4	18	17.6		
	Low	72	52.2	56	54.9		
	Total	138	100	102	100		

Items of Table 6 were prepared in order to assess the competence, experience and interest of Woreda Small and Micro Enterprise (WSME) and Woreda Associations Promotion (WAP) office heads and other employees in providing technical support to TVET graduates.

Consequently, majority of respondents (57.2% of instructors and 43.1% of unemployed graduates) confirmed that the competence of the heads and other employees of WSME and WAP offices to

provide technical support was low. On the other hand, significant number of respondents (22.5% of instructors and 37.3% of unemployed graduates) disclosed that the competence of the heads and employees of the two offices to provide technical support to TVET graduates was high. The chi-square test result also indicated that the value of χ^2 obtained (6.755) is less than the value of χ^2 critical (7.3778) implying that there is no significant perception difference between the two group of respondents.

In item 2 of the above Table, significant majority of respondents 52.2% of instructors and 54.9% of unemployed graduates confirmed that the experience of the heads and employees of WSME and WAP office to provide technical support to TVET graduates was low. On the other hand, 32.6% of instructors and 20.6% of unemployed graduates responded that their (heads and employees of WSME and AP) experience to provide technical support to TVET graduates was high.

The chi-square test result also indicated that the value of χ^2 obtained (5.804) is less than the value of χ^2 critical (7.3778) implying that there is no significant difference in perception between the two group of respondents (instructors and unemployed graduates).

In item 3 of Table 6, respondents were asked to indicate how interested are the heads and employees of WSME and WAP offices to provide technical support to TVET graduates. Hence, 52.2% of instructors and 54.9% of unemployed graduates reported that the interest, of the heads and employees of WSME and WAP to provide technical support to TVET graduates was low. On the contrary, 30.4% of instructors and 27.5% of unemployed graduates disclosed that the heads and employees of WSME and WAP have high interest to provide technical support to TVET graduates. The chi-square test result also indicated that the value of χ^2 obtained (0.2632) is less than the value of χ^2 critical (7.3778) implying that there is no significant difference in perception between the two group of respondents (instructors and unemployed graduates).

Table 7: The level of support provided by WSME and WAP offices.

No.	Items	Respondents				χ^2 Obtain ed	χ^2 Critical
		Instructors		Unemployed Graduates			
		No.	%	No.	%		
1	How do you rate the level of support provided by WSME office to TVET graduates?					5.837	7.3778
	High	34	24.6	20	19.6		
	Average	31	22.5	13	12.7		
	Low	73	52.9	69	67.7		
	Total	138	100	102	100		
2	How do you rate the level of support provided by WAP office to TVET graduates?					0.286	7.3778
	High	17	12.3	13	12.7		
	Average	31	22.5	20	19.6		
	Low	90	65.2	69	67.7		
	Total	138	100	102	100		

As one could see from Table 7, there was an intention to know the extent of the support provided by WSME and WAP offices to TVET graduates. Consequently, majority of respondents (52.9% of instructors and 67.7% of unemployed graduates) replied that the level of support provided by WSME office to TVET graduates was low. On the other hand, 24.6% of instructors and 19.6% of unemployed graduates asserted that the support given to TVET graduates by WSME office was high. The responses of self-employed graduates, and deans and vocational counselors of the colleges during the interview seem to strength the response of the majority of respondents. Thus, the level of support provided by WSME to TVET graduates was low.

The chi-square test result also indicated that there is no statistically significant difference in perception between respondents. As it could seen from the table, the value of χ^2 obtained (5.837) is less than the value of χ^2 critical (7.3778) implying that there existed no significant difference in perception between the two groups of respondents.

As the data in item 2 of the above Table reveal, quiet significant majority (65.2% of instructors and 67.7% of unemployed graduates) confirmed that the level of support given to TVET graduates from WAP office was low. On the other hand, 12.3% of instructors and 12.7% of unemployed graduates indicated that the support of WAP office to TVET graduates was high. The chi-square test result

also indicated that the value of χ^2 obtained (0.286) is less than the value of χ^2 critical (7.3778) implying that there is no perception difference between instructors and unemployed graduates.

Table 8: Extent of the Relationship of WMSE and WAP offices with Graduates

No.	Items	Respondents					
		Deans		Instructors		Unemployed Graduates	
		No.	%	No.	%	No.	%
1	Did woreda MSE and AP offices have schedule to make meeting with graduates on their problems?						
	Yes	1	16.67	21	15.22	20	19.61
	No	5	83.33	117	84.78	82	80.39
	Total	6	100	138	100	102	100
2	If the response of item no. '1' is yes, how frequently they made meeting with graduates?						
	Very frequently	-	-	-	-	-	-
	Frequently	-	-	3	14.28	3	15
	Rarely	1	100	14	66.67	5	25
	Very rarely	-	-	4	19.05	12	60
	Total	1	100	21	100	20	100

The items in Table 8 were designed to know the extent of the relationship of MSE and AP offices with TVET graduates. Consequently, in item 1, significant majority of respondents (83.33% of deans, 84.78% of instructors and 80.39% of unemployed graduates) indicated that woreda MSE and AP had no schedule to make meeting with graduates on their problem. On the other hand, 16.67% of deans, 15.22% of instructors and 19.61% of unemployed graduates pointed out that woreda MSE and AP offices had schedule to make meeting with graduates on their problem. The response of the interview that conducted with self-employed graduates, deans and counselors of the colleges, and MSE and AP office heads seem to support the response of the majority of respondents (deans, instructors and unemployed graduates). Thus, the two offices (Micro and Small Enterprises and Association Promotion) had no schedule to make meeting with TVET graduates.

In item 2 of Table 8, question was presented to respondents who responded positively in item 1 with the intention to know how frequently the meeting was conducted. To this end, significant majority of respondents (all of the deans, 85.72% of instructors and 85% of unemployed graduates) reported that the meeting was conducted rarely and very rarely.

On the basis of the above discussion, thus, one might likely conclude that MSE and AP offices had no knowledge about the problem and condition of TVET graduates. And hence graduates have faced so many problems and discouraged to exert their effort to create their own job.

Table 9: Relevance of Trainings Provided by the Colleges

No.	Items	Respondents						χ^2 obtained	χ^2 Critical
		Instructors		Trainees		Unemployed Graduates			
		No	%	No.	%	No.	%		
1	How do you rate the similarity between the knowledge and skills graduates acquired in the college and the actual required knowledge and skills to run their own business after the training?							7.144	11.1433
	High	15	10.87	70	11.9	7	6.86		
	Average	22	15.94	120	20.41	29	28.43		
	Low	101	73.19	398	67.69	66	64.71		
	Total	138	100	588	100	102	100		
2	How do you rate the flexibility of the training programs of the colleges by taking into consider the local business opportunity?							2.558	11.1433
	High	7	5.07	50	8.5	8	7.84		
	Average	24	17.39	95	16.2	18	17.65		
	Low	107	77.54	443	75.3	76	74.51		
	Total	138	100	588	100	102	100		
3	How do you rate the opportunity of graduates to become self-employed by using the trainings they acquired in the college?							2.778	11.1433
	High	10	7.25	30	5.1	5	4.9		
	Average	17	12.32	89	15.14	11	10.8		
	Low	111	80.43	469	79.76	86	84.3		
	Total	138	100	588	100	102	100		
4	How do you rate the value of knowledge and skills graduates acquired in the colleges to produce goods and services required by the local market?							5.4	11.1433
	High	7	5.07	44	7.48	5	4.9		
	Average	14	10.14	88	14.97	10	9.8		
	Low	117	84.79	456	77.55	87	85.3		
	Total	138	100	588	100	102	100		

No one should leave from TVET system with out the ability to earn a living. Thus, the training that is provided to the trainees should involve the skills required to the real world of work (Nigma, 1986:88)

Accordingly, Table 9 was organized with the intention to know the relevance of trainings which are being provided by TVET colleges. In item one of the Table, majority of instructors (73.19%), trainees (67.69%) and unemployed graduates (64.71%) reported that the similarity of the knowledge and skills that graduates acquired in the colleges and the required knowledge and skills to create their won jobs was low. On the other hand, 10.87% of instructors, 11.9% of trainees and 6.86% of unemployed graduates replied that the similarity was high. The chi-square test results also indicated that the value of χ^2 obtained (7.144) is less than the value of χ^2 critical (11.1433) implying that there is no significant perception difference among respondents. Hence, it is likely fair to conclude that there is a need to make the trainings that provide knowledge and skills which are relevant to graduates to create their own job.

In item 2 of the above Table, significant majority of respondents 77.54% of instructors, 75.3% of trainees and 74.51% unemployed graduates rated that flexibility of the training programs of the colleges was low. On the other hand, 5.07% of instructors, 8.5% of trainees and 7.84% of unemployed graduates reported that flexibility of the training programs of the college was high. The responses of self-employed graduates, and deans and counselors of the colleges during the interview seems to support the response of majority respondents who rated that flexibility of the training programs of the college was low. In this regard, the chi-square test result indicated that the value of χ^2 obtained (2.778) is less than the value of χ^2 critical (11.1433) implying that there is no significant perception difference among the respondents. Thus, the three study groups (instructors, trainees and unemployed graduates) have similar perception i.e. the training programs of the colleges did not take into consider the demand of the local labour market.

Similarly, AU (2007: 5, 10, 11) indicated that current training programs in many African countries are supply driven. TVET programs are often not design to meet observed or projected labour market demands.

Item 3 of the above Table was presented with the aim to know the opportunity of TVET graduates to become self employed by using the training they received from the colleges. Consequently, significant majority of respondents (80.43% of instructors, 79.76% of trainees and 84.3% of unemployed graduates) asserted that the opportunity of graduates to become self-employed by using the training they received in the college was low. On the other hand, 7.25% instructors, 5.1% of trainees and 4.9% of unemployed graduates reported that graduates of TVET had high opportunity to become self-employed by using the trainings they received in the college.

The chi-square test result also indicated that the value of χ^2 obtained (2.778) is less than the value of χ^2 critical (11.1433) implying that there is no significant difference in perception among respondents. Thus, all the three study groups have similar perception about opportunity of TVET graduates to become self-employed by using the training they received from the colleges. Moreover, the responses of self-employed graduates during the interview seem to support the response of the majority of the respondents.

Question of item 4 in the above Table was asked with the intention to check whether the trainings provided by the colleges were important to produce the goods and services which were required by the local market. Accordingly, majority of respondents (84.79% of instructors, 77.55% of trainees and 85.3% of unemployed graduates) rated that the importance of the knowledge and skills graduates acquired in the college to produce goods and services required by the local market was low. On the other hand, 5.07% of instructors, 7.48% of trainees and 4.9% of unemployed graduates reported that importance of the knowledge and skills graduates acquired in the college to produce goods and services that required by the local market was high.

The chi-square test result also showed that the value of χ^2 obtained (5.4) is less than the value of χ^2 critical (11.1433) implying that there is no significant difference in perception among the respondents. That is all the three study group of respondents have similar perception about the issue raised.

Table 10: Availability and Proper Usage of LMIS.

No.	Items	Respondents			
		Deans		Instructors	
		No.	%	No.	%
1	Is there a mechanism to gather labour market information (LMI) in your college?				
	Yes	6	100	117	84.78
	No	-	-	21	15.22
	Total	6	100	138	100
2	If the response of item '1' is 'yes', how often it was used to improve the training programs of the colleges?				
	Very frequently	-	-	3	2.57
	Frequently	2	16.67	7	5.98
	Rarely	3	50	90	76.92
	Very rarely	1	33.33	17	14.53
	Total	6	100	117	100
3	How do you rate the reliability (accuracy, continuity and up to date) of the labour market information that the college employed?				
	Very high	-	-	-	-
	High	-	-	7	5.98
	Low	5	83.33	87	74.36
	Very low	1	16.67	23	19.66
	Total	6	100	117	100
4	How dependable are the training programs of the colleges on labour market information?				
	Very high	-	-	-	-
	High	2	33.33	12	10.26
	Low	3	50	82	70.08
	Very low	1	16.67	23	19.66
	Total	6	100	117	100

Labour market information system (LMIS) is an important mechanism that provides current data for TVET centers on the available job opportunities and the type of skills and occupations required by the economy (Yekunoamlak, 2000:18).

Hence, in Table 10 questions were asked to respondents with the aim to check whether there was labour market information system (LMIS) and its proper usage in the training programs of the colleges under study. Consequently, in item one significant majority of respondents (all of the deans and 84.78% of instructors) responded that LMIS was found in their college. On the other hand, 15.22% of instructors indicated that there was no LMIS in their college. In supporting the response of majority of the respondents, deans and counselors of the colleges during the interview pointed

out that the colleges were conducted tracer study, need assessment and vacancy study with the aim to gather information about the labour market.

Based on the foregone finding, it is possible to conclude that TVET colleges under study had LMIS with different mechanisms.

With item 2 in the Table 10, respondents who reacted positively to item number one were asked to indicate how often LMIS was used to improve the training programs of the colleges. Accordingly, majority of respondents (50% of deans and 76.92% of instructors) pointed out that LMIS was used rarely to improve the training programs of the colleges. Similarly, 33.3% of deans and 14.53% of instructors asserted that it was used very rarely by the college. On the other hand, 16.67% of deans and 5.98% of instructors indicated that it was frequently in practiced by the college.

From the above discussion, one could inferred that even though there was mechanism of LMIS in the colleges with the intention to secure adequate information on skill demand, employment opportunities etc., it was not frequently used and hence TVET colleges under study are currently not utilize LMIS techniques as it has to be.

Training policies, strategies and programs which are responsive to the labour market requires accurate, regular and up date labour market information (Middleton and World Bank in Getachew, 2005:36)

In item 3 of Table10 respondents were asked to rate the reliability of the labour market information that the colleges employed. To this end, significant majority (83.33% of deans and 74.36% of instructors) responded that its reliability (accuracy, continuity and up to date) was low. Similarly 16.67% of deans and 19.66% of instructors indicated that the reliability of labour market information that the colleges employed was very low. On the other hand, only few (5.98% of instructors) contended that its reliability was high. Thus, on the basis of the data given in the above table, it is likely to conclude that reliability of the labour market information that the colleges employed was low and hence it might mislead the training programs of the colleges by providing wrong information. The last item of Table 10 was asked to the respondents with the intention to check the extent to which the training programs of the colleges were designed and implemented based on the labour market information. Consequently, majority of respondents (50% of deans and 70.08% of instructors) rated that the extent of the training programs of the colleges depend on LMIS was low. Similarly, 16.67% of deans and 19.66% of instructors indicated that

dependability of the training programs of the colleges on LMIS was very low. On the other hand, 33.33% of deans and 10.26% of instructors asserted that the training programs of the colleges were highly depending on the LMI that the colleges received. Based on the response of majority of respondents, one could inferred that the extent to which the training programs of the colleges based on the labour market information was law.

Table 11: Factors that may Affect Practical Training of the Colleges.

No.	Items	Respondents				Unemployed Graduates		χ^2 obtained	χ^2 Critical
		Instructors		Trainees		No.	%		
		No	%	No.	%				
1	In your opinion, were the training programs implement according to the standard set in the curriculum i.e. 70% practical and 30% theoretical							2.23	7.3778
	Yes	62	44.93	250	42.52	36	35.29		
	No	76	55.07	338	57.48	66	64.71		
	Total	138	100	588	100	102	100		
2	If the response of item '1' is 'no', how do you rate negative influence of the following reasons for not keep (meet) the standard set in the curriculum?							5.56	11.1433
	2.1) Allocation of inadequate time for practical training?								
	High	8	10.5	59	17.46	5	7.57		
	Average	26	34.2	103	30.47	23	34.85		
	Low	42	55.3	176	52.07	38	57.58		
	Total	76	100	338	100	66	100		
	2.2) Lack of practical knowledge of trainers							112.23	11.1433
	High	3	3.95	162	47.93	33	50		
	Average	17	22.37	117	34.61	23	34.85		
	Low	56	73.68	59	17.46	10	15.15		
	Total	76	100	338	100	66	100		
	2.3) Lack of interest of trainers for practical training							6.345	11.1433
	High	7	9.21	33	9.76	13	19.7		
	Average	10	13.16	51	15.09	7	10.6		
	Low	59	77.63	254	75.15	46	69.7		
	Total	76	100	338	100	66	100		
2.4) Shortage of training materials							10.39	11.1133	
High	42	55.26	221	65.38	33	50			
Average	24	31.58	88	26.04	20	30.3			
Low	10	13.16	29	8.58	13	19.7			
Total	76	100	338	100	66	100			

With the intention to know the proper implementation of the curriculum and identify the factors that may affect the practical training of the colleges, which is one of the important elements to keep/meet the standard set in the curriculum, the respondents were requested to confirm whether the curriculum of TVET was implemented properly and to rate the negative influence of the factors that are listed under item number 2. Consequently, the data were summarized and presented in the Table above.

As one could see item 1 in Table 11, majority of respondents (55.07% of instructors, 57.48% of trainees and 64.71% of unemployed graduates) disclosed that the training programs of the colleges were not implemented according to the standard set in the curriculum. On the other hand, quite considerable number (44.93% of instructors, 42.52% of trainees and 35.29% of unemployed graduates) indicated that implementation of the training programs of the colleges was according to the standard set in the curriculum. The chi-square test result also indicated that the value of χ^2 (2.23) is less than the table value of χ^2 (7.3778) implying that there is no significant perception difference among the respondents. Thus, Based on the response of majority of respondents (instructors, trainees and unemployed graduates), we could conclude that training programs of the colleges were not implemented according to the standard set in the curriculum.

In item 2 of Table 11 questions were presented to the respondents who responded negatively in item 1 to rate the degree of the influence of the factors that are listed under item 2. Accordingly, with regard to the first factor, quite significant number of respondents (55.3% of instructors, 52.07% of trainees and 57.58% of unemployed graduates) responded that the negative influence of allocating inadequate time for practical training was low. Similarly, 34.2% of instructors, 30.47% of trainees and 34.85% of unemployed graduates indicated that the negative influence of the factor was average. On the other hand, 10.5% of instructors, 17.46% of trainees and 7.57% of unemployed graduates reported that its negative influence was high. The chi-square test result also indicated that the value of χ^2 obtained (5.56) is less than the value of χ^2 critical (11.1433) implying that there is no difference in perception among the respondents of the three groups. Thus, all the three group of respondents have similar opinion about the negative influence of allocating inadequate time for practical training on keeping the standard set in the curriculum i.e. they believe that its influence was low. It can, then, be concluded that adequate time was given to practical training by TVET colleges under study in accordance with the time allotted in the curriculum.

The second factor that presented to the respondents was lack of practical knowledge of instructors. Accordingly, quiet significant number (47.93% of trainees, and 50% of unemployed graduates) indicated that the negative influence of lack of practical knowledge on the part of instructors to implement the training programs in accordance with the standard set in the curriculum was high. Similarly, considerable number (22.37% of instructors, 34.6% of trainees and 34.85% of unemployed graduates) reported that the negative influence of lack of practical knowledge of instructors on the proper implementation of the curriculum was average. On the other hand, 73.68% of instructors, 17.46% of trainees and 15.15% of unemployed graduates rated the influence low.

The chi-square test result also indicated that the value of χ^2 obtained (112.23) is greater than the value of χ^2 critical (11.1433) implying that there is significant difference in perception among the respondents. Thus, trainees and unemployed graduates have similar perception i.e. their trainers had lack of practical knowledge but the instructors have different perception about this issue. This difference in perception might appeared because of the fact that some respondents of instructors may reluctant to accept the reality that they had lack of practical knowledge.

However, in supporting the view of trainees and unemployed graduates, the responses of 4 out of 6 deans of the colleges, most of counselors and self employed graduates during the interview indicated that instructors of their colleges had lack of practical knowledge. Thus, one could inferred that instructors of the colleges under study had lack of practical knowledge and it was one of the factors that negatively affect the proper implementation of the training programs of the colleges. And hence, graduates of the colleges did not receive the required knowledge and skills from their instructors. But choosing training as career is highly important for trainees to be self sufficient if the program is practical (MoE, 2003:4; Getachew, 2005:38).

The third factor that presented to the respondents was lack of interest of trainers for practical trainings. Hence, quiet significant number of respondents (77.63% of instructors, 75.15% of trainees and 69.7% of unemployed graduates) confirmed that lack of interest to practical training on the part of instructors had low negative influence to implement the training programs of the colleges in accordance with the standard set in the curriculum. On the other hand, 9.21 of instructors, 9.76% of trainees and 19.7% of unemployed graduates replied that its negative influence was high.

The chi-square test result also revealed that the value of χ^2 obtained (6.345) is less than the value of χ^2 critical (11.1433) implying that there is no statistically significant difference among the respondents. Thus, the three groups of respondents (instructors, trainees and unemployed graduates) have similar perception about the negative influence of lack of interest on the part of instructors for practical training to implement the training programs properly i.e. its influence was low.

The responses of five deans out of six for the interview question number three, most counselors and self-employed graduates also seem to support the idea that the negative influence of the factor mentioned on the above was low. Therefore, it is likely fair to infer that even though instructors of the colleges did not have the required knowledge and skills as it was expected, they had interest to know things practically and help trainees.

The fourth factor given to the respondents to be rated was the negative influence of shortage of training materials on meeting the standard set in the curriculum. Subsequently, the majority of respondents (86.84% i.e. 55.26% plus 31.58% of instructors, 91.42% i.e. 65.38% plus 26.04% of trainees and 80.3% i.e. 50% plus 30.3% of unemployed graduates) rated that the negative influence of shortage of the training materials to meet the standard set in the curriculum was average and high. On the other hand, 13.16% of instructors, 8.58% of trainees and 19.7% of unemployed graduates ascertained that the negative influence of shortage of training materials was low.

The chi-square test result indicated that the value of χ^2 obtained (10.39) is less than the value of χ^2 critical (11.1433) implying that there is no statistically significant difference among the three group of respondents (instructors, trainees and unemployed graduates). This shows that there was strong conformity among instructors, trainees and unemployed graduates opinion about the negative influence of shortage of training materials on the proper implementation of the training programs of their colleges.

Therefore, on the basis of the above discussion, we could conclude that proper implementation of the training programs of the colleges was badly affected by shortage of training materials. And hence the trainings of the colleges under study were focused on theory rather than practice.

Table 12: Presence and Importance of Making Project.

No.	Items	Respondents			
		Deans		Instructors	
		No.	%	No.	%
1	Were graduates asked to make/do a project by themselves at the end of the training as a fulfillment of the diploma/certificate in the college?				
	Yes	6	100	127	92.03
	No	-	-	11	7.97
	Total	6	100	138	100
2	If the response of item no. '1' is 'yes', how many graduates were successful made the project in each year?				
	All	-	-	7	5.51
	Most of them	2	33.33	21	16.54
	Few	3	50	82	64.57
	Very few	1	16.67	17	13.38
	Total	6	100	127	100
3	How do you rate the importance of making the project to develop trainees' confidence that help them to create their own job after the training?				
	Very high	2	33.33	31	22.46
	High	1	66.67	66	47.83
	Low	-	-	34	24.64
	Very low	-	-	7	5.07
	Total	6	100	138	100

As the data in Table 12 reveal, significant majority of respondents (all of deans and 92.03% of instructors) reported that the trainees were asked to make a project at the end of their training as a fulfillment of the certificate they received. On the other hand, only few respondents (7.97% of instructors) indicated that trainees were not asked to make project at the end of their training. On the basis of the response of almost all respondents, one could possibly conclude that trainees were asked to make project with the intention to summarize the knowledge and skills they acquired and develop confidence that enable them to create their own job successfully.

In item 2 of Table 12 question was presented to respondents who responded positively to item number one with the intention to know how many trainees were made the project successfully. Accordingly, majority of respondents (50% of deans, and 64.57% of instructors) pointed out that only few trainees were made the project successfully. Similarly, 16.67% of deans and 13.38% of instructors indicated that very few trainees were made successfully the project they requested. On

the other hand, only few respondents (5.51% of instructors) contended that the project had made successfully by most of the trainees.

From the foregoing discussion, therefore, one could understand that even though trainees of the colleges made project they requested, most of them did not make it as it was expected. Hence, they did not receive the necessary knowledge and skills which they could have acquired from the project.

The last item of Table 12 was presented to the respondents with the intention to know the extent to which making the project was important to develop the confidence of trainees that may help them to create their own job after the training. To this end, majority of respondents (66.67% of deans, and 47.83% of instructors) rated that the importance of making project to develop the confidence of trainees was high. Similarly, 33.33% of deans and 24.46% of instructors indicated that the importance of making project to develop the confidence of trainees was very high. On the other hand, 24.64% of instructors responded that its importance to develop the confidence of trainees was low.

Hence, in light of responses of the majority of respondents, one can understand that making project in proper way and successfully helps trainees to develop confidence; however, most trainees of the colleges did not make it properly.

Table 13: Entrepreneurial knowledge and skills of Trainees and Unemployed Graduates.

No.	Items	Respondents			
		Trainees		Unemployed Graduates	
		No.	%	No.	%
1	Did you take entrepreneurship course in the college?				
	Yes	559	95.07	92	90.2
	No	29	4.93	10	9.8
	Total	588	100	102	100
2	If 'yes', how do you rate the level of the following knowledge and skills you received from the course?				
	2.1) Developing business plan				
	High	58	10.37	8	8.7
	Average	89	15.95	15	16.7
	Low	412	73.68	69	74.6
	Total	559	100	92	100
	2.2) Keeping the financial account of the firm				
	High	27	4.8	2	2.2
	Average	94	16.8	13	14.1
	Low	438	78.4	77	83.7
	Total	559	100	92	100
	2.3) Managing the business firm				
	High	-	-	2	2.2
	Average	103	18.4	11	11.09
	Low	456	81.6	79	85.9
	Total	559	100	92	100
	2.4) Assessing market opportunity				
	High	73	13.1	3	3.26
	Average	375	67.08	70	76.09
	Low	111	19.82	19	20.65
	Total	559	100	92	100
	2.5) Developing proper work behavior (discipline)				
	High	132	23.6	8	8.7
	Average	118	21.1	20	21.74
	Low	309	55.3	64	69.56
	Total	559	100	92	100

Entrepreneurship is the dynamic process of creating incremental wealth. This wealth is created by individuals who assume the major risk in terms of equity, time and or career commitment of providing value for some product or service (ILO, 2005:15, Holt, 1992:3)

Accordingly, Table 13 was organized with the intention to know whether entrepreneurship training was provided in the colleges and to identify knowledge and skills the graduates acquired from the training. Consequently, significant majority of respondents (95.07% of trainees and 90.2% of unemployed graduates) asserted that the training was given in the colleges. The responses of self-employed graduates during the interview seem to support the response of the majority of respondents (trainees and unemployed graduates). Thus, it is likely to conclude that entrepreneurship course was provided by the colleges under study.

In item 2 of Table 13 respondents who replied positively to item number one were asked to rate the listed knowledge and skills they acquired from entrepreneurship training. Accordingly, majority of respondents (73.68% of trainees and 74.6% of unemployed graduates) reported that the knowledge of developing business plan they acquired from entrepreneurship training was low. Conversely, 10.37% of trainees and 8.7% of unemployed graduates pointed out that the knowledge of developing business plan they acquired from entrepreneurship training was high. Significant number (15.95% of trainees and 16.7% of unemployed graduates) rated their knowledge to develop business plan average. The response of the interview that conducted with self-employed graduates seems to support the response of majority of the respondents (trainees and unemployed graduates). Moreover, many trainees and unemployed graduates pointed out in their writing while responding to an open-ended question that lack of knowledge to develop business plan was one of the major problems to create job by TVET graduates.

From the preceding explanation, therefore, one could reasonably conclude that, most of TVET graduates of the colleges under study had no adequate knowledge to develop business plan that is one of the important elements to start once own self business.

Regarding the knowledge about keeping the financial account of the firm, majority of respondents (78.4% of trainees and 83.7% of unemployed graduates) pointed out that their knowledge about keeping the financial account of the firm was low. On the contrary, few respondents (4.8% of trainees and 2.2% of unemployed graduates) confirmed that their knowledge to keep the financial account of the firm was high. As the data further revealed that the knowledge of keep the financial account of the firm was rated average by significant number of trainees (16.8%) and unemployed graduates (14.1%).

Hence, in light of the responses of majority of respondents, one can recognize that the knowledge of most TVET graduates to keep the financial account of the firm which could be received from entrepreneurship training was low.

As the data in the third type of knowledge, which is found under item number, two reveal, majority of respondents (81.6% of trainees and 85.9% of unemployed graduates) confirmed that their knowledge about managing the business firm was low. Conversely, only few respondents (2.2% of unemployed graduates) reported that their knowledge to manage the business firm they acquired from entrepreneurship training was high. Significant number (18.4% of trainees and 11.9% of unemployed graduates) on their part replied that their knowledge about managing the business firm was average. On the basis of the above data, therefore, one can infer that knowledge of most graduates about managing the business firm was low.

Concerning the knowledge about assessing market opportunity, 13.1% of trainees and 3.26% of unemployed graduates indicated that their knowledge to assess business opportunity they acquired from entrepreneurship training was high. On the other hand, 19.82% of trainees and 20.65% of unemployed graduates responded that their knowledge to assess business opportunity was low. Similarly, 67.08% of trainees and 76.09% of unemployed graduates on their part asserted that their knowledge about assessing business opportunity was average. From the data given above, one can possibly infer that the knowledge of TVET graduates to assess market opportunity was moderate.

Work behavior of an organization is a result of personality of its employees, and hence the presence of good work environment and success of an organization determine by the behavior of employees who are members of an organization (Helga, 2000:230).

Hence, with regard to work behavior of trainees and unemployed graduates, 23.6% of trainees and 8.7% of unemployed graduates replied that their knowledge about work behavior they acquired from entrepreneurship training provided by the colleges was high. On the other hand, 55.3% of trainees and 69.56% of unemployed graduates pointed out that their knowledge about work behavior was low. Quite considerable number of the trainees (21.1%) and unemployed graduates (21.74%) indicated that their knowledge about work behavior they acquired from entrepreneurship was somewhat average.

From the foregoing discussion, therefore, one could understand that entrepreneurship training was provided by the college; however, trainees did not receive adequate knowledge and skills which are listed in the above table. Hence, graduates may face so many problems due to lack of entrepreneurial knowledge and skills, and hence lacked confidence to start their own business.

Table 14: Implementation and Importance of Apprenticeship Training

No.	Items	Respondents						χ^2 obtained	χ^2 Critical	
		Instructors		Trainees		Unemployed Graduates				
		No	%	No.	%	No.	%			
1	Was there apprenticeship training program in your colleges?							6.257	7.3778	
	Yes	138	100	573	97.4	102	100			
	No	-	-	15	2.6	-	-			
	Total	138	100	588	100	102	100			
2	How do you rate the proper implementation of the trainings provided by apprenticeship offering organization?							0.409	11.1433	
	High	4	2.9	15	2.26	3	2.94			
	Medium	30	21.8	117	20.42	19	18.63			
	Low	104	75.3	441	77.32	80	78.43			
	Total	138	100	573	100	102	100			
3	If the response of item '1' is yes, how do you rate the importance of this training in relation to provide the following benefit to trainees and graduates?							1.454	11.1433	
	1.1 Familiarize them to the world of work									
	High	20	14.49	103	17.98	15	14.7			
	Medium	18	13.05	69	12.04	12	11.8			
		Low	100	72.46	401	69.98	75	73.5		
		Total	138	100	573	100	102	100		
	1.2 Enable them to create their own job							0.3677	11.1433	
	High	3	2.2	15	2.62	2	1.96			
	Medium	6	4.3	23	4.01	5	4.9			
	Low	129	93.5	535	93.37	95	93.14			
		Total	138	100	573	100	102	100		
	1.3 Enable them to have more practical knowledge.							0.1847	11.1433	
	High	3	2.17	10	1.8	2	1.96			
Medium	10	7.25	42	7.3	8	7.84				
Low	125	90.58	521	90.9	92	90.2				
	Total	138	100	573	100	102	100			

From item 1 of the above Table (Table 14) one could see that significant majority of respondents (all instructors and unemployed graduates, and 97.4% of trainees) asserted that apprenticeship training program was launched in the colleges. On the other hand, only few respondents (2.26% of trainees) pointed out that apprenticeship training program was not conducted in the colleges. The chi-square test result also revealed that the value of χ^2 obtained (6.257) is less than the value of χ^2 critical (7.3778) implying that there is no difference in perception among respondents.

In item 2 of Table 14, respondents who reported that there was apprenticeship training in their college were asked to rate the proper implementation of this training program provided by apprenticeship offering organizations. To this end, majority of respondents (75.3% of instructors, 77.32% of trainees and 78.43% of unemployed graduates) indicated that proper implementation of the apprenticeship training provided by apprenticeship offering organizations was low. On the other hand, 2.9% of instructors, 2.26% of trainees and 2.94% of unemployed graduates contended that its proper implementation of apprenticeship training was high. The chi-square test result also indicated that the value of χ^2 obtained (0.409) is less than the value of χ^2 critical (11.1433) implying that there is no difference in perception among the respondents. That is all group of respondents have similar perception about proper implementation of apprenticeship training provided by apprenticeship offering organization.

Moreover, the responses of the interview that conducted with deans and counselors of the colleges, and self-employed graduates seem to support the response of the majority of respondents (instructors, trainees and unemployed graduates). According to these interviewees improper implementation of this training had different manifestation, for instance, assigning trainees out of their filed of study, making the trainees idle and worthlessly spend their time in certain offices and so on. Thus, due to lack of awareness, the apprenticeship offering organizations were not psychologically ready to provide this training. From the above discussion, one could inferred that the trainees and graduates did not receive the required knowledge and skill as it was expected.

The purpose of offering apprenticeship training is believed to familiarize trainees with real work life who eventually qualify as self or wage employees in their specialized areas.

Accordingly, Item 3 of table 14, was designed to know how much the apprenticeship training program was important in relation to providing some benefits to trainees. Hence, 72.46% of instructors, 69.98% of trainees and 73.5% of unemployed graduates pointed out that the importance of apprenticeship training regarding enable trainees to familiarize with the world of work was low. On the other hand, 14.49%, 17.98% and 14.7% of instructors, trainees and unemployed graduates responded that its importance was high.

The chi-square test result also indicated that the value of χ^2 obtained (1.454) is less than the value of χ^2 critical (11.1433) implying that there is no perception difference among respondents. Thus, the three group of respondents have similar perception i.e. they believe that the importance of apprenticeship training provided by apprenticeship offering organizations regarding make trainees familiarize with the real world of work was low.

With regard to the importance of apprenticeship training program in relation to enable the trainees to create their won job after the training, 93.5% of instructors, 93.37% (76.79 plus 16.58) of trainees and 93.14% of unemployed graduates pointed out that its importance was low. On the other hand, 2.2% of instructors, 2.62% of trainees and 1.96% of unemployed graduates disclosed that its importance was high.

The chi-square test result also indicated that the value of χ^2 obtained (0.3677) is less than the value of χ^2 critical (11.1433) implying that there is no perceptual difference among respondents. That is the three groups of respondents (Instructors, trainees and unemployed graduates) have similar perception about the importance of apprenticeship training in relation to enable the trainees to create their own job after the training. Thus, it is likely fair to conclude that the importance of apprenticeship training offered by apprenticeship offering organizations in relation to enable the trainees to create their own job after the training was low.

The aim of the last question that asked under item 3 was to check whether the apprenticeship training provided by apprenticeship offering organizations enable the trainees to acquire knowledge that is more practical. Accordingly, 90.58% of instructors, 90.9% of trainees and 90.2% of unemployed graduates confirmed that its importance was low. On the other hand, 2.17% of instructors, 1.8% of trainees and 1.96% of unemployed graduates pointed out that its importance was high.

The chi-square test result also disclosed that the value of χ^2 obtained (0.1847) is less than the value of χ^2 critical (11.1433) implying that there is no difference in perception among respondents. That is all the three group of respondents have similar perception about the importance of apprenticeship training regarding enable the trainees to acquire knowledge, which is more of practical. Thus, its importance was low.

Table 15: Effort of Concerned Bodies to Develop the Interest of Trainees.

No.	Items	Respondents			
		Trainees		Unemployed graduates	
		No.	%	No.	%
1	How do you rate the level effort of the following concerned bodies to develop the interest of trainees to become self employed?				
	1.1) Effort of trainers				
	High	378	64.29	55	53.92
	Medium	151	25.68	28	27.45
	Low	59	10.03	19	18.63
	Total	588	100	102	100
	1.2) Effort of college management				
	High	323	54.9	51	50
	Medium	191	32.5	28	27.5
	Low	74	12.6	23	22.5
	Total	588	100	102	100
	1.3) Effort of woreda Micro and Small Enterprise (SME) office.				
	High	59	10.03	13	12.75
	Medium	147	25	13	12.75
	Low	382	64.97	76	74.5
	Total	588	100	102	
	1.4) Effort of woreda Associations promotion (AP) office				
	High	15	2.5	5	4.9
	Medium	44	7.5	18	17.6
	Low	529	90	79	77.5
	Total	588	100	102	100
	1.5) Effort of trainees' parents				
	High	15	2.5	-	-
	Medium	88	15	8	7.8
Low	485	82.5	94	92.2	
Total	588	100	102	100	
1.6) Effort of the local community					
High	31	5.3	3	2.94	
Medium	43	7.3	13	12.75	
Low	514	87.4	86	84.31	
Total	588	100	102	100	

The item and the listed statements under the item in Table 14, were presented to the respondents with the intention to know the extent to which the effort of concerned bodies exerted to develop the interest of trainees to become self-employed. Accordingly, 64.29% of trainees and 53.92% of unemployed graduates indicated that the effort of trainers to develop the interest of trainees to become self-employed was high. On the other hand, 10.03% of trainees and 18.63% of unemployed graduates pointed out that the effort of trainers was low. The data further revealed that 25.68% of trainees and 27.45% of unemployed graduates rated the effort of trainers medium. On the basis of the response of majority respondents, one could recognized that the effort of trainers to develop the interest of their trainees to become self-employed after the training was high.

The data presented about the effort of the college management reveal, majority of respondents (54.9% of trainees and 50% of unemployed graduates) confirmed that the effort of the college management to develop the interest of trainees to become self-employed after the training was high. Conversely, 12.6% of trainees and 22.5% of unemployed graduates replied that the effort of the college management was low. Significant number of respondents (32.5% of trainees, and 27.5% of unemployed graduates) on their part contended that the effort of the college management was medium. From the above data presented about the effort of college management, we can conclude that the effort of college management to develop the interest of trainees to become self-employed was high.

Similarly, 10.03% of trainees and 12.75% of unemployed graduates reported that the effort of woreda MSE office to develop the interest of trainees to become self-employed was high. On the other hand, majority of respondents (64.97% of trainees and 74.5% of unemployed graduates) asserted that the effort of woreda MSE office to develop the interest of trainees to become self-employed was low. On the other hand, 25% of trainees and 12.75% of unemployed graduates asserted that the effort of woreda MSE office was medium. In supporting this, the deans and counselors of the colleges during the interview pointed out that the willingness and readiness of woreda MSE office to make discussion with the college management regarding the problems and issues of trainees was low. Hence, in light of the response of the majority of respondents (trainees and unemployed graduates) and the response of the interview, one could conclude that the effort of woreda MSE office to develop the interest of trainees to become self-employed was low.

As can be seen from the data to the effort of woreda AP office, significant majority of respondents (90% of trainees and 77.5% of unemployed graduates) assured that the effort of woreda AP office to develop the interest of trainees to become self-employed was low. Similarly, significant number of respondents (7.5% of trainees and 17.6% of unemployed graduates) rated their effort medium. On the other hand, few respondents (2.5% of trainees and 4.9% of unemployed graduates) responded that effort of woreda AP was high. The response of the interview that conducted with the deans and counselors of the colleges seem to support the view of the majority of respondents (trainees and unemployed graduates). Thus, on the basis of the response of majority respondents (trainees and unemployed graduate), it is possible to conclude that the effort of woreda AP was low.

With regard to the effort of trainees' parents, significant majority of respondents (82.5% of trainees and 92.2% of unemployed graduates) confirmed that the effort of trainees' parents to develop the interest of their children to engage in self-employment was low. Conversely, only few respondents (2.5% of trainees) responded that the effort of parents was high.

Similarly, concerning the effort of the local community, majority of respondents (87.4% of trainees and 84.31% of unemployed graduates) indicated that the effort exerted by the local community to develop the interest of trainees to become self-employed was low. On the contrary, 5.3% of trainees and 2.94% of unemployed graduates assured that the effort of the local community was high.

On the basis of the above discussion, thus, one might likely conclude that the effort of most concerned bodies (Woreda Micro and Small Enterprise Office, woreda Associations Promotion office, trainees' parents and the local community) to develop the interest of trainees to become self-employed was low. Hence, TVET unemployed graduates did not receive the required support while they were in the college that may help them to develop their interest and positive attitude towards self-employment.

Table 16: Expectation and interest of Parents, the Local Community, and Trainees.

No.	Items	Respondents				Unemployed Graduates		χ^2 obtained	χ^2 critical
		Instructors		Trainees		No.	%		
		No	%	No.	%				
1	In your opinion, what do most parents and the local community expect from the trainees after the training?							3.0923	7.3778
	Wage employed	105	76.09	469	79.8	87	85.3		
	Self employed	33	23.91	119	20.2	15	14.7		
	Other	-	-	-	-	-	-		
	Total	138	100	588	100	102	100		
2	In your opinion, what do most trainees want to be after the training?							1.71	7.3778
	Be wage employed	127	92	521	88.6	89	87.25		
	Be self-employed	11	8	67	11.4	13	12.75		
	Others	-	-	-	-	-	-		
	Total	138	100	588	100	102	100		

What people do depends to great upon their expectation and interest. The expectation and interest of individuals have powerful impact on what the energy they exert, the resources they allocate and the priorities they order (UN, 2006: 15).

Hence, Table 16 was organized to find out expectation of parents and the local community, and interest of trainees after the training regarding employment. Consequently, majority of the respondents (76.09% of instructors, 79.8% of trainees and 85.3% of unemployed graduates) reported that those parents of trainees and the local community expect the trainees to be waged employed after the training. On the other hand, significant number (23.91% of instructors, 20.2% of trainees and 14.7% of unemployed graduates) responded that trainees were expected to be self-employed by their parents and the local community. The chi-square test result also revealed that the value of χ^2 obtained (3.0923) is less than the value of χ^2 critical (7.3778) implying that there is no perception difference among the respondents.

Thus, most trainees' parents and the local community expect the trainees to become wage-employed after the training.

In item 2 of table 16, respondents were asked to indicate what most trainees want to be after their training. To this end, 92% of instructors, 88.6% of trainees and 87.25% of unemployed graduates asserted that most trainees had interest to be wage employed after their training. On the other hand,

8% of instructors, 11.4% of trainees and 12.75% of unemployed graduates reported that most trainees had interest to be self-employed after their training.

The chi-square test result also indicated that the value of χ^2 obtained (1.71) is less than the value of χ^2 critical (7.3778) implying that there existed no difference in perception among the respondents. Thus, most of the trainees were interested to be wage employed after their training.

Table 17: Factors that Affect the Interest of Unemployed Graduates

No.	Items	Respondents				χ^2 obtain	χ^2 critica l
		Instructors		Unemployed Graduates			
		No.	%	No.	%		
1	In your opinion, how do you rate the negative influence of the following factors on the interest of unemployed graduates to become self employed?					5.2	7.3778
	1.1) Low demand of the local community to the product of self-employed TVET graduates.						
	High	28	20.3	15	14.7		
	Medium	62	44.9	61	59.8		
	Low	48	34.8	26	25.5		
	Total	138	100	102	100		
	1.2) Unavailability of inputs such as credit, premises, additional training etc.					4.37	7.3778
	High	75	54.34	69	67.65		
	Medium	33	23.92	18	17.65		
	Low	30	21.74	15	14.7		
	Total	138	100	102	100		
	1.3) Low respectation and appreciation of the local community					1.724	7.3778
	High	10	7.2	12	11.76		
	Medium	31	22.5	19	18.63		
	Low	97	70.3	71	69.61		
	Total	138	100	102	100		
1.4) Unfavorable existing rules and regulations					0.385	7.3778	
High	77	55.79	54	52.9			
Medium	33	23.91	28	27.5			
Low	28	20.3	20	19.6			
Total	138	100	102	100			
1.5) Low confidence of graduates					1.45	7.3778	
High	86	62.3	59	57.8			
Medium	31	22.5	30	29.4			
Low	21	15.2	13	32.8			
Total	138	100	102	100			

Graduates of TVET may acquire the required knowledge and skills that make them graduated successfully and be self employed. Despite these benefits, there are also many external constraints that affect their interest and hence discourage to start their own employment (Nigra, 1986:88; roppers and Komba, 1995:151).

Accordingly, Table 17 was organized with the intention to identify the factors that may affect negatively the interest of unemployed graduates to become self-employed. Accordingly, with regard to the first factor, majority of respondents (44.9% of instructors, and 59.8% of unemployed graduates) asserted that the negative influence of low demand of the local community to the product of self-employed TVET graduates on the interest of unemployed graduates to become self employed was medium. Similarly, 34.8% of instructors, and 25.5% of unemployed graduates pointed out that the negative influence of the factor was low. On the other hand, considerable number (20.3% of instructors and 14.7% of unemployed graduates) responded that the negative influence of the factor was high. The chi-square test result revealed that the value of χ^2 obtained (5.2) is less than the value of χ^2 critical (7.3778) implying that there is no difference in perception among the respondents. Thus, on the basis of response of majority respondents the negative influence of low demand of the local community to the product of self-employed graduates on the interest of unemployed graduates to become self employed was moderate.

The second factor that presented to rate by respondents was in availability of in puts. Accordingly, majority of respondents (54.34% of instructors, and 67.65% of unemployed graduates), reported that its negative influence on the interest of unemployed graduates to become self-employed was high. On the other hand, significant number (21.74% of instructors and 14.7% of unemployed graduates) contended that its influence on the interest of unemployed graduates was low. Considerable number, (23.92% of instructors, and 17.65% of unemployed graduates) rated its influence medium. The chi-square test result revealed that the value of χ^2 obtained (4.37) is less than the value of χ^2 critical (7.3778) implying that there is no difference in perception among the respondents. In supporting this, self-employed graduates during the interview conducted with them indicated that in availability of inputs was one of the major problems they faced when they tried to create their own job.

From the foregoing explanation, therefore, one could conclude that in availability of inputs (credit, business shelter, additional trainings etc.) were the major factors that affect the interest of unemployed graduates to become self-employed among others.

The third factor of the above table that presented to the respondents was low respectation and appreciation of the local community to self-employment. Accordingly, majority of respondents (70.3% of instructors and 69.61% of unemployed graduates) pointed out that negative influence that created on the interest of unemployed graduates to become self-employed due to the view of the local community was low. On the other hand, only few respondents (7.2% of instructors and 11.76% of unemployed graduates) reported that the negative influence of this factors was high. Considerable number (22.5% of instructors and 18.63% of unemployed graduates) contended that the negative influence of this factor was medium. The chi-square test result also indicated that the value of χ^2 obtained (1.724) is less than the value of χ^2 critical (7.3778) implying that there existed no difference in perception among the respondents. Thus, the degree of the negative influence on the interest of unemployed graduates to become self-employed because of undesirable view of the local community to self-employment was low.

Concerning the negative influence of the existing rules and regulation on the interest of unemployed graduates to become self-employed, majority of respondents (55.79% of instructors, 52.9% of unemployed graduates) rated its influence high. On the other hand, considerable number (20.3% of instructors and 19.6% of unemployed graduates) confirmed that its influence was low. Significant number (23.91% of instructors and 27.5% of unemployed graduates) reacted that the influence was medium. The chi-square test result also indicated that the value of χ^2 obtained (0.385) is less than the value of χ^2 critical (7.3778) implying that there is no significant difference in perception among respondents. In supporting this, the response of the interview that conducted with college deans and self-employed graduates indicated that some rules and regulations of ACSI and municipalities were not encouraging to the effort of TVET graduates to create their own job. Therefore, one could conclude that some rules and regulations in relation to job creation were discouraging and hence make unemployed graduates disinterest to become self-employed.

Confidence of graduates was the last factor that need to rate by the respondents. Accordingly, majority of respondents (62.3% of instructors and 57.8% of unemployed graduates) pointed out that low confidence of graduates had high negative influence on their own interest to become self-employed. On the other hand, considerable number of instructors (15.2%) and unemployed graduates (32.8%) ascertained that its influence was low. Further more, quiet significant number (22.5% of instructors and 29.4% of unemployed graduates) indicated that the influence of this factor was medium. The chi-square test result also revealed that the value of χ^2 obtained (1.45) is less than the value of χ^2 critical (7.3778) implying that there existed no difference in perception

among respondents. Thus, on the basis of the response of the majority respondents (instructors and unemployed graduates), one could infer that low confidence on the part of graduates had high negative influence on their own interest to become self-employed and hence they remain unemployed.

Table 18: Accessibility of Market .

No.	Items	Respondents				χ^2 Obtained	χ^2 Critical
		Instructors		Unemployed Graduates			
		No.	%	No.	%		
1	In your opinion, how do you rate the local market accessibility to the product and service of TVET graduates?					0.2144	7.3778
	High	7	5.07	4	3.92		
	Average	15	10.87	12	11.77		
	Low	116	84.06	86	84.31		
	Total	138	100	102	100		
2	If the response of item '1' is low, how do you rate the negative influence of the following reasons?					2.019	7.3778
	2.1 Low quality of products						
	High	83	71.55	59	68.6		
	Average	20	17.24	11	12.79		
	Low	13	11.21	16	18.61		
	Total	116	100	86	100		
	2.2 High price of products					1.326	7.3778
	High	9	7.76	6	6.98		
	Average	20	17.24	10	11.63		
	Low	87	75	70	81.39		
	Total	116	100	86	100		
	2.3 Attitudinal problem of the local community					0.0108	7.3778
	High	88	75.86	65	75.58		
	Average	21	18.1	16	18.61		
	Low	7	6.04	5	5.81		
	Total	116	100	86	100		
2.4 Lack of promotion					2.765	7.3778	
High	8	6.9	5	5.81			
Average	28	24.4	13	15.12			
Low	80	68.96	68	79.07			
Total	116	100	86	100			
2.5 The place where the firms are found					9.439	7.3778	
High	75	64.66	72	83.72			
Average	25	21.55	10	11.63			
Low	16	13.79	4	4.65			
Total	116	100	86	100			
2.6 Low purchasing capacity of the local community					1.491	7.3778	
High	70	60.34	60	69.77			
Average	28	24.14	16	18.6			
Low	18	15.52	10	11.63			
Total	116	100	86	100			

According to Harper (1984:30) problem of market is not something which can be remedied by providing anything tangible, such as finance, a machine or raw materials, and the nature of self employed marketing problem must be clearly understand before any attempt is make to solve the problem.

Hence, as one could see from table18, there was the intention to know market accessibility to the product and service of TVET graduates. Accordingly, in item 1 of the above table, majority of respondents (84.06% of instructors and 84.31% of unemployed graduates) indicated that there was low market accessibility to the product and service of TVET graduates. On the other hand, 5.07% of instructors and 3.92% of unemployed graduates responded that there was high local market accessibility to the product and service of TVET graduates. Further the data indicated that 10.87% of instructors and 11.77% of unemployed graduates pointed out that the market accessibility of TVET graduates to their product and service was average. The responses of self employed graduates during the interview also seem to support the response of majority of respondents (instructors and unemployed graduates).

The chi-square test result also indicated that the value of χ^2 obtained (0.2144) is less than the value of χ^2 critical (7.3778) implying that there is no difference in perception among respondents. Thus, it is likely to conclude that the local market accessibility of TVET graduates to their product was low and hence other unemployed graduates had frustration and lost confidence to engage in self-employment.

In item 2 of the above table (table18), list of statements (factors) which may negatively affect market accessibility of TVET graduates were presented to respondents who responded that the market accessibility of TVET graduates was low in item 1. Consequently, regarding the first factor, significant majority of respondents (71.55% of instructors and 68.6% of unemployed graduates) asserted that low quality of products and services of TVET graduates had high negative influence on their market accessibility. Conversely, considerable number of respondents (11.25% of instructors, and 18.61% of unemployed graduates) rated the negative influence of low quality of TVET graduates product and service on their market accessibility low. Similarly 17.24% of instructors and 12.79% of unemployed graduates on their part ascertained that its negative influence was average.

The chi-square test result also indicated that the value of χ^2 obtain (2.019) is less than the value of χ^2 critical (7.3778) implying that there is no difference in perception among respondents. Thus, on the basis of the response of majority of respondents, it is possible to conclude that TVET graduates might have lack of the required knowledge and skills to produce quality products and services and hence not able to compete with other similar entrepreneurs.

With regard to high price of products and services, few respondents (7.76% of instructors, and 6.98% of unemployed graduates) pointed out that its negative influence on market accessibility of TVET graduates product and service was high. On the other hand, majority of respondents (75% of instructors and 81.39% of unemployed graduates) indicated that the negative influence of high price of product and service of TVET graduates on their market accessibility was low. Besides, 17.24% of instructors and 11.63% of unemployed graduates replied that its negative influence was average.

The chi-square test result also indicated that the value of χ^2 obtained (1.326) is less than the value of χ^2 critical (7.3778) implying that there is no difference in perception. Thus, one could inferred that high price of product and services of TVET graduates had low negative influence on their market accessibility.

The third factor that presented to respondents was attitudinal problem of the local community. Hence significant majority of respondents (75.86% of instructors and 75.58% of unemployed graduates) asserted that negative influence of attitudinal problem of the local community on market accessibility of TVET graduates was high. Conversely, few respondents (6.04% of instructors and 5.81% of unemployed graduates) pointed out that its negative influence was low. Further the data indicated that 18.1% of instructors and 18.61% of unemployed graduates rated the negative influence of attitudinal problem of the local community on market accessibility of TVET graduates average.

The chi-square test result also indicated that the value of χ^2 obtained (0.0108) is less than the value of χ^2 critical (7.3778) implying that there existed no perception difference between the two groups of respondents. Thus, from the above discussion, we could inferred that attitudinal problem of the local community had high negative influence on the market accessibility of TVET graduates product and service.

However, good culture and positive attitudinal orientation of the community towards self employment is one of the pushing factors to entering self employment (Metcalf, Modood and Virrdee, 1996:145).

Concerning lack of promotion, few respondents (6.9% of instructors and 5.81% of unemployed graduates) responded that negative influence of lack of promotion on market accessibility of TVET graduates product and service was high. On the other hand, 68.96% of instructors and 79.07% of unemployed graduates asserted that its negative influence was low. Similarly, 24.4% of instructors and 15.12% of unemployed graduates on their part disclosed that its negative influence was average.

The chi-square test result also indicated that the value of χ^2 obtained (2.765) is less than the value of χ^2 critical (7.3778) implying that there is no difference in perception among respondents. Thus, on the basis of responses of the majority of respondents (instructors and unemployed graduates) it is likely inferred that lack of promotion had low negative influence on market accessibility of TVET graduates product and service.

As Neck and Nelson (1987,40) specially in the case of small enterprise ,it is important to under take a business at the right place where people frequently come for shopping.

Accordingly, the fifth factor was presented to respondents with the intention to check the negative influence of the place where the firms of TVET graduates are found on market accessibility of TVET graduates products and services. Consequently, significant majority of respondents (64.66% of instructors and 83.72% of unemployed graduates) indicated that its influence was high. On the contrary, considerable number (13.79% of instructors) and few respondents (4.65% of unemployed graduates) pointed out that its negative influence was low. Similarly, significant number (21.55% of instructors and 11.63% of unemployed graduates) reported that its negative influence was average.

The chi-square test result also indicated that the value of χ^2 obtained (9.439) is greater than the value of χ^2 critical (7.3778) implying that there is difference in perception among respondents. Thus, the two groups have different perception on the negative influence of the place where the firms of graduates found on their market accessibility. However, the response of the interview that conducted with self-employed graduates seems to support the response of the majority of

respondents. Thus, based on the above discussion, we could infer that the place where the firms of TVET graduates are found had high negative influence on their market accessibility.

The last factor that required to rate by respondents was low purchasing capacity of the local community. Subsequently, quiet majority of respondents (60.34% of instructors, 69.77% of unemployed graduates) asserted that low purchasing capacity of the local community had high negative influence on market accessibility of TVET graduates product and service. On the other hand, significant number (15.52% of instructors and 11.63% of unemployed graduates) reported that its negative influence was low. Further as the data presentation shows, considerable number of respondents (24.14% of instructors and 18.6% of unemployed graduates) replied that its negative influence was average. The chi-square test result also disclosed that the value of χ^2 obtained (1.491) is less than the value of χ^2 critical (7.3778) implying that there is no difference in perception among respondents. Thus, in light of the responses of the majority of respondents (instructors and unemployed graduates), we could infer that low purchasing capacity of the local community had high negative influence on the market accessibility of TVET graduates.

Table 19: Attitude of Unemployed Graduates and Trainees Towards Self-employment

No.	Items	Respondents				χ^2 obtained	χ^2 Critical
		Unemployed grade		Trainees			
		No	%	No.	%		
1	It is an option that selected after failure to be wage-employed.					0.0218	7.3778
	Agree	61	59.8	348	59.2		
	Undecided	10	9.8	60	10.2		
	Disagree	31	30.4	180	30.6		
	Total	102	100	588	100		
2	It is an option in which incapable graduates engaged.					1.1866	7.3778
	Agree	18	17.7	83	14.1		
	Undecided	19	18.6	129	21.9		
	Disagree	65	63.7	376	64		
	Total	102	100	588	100		
3	It is an option that no need any competence, facilities and support.					3.131	7.3778
	Agree	-	-	-	-		
	Undecided	8	7.8	30	5.1		
	Disagree	94	92.2	558	94.9		
	Total	102	100	588	100		
4	It is full of risk.					1.396	7.3778
	Agree	86	84.3	452	76.9		
	Undecided	5	4.9	33	5.6		
	Disagree	11	10.8	103	17.5		
	Total	102	100	588	100		
5	It is a sector of poor.					1.014	7.3778
	Agree	78	76.47	448	76.19		
	Undecided	8	7.84	48	8.16		
	Disagree	16	15.69	92	15.65		
	Total	102	100	588	100		
6	It is one of the alternatives for employment of TVET graduates.					4.144	7.3778
	Agree	25	24.51	126	21.4		
	Undecided	9	8.82	98	16.7		
	Disagree	68	66.67	364	61.9		
	Total	102	100	588	100		
7	It could contribute for the development of the country and the individual					68.47	5.9915
	Agree	15	14.7	308	52.4		
	Undecided	31	30.4	162	27.53		
	Disagree	56	54.9	118	20.07		
	Total	102	100	588	100		

Each developing countries hopes for creating jobs lie in small firms and in self employment. In their case, education systems are not only faced with problem of dissemination knowledge and technical skills, but even more with the problem of developing attitudes and patterns of behavior (Frost in Metcalf, Modood and Virdee, 1996: 167).

Similarly, development and success job creation is not completed until technical skills, effective work habits and positive attitudes have been learned and develop effectively (Tuijnman, 1996: 45).

Accordingly, Table 19 was organized with the intention to know the attitude of unemployed graduates and trainees towards self-employment. Consequently, in item 1 of Table 19, majority of unemployed graduates (59.8%) and trainees (59.2%) ascertained that they accept the idea that self-employment is an option that selected after failure to be wage-employed. On the other hand, 30.4% of unemployed graduates and 30.6% of trainees indicated that they disagree with the idea that self-employment is an option that selected after failure to be wage-employed.

The chi-square test result also disclosed that the value of χ^2 obtained (0.0218) is less than the value of χ^2 critical (7.3778) implying that there is no significant difference in perception between the respondents of unemployed graduates and trainees. Thus, majority of unemployed graduates and trainees believed that self-employment is an option that selected after failure to be wage-employed.

With regard to item 2 in Table 19, significant majority of trainees (64%) and unemployed graduates (63.7%) reported that they disagree with the idea that self-employment is an option in which incapable graduates are engaged. On the other hand, 14.1% of trainees and 17.7% of unemployed graduates indicated that they agree with the idea.

The chi-square test result also indicated that the value of χ^2 obtained (1.1866) is less than the value of χ^2 critical (7.3778) implying that there is no significant perception difference between the two group of respondents (trainees and unemployed graduates).

The data in items 3 of Table 19 show that 92.2% of unemployed and 94.9% of trainees reject the idea that self-employment is an option that no needs any competence, facilities and support. The chi-square test result also indicated that the value of χ^2 obtained (3.131) is less than the value of χ^2 critical (7.3778) implying that there is no significant difference in perception between the two

group of respondents (trainees and unemployed graduates). Thus, it is likely to conclude that they are aware that self-employment requires personal effort, competence and initiation.

The fourth idea that presented to rate by respondents was that self-employment is full of risk. Accordingly, significant majority of unemployed graduates (84.3%) and trainees (76.9%) confirmed that they agree with the idea that self-employment is full of risk. On the other hand, 10.8% of unemployed graduates and 17.5% of trainees reported that they disagree with the idea. The chi-square test result also indicated that the value of χ^2 obtained (1.396) is less than the value of χ^2 critical (7.3778) implying that there is no significant perception difference between the respondents of unemployed graduates and trainees. Thus, one could be inferred that both unemployed graduates and trainees accept the idea that self-employment is full of risk.

In item five of Table 19, the respondents were asked to rate the idea that self-employment is a sector of poor. Hence, 76.47% of unemployed graduates and 76.19% of trainees ascertained that they agree with the idea that self-employment is a sector of poor. On the other hand, 15.69% of unemployed graduates and 15.65% of trainees responded that they disagree with the idea. The chi-square test result also showed that the value of χ^2 obtained (1.014) is less than the value of χ^2 critical (7.3778) implying that there is no difference in perception between the two group of respondents (unemployed graduates and trainees).

Item six and seven of Table 19, express positive attitude towards self-employment. Accordingly, in item six 66.67% of unemployed graduates and 61.9% of trainees reported that they disagree with the idea that self-employment is one of the alternatives for employment of TVET graduates. On the other hand, 24.51% of unemployed graduates and 21.4% of trainees indicated that they agree with the idea. The chi-square test result also disclosed that the value of χ^2 obtained (4.144) is less than the value of χ^2 critical (7.3778) implying that there is no difference in perception between the two group of respondents (unemployed graduates and trainees).

In item seven of Table 19, 54.9% of unemployed graduates confirmed that they disagree with the idea that self-employment could contribute for the development of the country and the individual. On the other hand 52.4% of trainees indicated that they agree with the idea. The chi-square test result also showed that the value of χ^2 (68.47) is greater than the value of χ^2 critical (7.3778)

implying that there is significant difference in perception between the respondents of unemployed graduates and trainees.

On the basis of the above discussion, we could understand that both unemployed graduates and trainees had the right attitude regarding the idea of item two and three, and only trainees had favorable attitude regarding the idea of item seven. Moreover, with the exception of item seven, there was no statistically significant difference between unemployed graduates and trainees responses.

CHAPTER FOUR

4. Summary, Conclusion and Recommendation

4.1 Summary:-

The general objective of this study was to examine the major factors that affect self-employment of unemployed graduates of selected TVET colleges in ANRS in so doing attempts have been made to assess suitability of legal frame works, rules and regulations of ACSI and town municipalities, the extent of support provided by WSME and WAP, the relevance of trainings provided by the TVET colleges, competence, interest and attitude of graduates towards self-employment.

In order to achieve this objective, the following basic research questions were stated and treated:-

1. What is the condition of rules and regulations, and readiness of ACSI (Amhara Credit and saving Institution) and city /town municipalities to support graduates?
2. To what extent are woreda Small and Micro Enterprise (WSME) and Associations Promotion (WAP) Offices supportive for graduates?
3. To what extent are training programmes of the TVET colleges relevant and employ labour market information system to improve self-employment?
4. Do graduates acquire adequate skills and knowledge and have interest to create their own job?
5. To what extent is the local market accessible to absorb the product and service of self employed graduates?
6. What is the attitude of trainees and graduates towards self-employment?

In order to answer the above basic research questions, questionnaire, interview and document analysis were used as data collecting tools. The subject of the study were: unemployed TVET graduates, trainees, instructors, deans, counselors, office heads, self-employed graduates. Descriptive research methodology was used to explain the issue under study.

Simple random sampling and stratified sampling were employed in selecting sample trainees and trainers, availability sampling technique was employed in selecting the deans of target TVET colleges, purposive sampling technique was employed in selecting sample zones and TVET

colleges and snow ball sampling technique was employed in selecting sample unemployed graduates.

Moreover, a total of 858 questionnaires were distributed to trainees, instructors deans and unemployed graduates. Among the questionnaires distributed, 834 (97.2%) were collected.

The data obtained were then analyzed using percentage and chi-square tests throughout the study. Accordingly the major findings of the study are summarized below:-

I. The conditions of legal frameworks and readiness of ACSI and city/town municipalities to support graduates:-

1. As the findings of the study disclosed 80.44% (69.57% plus 10.87%) of instructors and 72.55% (62.75% plus 9.8%) of unemployed graduates disclosed that some legal frameworks, proclamations, rules and regulations of ACSI and town municipalities were not appropriate and suitable to TVET graduates who had interest to create their own job. Hence, they were not responsive to the problems of graduates.
2. According to the finding, 65.2% of instructors and 70.6% of unemployed graduates indicated that the commitment of most ACSI and town municipality heads and other employees to do their duties was low. Moreover, 50% of instructors and 59.8% of unemployed graduates confirmed that the readiness and willingness of these offices to cooperate with the colleges regarding TVET graduates was low.
3. The finding of the study indicates that majority of respondents (instructors and unemployed graduates) reported that competence, experience and interest of WSME and WAP office heads and other employees to provide technical support to graduates was low.

II. The extent of support provided by WSME and WAP to TVET graduates:-

1. With respect to the extent of support provided by WSME to TVET graduates, 52.9% of instructors and 67.7% of unemployed graduates asserted that the level of support provided by this office was low. Similarly, 65.2% of instructors and 67.7% of unemployed graduates pointed out that the level of support provided by WAP was low.
2. Regarding the relationship of WSME and WAP with graduates, the finding depicted that 83.33%, 84.78% and 80.39% of deans, instructors and unemployed graduates respectively confirmed that the two offices had no schedule to make meeting with graduates.

III. The relevance of trainings provided by TVET colleges for self-employment:-

1. Regarding the relevance of trainings provided by TVET colleges of the region under study, the findings revealed that
 - 1.1 Majority of respondents (73.19% of instructors, 67.69% of trainees and 64.71% of unemployed graduates) indicated that the similarity of the knowledge and skills that graduates acquired in the colleges and the knowledge and skills they required to create their own job in the area they are specialized was low.
 - 1.2 Significant majority of respondents i.e. 77.54%, 75.3% and 74.51% of instructors, trainees and unemployed graduates respectively confirmed that flexibility of the trainings of the colleges by taking into consider the local business opportunity was low.
 - 1.3 Quiet majority of respondents i.e. 80.43%, 79.76% and 84.3% of instructors, trainees and unemployed graduates reported that the opportunity of graduates to become self-employed by using the trainings they received in the colleges was low.
 - 1.4 Majority of respondents (84.79% of instructors, 77.55% of trainees and 85.3% of unemployed graduates disclosed that the value of knowledge and skills graduates acquired in the colleges to produce goods and services required by the local market was low.

IV. The presence and proper implementation of LMIS to improve self-employment

1. Majority of respondents (100% of deans and 84.78% of instructors) confirmed that TVET colleges understudy had labour market information system with different mechanisms. However, 83.33% and 74.36% of deans and instructors respectively reported that its reliability was low. Moreover, 83.33% (50% plus 33.33%) of deans and 91.45% (76.92% plus 14.53%) of instructors indicated that it was not frequently used.

V. Competence of Graduates to Create their own job

1. With regard to proper implementation of the training programs of the colleges understudy, 55.07%, 57.48% and 64.71% of instructors, trainees and unemployed graduates pointed out that the implementation of the training programs of the colleges was not in accordance with the standard set in the curriculum.
2. A considerable number of respondents i.e. 47.93% and 50% of trainees and unemployed graduates disclosed that the negative influence of low practical knowledge of instructors on

proper implementation of the training programs of the colleges was high. Moreover, 55.26%, 65.38% and 50% of instructors, trainees and unemployed graduates reported that the negative influence of shortage of training materials on the proper implementation of the training programs of the colleges under study was high.

3. As indicated by 100% of deans and 92.03% instructors, pointed out that trainees of the colleges under study were asked to make project at the end of their training, how ever, 66.67% (50% plus 16.67%) of deans and 77.95% (64.57% plus 13.38%) of instructors indicated that few trainees made the project properly and successfully in each year.
4. Regarding entrepreneurial knowledge and skills of trainees and unemployed graduates, 95.07% of trainees and 90.2% of instructors confirmed that entrepreneurship training was given by TVET colleges. However, majority of respondents (deans and instructors) indicated that the entrepreneurial knowledge and skills of trainees was low.
5. Concerning implementation and importance of apprenticeship training, 100%, 97.4% and 100% of instructors, trainees and unemployed graduates confirmed that apprenticeship training was provided by apprenticeship training offering organizations. However, 75.3% (60.1% plus 15.2%), 76.96% (61.6% plus 15.36%) and 78.43% (64.7% plus 13.73%) of instructors, trainees and unemployed graduates respectively indicated that it was not properly implement and hence trainees did not receive the required knowledge and skills that they could receive from the training.

VI. Interest of Graduates to Create their Own Job

2. Regarding the effort exerted by concerned bodies to develop the interest of trainees to become self-employed, it was ascertained in the finding that most of concerned bodies (WSME, WAP, trainees' parents and the local community) did not exert the required effort.
3. As indicated by 76.09% of instructors, 79.8% of trainees and 85.3% of unemployed graduates disclosed that trainees parents and the local community expect the trainees to be wage employed after the training. Besides, 92%, 88.6% and 87.25% of instructors, trainees and unemployed graduates responded that most of trainees themselves had interest to be wage-employed after the training.

4. Most of respondents (55.79% of instructors and 52.9% of unemployed graduates) reported that the interest of unemployed graduates to become self-employed was negatively affected by the existing rules and regulations of ACSI and town municipalities. Moreover, 54.34% and 67.65% of instructors and unemployed graduates respectively indicated that the negative influence of unavailability of inputs (credit, premises, additional trainings etc.) on the interest of unemployed graduates to become self-employed was high.

VII. Market Accessibility to the product and service of self-employed graduates

* Regarding the factors that negatively affect the market accessibility of self-employed TVET graduates,

- 71.55% of instructors and 68.6% of unemployed graduates rated high for the negative influence of low quality of products and services of graduate.
- 75.86% of instructors and 75.58% of unemployed graduates rated high for the negative influence of attitudinal problem of the local community.
- 64.66% of instructors and 83.72% of unemployed graduates rated high for the negative influence of the place where the firms of TVET graduates are found, and
- 60.34% and 69.77% of instructors and unemployed graduates respectively confirmed that the negative influence of low purchasing capacity of the local community was high.

VIII. The attitude of trainees and graduates towards self-employment

As indicated by 84.3% of unemployed graduates and 79.9% of trainees, they believed that self-employment is full of a risk. Moreover, 76.47% and 76.19% of unemployed graduates and trainees agreed that it is a sector of poor. Hence, self-employment is an option that selected after failure to be wage employed.

4.2 Conclusions

The following conclusions are drawn based on the findings and basic questions of the study:-
According to the findings of the study, the rules and regulations of ACSI and town municipalities were not suitable and responsive to the problem of TVET graduates and the heads and employees of these offices were also not committed and cooperative to do their duties together with the TVET colleges under study. Moreover, the professional support provided by WSME and WAP to TVET graduates was low. It can, then, be concluded that there was no coordination among concerned bodies to help graduates. And the situation might also negatively affect the effort of unemployed

graduates to become self-employed and hence, they might face so many problems and be discouraged to create their own job.

One of the important elements to improve employability of TVET graduates is that they have to equip with the required relevant knowledge and skills and hence they will have more opportunity to be employed. However, the findings of the study indicated that the trainings provided by TVET colleges were not flexible, and used the Labour Market Information system properly. Moreover, TVET colleges under study had instructors who lacked practical knowledge and shortage of training materials. Hence, the implementation of the training programs was not in accordance with the standard set in the curriculum (70% practical and 30% theoretical). From this one can conclude that trainings of the colleges under study were focused on theoretical part and not matched with the demand of the local labour market and business opportunity in general and the needs of the trainees in particular and hence the trainings provided by the TVET colleges were not relevant to TVET graduates who want to create their own business.

The findings of the study revealed that graduates of the colleges under study taken entrepreneurship course, but at the same time they did not have entrepreneurial knowledge and skills. Apprenticeship training offering organizations also provided apprenticeship training but graduates did not receive the required knowledge and skills from the training. Moreover, trainees and unemployed graduates had no interest to be self-employed. It can, then, be conclude that TVET graduates are incompetent and lost their confidence to create their own job.

As indicated in the findings of the study, due to some reasons self-employed graduates of the colleges under study had low market accessibility to their products and services. It can, then, be conclude that their opportunity to survive and be successful in self-employment was low and it might also create frustration and suspicion on the part of unemployed graduates who had an intention to be self-employed.

Attitudes of individuals towards something may determine whether they could be successful or not. Thus, positive attitude about what they intend to do have powerful impact on their motivation, the effort they exert and the interest they have. However, the findings of the study disclosed that both unemployed graduates and trainees believed that self-employment is full of risk and sector of poors.

This can draw us they had no interest, motivation and self-confidence to engage in self-employment and undermined its importance.

4.3 Recommendations

On the basis of the findings obtained and conclusion reached at, the following suggestions are forwarded to improve the opportunity of unemployed graduates to engage in self-employment.

1. Some legal frame works of Amhara Credit and Saving Institution (ACSI) and town municipalities that are related to self-employment of TVET graduates had their own problems and hence discourage TVET graduates to become self-employed. Therefore, it needs to modify them by the respective offices and hence withdraw existing legislation and frameworks that actively damage the interest of unemployed TVET graduates to be self-employed.
2. The extent to which new jobs are created by TVET graduates is often directly linked to the level of support provided by concerned bodies like Woreda Small and Micro Enterprises (WSME) and Woreda Associations Promotion (WAP) offices, ACSI and town municipalities. So that these bodies should have commitment and be cooperative. Hence, it is recommended that all concerned bodies including the colleges should form a committee at the woreda level that may help to discuss on the problem of graduates and evaluate and take measures on the activities of the offices and do things in coordination regarding TVET graduates.
3. Graduates could have more opportunity to be self-employed only if they acquire the required knowledge and skills. To this end, more attention should be given to the quality and relevance of the trainings offered by the colleges through supplying the required and adequate training inputs on time, make trainers more competent through on and off job trainings, focus on practical training by providing adequate time and the required training materials, make the training demand driven through conduct training need assessment, tracer and vacancy study etc.
4. Trainings could be effective and hence fulfill the needs of trainees if it is used and based on Labour Market Information System (LMIS). The colleges understudy also had the system but the information they gather was not reliable due to many reasons. Therefore, it is recommended that TVET colleges of the region should give emphasis to accuracy, continuity and up to date of the labour market information they employed. This can be realize through:-

- 4.1. Forming a unit/section in the college that lead by qualified personal/vocational counselor in order to stake place the tasks of gathering the labour market information in coordination manner and used the talent of different qualified personal in the college. Subsequently, allocating the required inputs (finance, material, skilled manpower etc.)
- 4.2 Conduct awareness creation campaigns about its importance on different concerned bodies who are the source of labour market information.
5. As it is stated in TVET strategy, 70% of the training should be practical and 30% theoretical. So that trainees could be skillful, able to do things practical and employed after the training. Therefore, the colleges should give more attention to proficiency that trainees demonstrate and their practical competencies rather than follow strictly examination and certificate approach.
6. Entrepreneurship and apprenticeship trainings are the two major important elements, which may make the training more relevant to the labour market and enable the trainees to have knowledge and skills about entrepreneur and the real world of work. And hence trainees could have more opportunity to become employed particularly self-employed. Therefore, it would be advisable for colleges to provide great emphasis on the quality and relevance of these two trainings through continues checking and evaluating their implementation, and fulfill the required resources.
7. Since the opportunity to be wage employed decrease from time to time, self-employment become the best alternative to individuals particularly to TVET graduates who equipped with the required knowledge and skills to create once own job. On the other hand, trainees' parents, the local community and trainees themselves had the expectation and interest those trainees would be wage employed after the training. Hence, it is recommended that wide awareness creation should be conducted by concerned bodies including TVET colleges through different means such as make meetings with parents and local community, printing and disseminate pamphlets, preparing exhibitions.
8. Self-employed graduates should sell their products and services on time, and their capital should also circulate, otherwise they may easily out of the business. However, responses of most respondents of college deans, counselors and instructors, self-employed graduates and unemployed graduates indicated that due to some reasons, the local market accessibility to the products and services of self-employed graduates was low. Hence, it is recommended that:-

- 8.1 TVET colleges should be give attention to make the training more relevant through which graduates of the colleges can acquire knowledge and skills that enable them to produce quality products and service required by the local community.
 - 8.2 The business shelter provided by town municipalities to graduates should be consider the business area where the customers can easily shopping.
 - 8.3 Until they can be survive and competent, and hence make fair competition, mechanism to support them should be applied so as to sell their products and services. This can be realize through assistance program by which government offices can be customers of the firms of graduates.
9. There is an assumption that TVET programs of the country at national level in general and in Amhara National Regional State in particular could prepare trainees not only in technical skills but also in desirable work habit and enable them to appreciate labour work. Hence, they develop interest and have motivation to create their own jobs, which require labour power rather than seeking the white-collar jobs that are increasingly short in supply. This situation calls policy makers and educational officials to examine the effectiveness of the TVET system in relation to developing positive attitude of trainees towards labour work and hence produce competent, motivated and committed TVET graduates to technical skills. It is, therefore, recommended that:-
- 9.1 The curriculum of the TVET programs that brought from MoE should be adapt to the specific situation of the region and design in line with providing knowledge and skills which are required by the local labour market, make ability to create once own business opportunity and hence enable graduates to create their own jobs rather than seeking wage employment which is short in supply.
 - 9.2 The system how trainees have to be go through and joined to the TVET program should be recognized and hence established a system of linkage between the TVET system and the lower level of the education system so as to identify trainees who had interest and talent starting from the lower grades.
 - 9.3 The perception of government bodies particularly perception of the education officials of the region which is the effect of the policy and strategy that consider the primary objective of TVET track is to keep dropouts from the basic and secondary school system rather than project this type of training as an effective strategy to train skilled workers

for labour market and sustainable livelihoods should be changed through revising the policy and strategy of the TVET system by the regional TVET Agency together with MoE.

10. Providing training without job opportunity is nothing but wastage of scarce resource of the country. Thus, the number of graduates should be matched with the capacity of economy of the region/ country in general and the opportunity of employment in particular. Otherwise as it has been observed in this study, the TVET system of the region will continue to be incubator of educated unemployed citizens. Therefore, it would be recommended that the regional politicians, policy makers, man-power planners and educationalist should:-
 - 10.1. Emphasize on making the business environment suitable to graduates through providing the required support (credit, premises, technical support etc.). To this end, TVET consultancy board of the region which comprise, the heads of the regional council, Small and Micro Enterprise, Associations Promotion, TVET Agency etc. should revise the guidelines and directions which are being implemented how TVET graduates could be received credit, premises and other technical support by government offices at Woreda level. Moreover, they have to see the impact of the regional policies of taxation, interest of Amhara Credit and saving institution (ACSI), license procedure etc. in relation to TVET graduates.
 - 10.2 Reconsider the TVET strategy particularly its expansion in the region that makes the expansion in accordance with the demand of the labour market and capacity of the economy of the region /country which able to absorb all TVET graduates of the region. This can be realize through:-
 - Avoid duplication of trainings, and hence select specific training fields and provide these trainings in selected TVET colleges in accordance with the local labour market of each colleges.
 - Emphasize on providing short term training which are based on the training needs of the local community and public sector and
 - Down size the TVET centers if required after all other options are tried exhaustively.

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Appendices

Appendix A
Addis Ababa University
School of Graduate Studies

Department of Educational Planning and Management
A Questionnaire to be filled by TVET College Deans

The purpose of this questionnaire is to gather information and opinion about the problems of self-employment of Government TVET College graduates of Amhara National Regional State. Thus your frank and sincere responses to the items in the questionnaire help to meet the objective of the study. Be sure that the information you provide will be kept confidential and used only for the academic purpose.

Instruction:-

- No need of writing your name
- Where alternatives answers are given, please mark your answer by 'x' in the corresponding boxes.
- Give precise and brief answers on the space provided for the open-ended questions.

THANK YOU IN ADVANCE FOR TAKING TIME
TO COMPLETE THIS QUESTIONNAIRE!

PART ONE

1. Name of TVET College _____
2. Sex a. Male b. Female
3. Age a. 21-25 b. 26-30 c. 31-35 d. 36-40 e. >40
4. What is your qualifications and respective total years of services in management position

Qualification

Years of Services

	<5	6-10	11-15	>16
a. Diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. BA/BSc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. MA/MSc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. PhD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Did Micro and small Enterprises and Associations promotion offices have schedule to make meeting with graduates on their problems?
A. Yes B. No
2. If the response of item no. 1 is "yes", how frequently they made meeting with graduates?
A. V. frequently B. frequently C. rarely D. V. rarely
3. Is there a mechanism to gather labour market information in your college?
A. Yes B. No
4. If the response of item no. 3 is "yes", how often it is used to improve the training program of the college?
A. Very frequently B. frequently C. rarely D. Very rarely
5. How do you rate the accuracy, continuity and updateness of the Labour Market Information that the college employed?
A. V. high B. High C. low D. V. low
6. How dependable is the training program of the college on LMI
A. Very high B. High C. low D. Very low

7. Were trainees asked to make a project by themselves at the end of the training as a fulfillment of the Diploma/Certificate in the college?

A. Yes B. No

8. If "yes", how many graduates were successful in making a project in each year?

A. All B. most of them C. few D. V. few

9. How do you rate the importance of making the project to develop trainees' confidence that help them to create their own job after training?

A. Very high B. High C. low D. Very low

10. What are the major factors that affect self employment of your college graduates? _____

11. What are the solutions to improve the opportunity of self-employment of graduates? _____

Addis Ababa University
School of Graduate Studies

Department of Educational Planning and Management
A Questionnaire to be filled by TVET College Instructors

The purpose of this questionnaire is to gather information and opinion about the problems of self-employment of Government TVET College graduates of Amhara National Regional State. Thus your frank and sincere responses to the items in the questionnaire help to meet the objective of the study. Be sure that the information you provide will be kept confidential and used only for the academic purpose.

Instruction:-

- No need of writing your name
- Where alternatives answers are given, please mark your answer by 'x' in the corresponding boxes.
- Give precise and brief answers on the space provided for the open-ended questions.

THANK YOU IN ADVANCE FOR TAKING TIME
TO COMPLETE THIS QUESTIONNAIRE!

PART ONE

1. Name of TVET College _____
-
2. Sex a. Male b. Female
3. Age a. 21-25 b. 26-30 c. 31-35 d. 36-40 e. >40
4. Major field of study
- a. Building construction c. Auto mechanics
- b. Manufacturing d. Electricity/Electronics
5. The field you are teaching now
- a. Building construction c. Auto mechanics
- b. Manufacturing d. Electricity/Electronics
- b. Others _____
6. What is your qualifications and respective total years of services.

Qualification	Years of Services				
	0-5	6-10	11-15	16-20	above 20
a. Diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. BA/BSc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. MA/MSc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. PhD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. In your opinion, how do you rate the appropriateness of the rules and regulations of ACSI and town municipalities for the effort of graduates to create their own business

A. Very appropriate <input type="checkbox"/>	C. In appropriate <input type="checkbox"/>
B. Appropriate <input type="checkbox"/>	D. Very Inappropriate <input type="checkbox"/>

2. In your opinion how responsive the rules and regulations of ACSI and town municipalities to the problem of graduates

B. Very responsive <input type="checkbox"/>	C. Unresponsive <input type="checkbox"/>
C. Responsive <input type="checkbox"/>	D. Very unresponsive <input type="checkbox"/>

3. How committed were heads and employees of ACSI and town municipality to do their duties regarding TVET graduates?

A high B. Average C. low

4. How cooperative the heads and other employees of ACSI and town municipality to do with the college and other concerned bodies regarding TVET graduates?

A high B. Average C. low

5. How do you rate the competence of Micro and Small Enterprise and Association Promotion offices heads and employees to provide professional support to graduates?

A high B. Average C. low

6. How do you rate the experience of Micro and Small Enterprises and Associations promotion offices heads and employees to provide professional support to graduates?

A high B. Average C. low

7. How interested are heads and employees of Micro and Small Enterprises and Associations promotion to provide the required professional support to graduates

A high B. Average C. low

8. How do you rate the level of support provided by Micro and small Enterprises office to TVET graduates?

A high B. Average C. low

9. How do you rate the level of support provided by Associations promotion office to TVET graduates?
A high B. Average C. low
10. Did Micro and small Enterprises and Associations promotion offices have schedule to make meeting with graduates on their problems?
A. Yes B. No
11. If the response of item no. 10 is "yes", how frequently they made meeting with graduates?
A. Very frequently B. frequently C. rarely D. Very rarely
12. How do you rate the similarity of the knowledge and skills the trainees acquire in the college and the actual required knowledge and skills to run their own business after the training?
A high B. Average C. low
13. How do you rate the flexibility of the training program of the college by taking into consider the local business opportunity?
A high B. Average C. low
14. How do you rate the opportunity of graduates to become self-employed by using the training they acquire in the college? ,
A high B. Average C. low
15. How do you rate the importance of knowledge and skills trainees acquire to produce goods and services required by the local market? ,
A high B. Average C. low
16. Is there a mechanism to gather labour market information in your college?
A. Yes B. No
17. If the response of item no. 16 is "yes", how often it is used to improve the training program of the college?
A. Very frequently B. frequently C. rarely D. Very rarely
18. How do you rate the accuracy, continuity and update of the Labour Market Information that the college employed?
A. Very high B. High C. low D. Very low

19. How dependable is the training program of the college on Labour Market Information System (LMI)

A. Very high B. High C. low D. Very low

20. In your opinion, were the training programs of the college implement in accordance with the standard set in the curriculum i.e. 70% practical training and 30% theoretical training?

A. Yes B. No

21. If 'no', how do you rate the negative influence of the following reasons for not keep/meet the standard set in the curriculum?

	High	Average	low
A. Allocation of inadequate time for practical training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Lack of practical knowledge of trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Lack of interest of trainers for practical training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Shortage of training materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Were graduates asked to make a project by themselves at the end of the training as a fulfillment of the Diploma/Certificate they received in the college?

A. Yes B. No

23. If "yes", how many graduates were successful in making a project in each year?

A. All B. most of them C. few D. Very few

24. How do you rate the importance of making the project to develop trainees' confidence that help them to create their own job after training?

A. Very high B. High C. low D. Very low

25. Is there apprenticeship training program in your college?

A. Yes B. No

26. If 'yes', how do you rate the importance of the training graduates received through apprenticeship program to:-

High Average Low

- A. familiarize graduates to the world of work
- B. enable graduates to create their own job
- C. to make the training more of practical

27. How do you rate the proper implementation of apprenticeship by apprenticeship offering organizations?

A high B. Average C. low

28. In your opinion, what do most parents and the local community expect from the trainees after the training?

A. Wage-employed

B. Self-employed

C. If others, explain _____

29. In your opinion, what do most graduates want to be?

A. Be wage-employed

B. Be self-employed

C. If others, explain _____

30. In your opinion, how do you rate the negative influence of the following factors on the interest of unemployed graduates to become self-employed?

High Medium Low

- A. Low demand of the local community to
The product of self-employed graduates
- B. Low income that receive from
self-employment
- C. Inavailability of inputs such as credit,
premises, additional training
- D. It is not respected and appreciated by the
local community
- E. Unfavorable existing rules and regulations
- F. Low self confidence of graduates

31. In your opinion, how do you rate the local market accessibility to the product and service of TVET graduates?

A. High B. Average C. Low

32. If the response of item '31' is low, how do you rate the negative influence of the following reasons?

	High	Medium	Low
A. Low quality of products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. High price of products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Attitudinal problem of the local market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Lack of promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. The place where the firms found	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Low purchasing capacity of the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. What are the major factors that affect self employment of your college graduates? _____

34. What are the solutions to improve the opportunity of self-employment of graduates? _____

I. ስለተማሪው መረጃ:-

1. እየተማርክበት/ሽበት ያለህበት/ሽበት ኮሌጅ ስም _____

2. ዕድሜ

ሀ. ከ16-20 ዓመት ለ. ከ21-25 ዓመት ሐ. ከ26-30 ዓመት
መ. ከ31-35 ዓመት ሠ. ከ35 ዓመት በላይ

3. ያታ ሀ. ወንድ ለ. ሴት

4 እየሠለጠንክ (ሽ) ያለበት የስልጠና መስክ _____

5 የምትስለጥንበት (ኝበት) የሥልጠና ደረጃ

ሀ. 10+1 ለ. 10+2

II. የቀረቡ ጥያቄዎች:-

1. በኮሌጁ ውስጥ እየወሰድከው ባለው ስልጠና እያገኘሽው ያለው ዕውቀትና ክህሎት ከሥልጠና በኋላ በራሳቸው ሥራ ለመፍጠር ለሚፈልጉ ሠልጣኞች ከሚያስፈልጋቸው ዕውቀትና ክህሎት ጋር ያለው ዝምድና በደረጃ ሲገለጥ

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

2. በኮሌጁ ውስጥ እየወሰድክ ያለው ሥልጠና በአካባቢው ያለውን የገበያና የሥራ ዕድል በማገናዘብ እየተሰጠ መሆኑ በደረጃ ሲገለጥ::

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

3. እሁን በኮሌጁ ውስጥ እጠወሰድከው ባለው ስልጠና በመጠቀም የራስክን ስራ የመፍጠር ዕድልህ/ሽ በደረጃ ሲገለጥ::

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

4. በኮሌጁ እየወሰድከው ያለው ስልጠና በአካባቢው ገበያና ህበረተሰብ ተፈላጊ የሆኑ ምርቶችንና አገልግሎቶችን ለማምረት የማስቻል ብቃቱ ምን ያህል ነው?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

5. በኮሌጁ ውስጥ እየወሰደከው/ሽው ያለው ስልጠና በስርዓተ ትምህርቱ ውስጥ ያለውን 70% የተግባር ስልጠና 30% የንድፈ ሀሳብ ስልጠና የተከተለ ነው ብለህ/ሽ ታምናለህ/ኛለሽ?

ሀ. አዎ ለ. አላምንም

6. የጥያቄ '5' መልስህ/ሽ "አላምንም" ከሆነ የሚከተሉት ምክንያቶች በስርዓተ ትምህርቱ የተቀመጠው ተግባራዊ እንዳይሆን አሉታዊ ተፅዕኖ የማድረስ ደረጃቸውን አመለካከት?

ከፍተኛ መካከለኛ ዝቅተኛ

- ሀ. ለተግባራዊ ስልጠና የተሰጠው ስዓት በቂ አለመሆን
- ለ. የአሰልጣኞች በተግባራዊ ሥልጠና በቂ ችሎታ አለመኖር
- ሐ. የአሰልጣኞች ለተግባራዊ ሥልጠና ያለቸው ፍለጎት አናሳ መሆን
- መ. ለተግባራዊ ልምምድ አስፈላጊ የሆኑ የሥልጠና ማቴሪያሎች ዕጥረት

7. እስከ አሁን በስልጠና ቆይታህ/ሽ የሥራ ፈጠራ (ኢንተርፕሮኒንግ) ኮርስ ወስደሃል/ሻል?

- ሀ. አዎ ለ. አልወሰድኩም

8. የጥያቄ "7" መልስህ "አዎ" ከሆነ በዚህ ስልጠና ያገኘህ የሚከተሉት ዕውቀትና ክህሎት በደረጃ ሲገለጹ:-

ከፍተኛ መካከለኛ ዝቅተኛ

- ሀ. የቢዝነስ ፕላን መስራት
- ለ. የሒሳብ አያያዝ
- ሐ. አንድን የቢዝነስ ድረጅት መምራትና ማስተዳደር
- መ. የገበያ ዕድልን መፍጠር
- ሠ. ከሌሎች የቢዝነስ ድርጅቶች ጋር የገበያ ትስስር መፍጠር
- ረ. ጥሩ የስራ ባህል ማዳበር
- ሰ. ለጉልበት ስራ ጥሩ አመለካከት መኖር

9. በኩሌጁ ውስጥ በሥልጠና ላይ በነበረክበት ወቅት የስራ ላይ ልምምድ (አፕሮንትስሽን) ስልጠና ወስደሃል/ሻል?

- ሀ. አዎ ለ. የለም

10. የጥያቄ "9" መልስህ/ሽ "አዎ" ከሆነ የሥራ ላይ ልምምዱ በአግባቡ ሥራ ላይ መዋሉ (መሰጠቱ) በደረጃ ሲገለጽ:-

- ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

11. የጥያቄ “9” መልስህ/ሽ “አዎ” ከሆነ በስራ ላይ ልምምድ ያገኘህው ስልጠና በሚከተሉት ለተዘረዘሩት ጉዳዮች ያለው ጠቀሜታ በደረጃ ግለፅ/ጭ?

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ. እራስህን ከሥራ ዓለም ጋር እንድትተዋወቅ/ቁ በማድረግ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. የራስህን/ሽን ሥራ እንድትፈጥር/ሪ በማስቻል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. አጠቃላይ ስልጠናው ተግባር ተኮር እንዲሆን በማድረግ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. ወደፊት ከስልጠና በኋላ የራስክን ስራ የመፍጠር ፍላጎት እንዲያደርግህ/ሽ ለማድረግ ከዚህ በታች የተዘረዘሩት አካላት ጥረት በደረጃ ሲገለፁ:-

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ. አሰልጣኞች የሚያደርጉት ጥረት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. የኮሌጁ አስተዳደር ጥረት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. የአነስተኛና ጥቃቅን ጽ/ቤት ጥረት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. የማህበራት ማደራጃ ጽ/ቤት ጥረት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. የወላጆችህ ጥረት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ረ. የአካባቢው ህብረተሰብ ጥረት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. የአካባቢው ህብረተሰብና የሠልጣኝ ወላጆች ሰልጣኞች ከስልጠና በኋላ እንዲሆኑ የሚፈልጉት/የሚጠበቁት

- ሀ. የደመወዝ ቅጥር ሠራተኛ
- ለ. በሰለጠኑበት ሙያ የራሳቸውን ሥራ እንዲፈጥሩ
- ሐ. ሌላ ካለ ይገለፅ _____

14. ከሥልጠና በኋላ መሆን የምትፈልገው/ገው ምንድን ነው?

- ሀ. የደመወዝ ቅጥር ሠራተኛ
- ለ. የራሴን ሥራ መፍጠር
- ሐ. ሌላ ካለ ይገለጽ _____

15. ከዚህ በታች የተዘረዘሩት ዓረፍተ ነገሮች የአንተን/ችን በራስ ስራ መፍጠር (በራስ ስራ ቅጥር) ላይ ያለህን/ሽን አመለካከት ሲገልፁ ይችላሉ ተብለው የተገመቱ ናቸው። እናም በአያንዳንዱ አረፍተ ነገር ላይ ያለህን የመስማማትና ያለመስማማት “√” ምልክት በማድረግ በደረጃ ግለፅ (ጫ)

- 3- እስማማለሁ
- 2- መወሰን አልችልም
- 1- አልስማማም

ተ.ቁ	አመለካከቶች	3	2	1
1	በራስ ስራ መፍጠር በደመወዝ ቅጥረኛ ለመሆን ጥረት ተደርጎ ካልተሳካ የሚሞክር (የሚገቡበት) ነው።			
2	በራስ ስራ ፈጠራ የሚሰማሩ አቅምና ችሎታ የሌላቸው ናቸው			
3	በራስ ስራ ፈጠራ ለመሰማራት ምንም ዓይነት ችሎታ የሌላቸው ናቸው			
4	በራስ ስራ ፈጠራ መሰማራት ብዙ ችግሮች ያሉበት ውስብስብና ለኪሳራ የሚዳርግ ነው።			
5	ይህ የስራ ዕድል ድሆች የሚሰማሩበት ነው።			
6	በራስ ስራ መፍጠር አንዱ የስራ ዕድል መፍጠሪያ መንገድ ነው			
7	በራስ ስራ መፍጠር ለግለሰቡም ሆነ ለሀገር ዕድገት የሚጠቅም መንገድ ነው።			

16. በቴክኒክና ሙያ ትምህርትና ስልጠና ተመራቂዎች የራሳቸውን ስራ ለመፍጠር በሚያደርጉት ጥረት አሉ የምትላቸውን (የምትያቸውን) ተጨማሪ ችግሮች ዘርዘር/ሪ _____

17. ከላይ ለዘረዘርኳቸው/ሻቸው ችግሮች መፍትሔ ይሆናሉ የምትላቸውን/ያቸውን የመፍትሔ ሐሳቦች ግለፅ/ጭ? _____

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የትምህርት እቅድና ሥራ አመራር ዲፓርትመንት

በአማራ ብሔራዊ ክልላዊ መንግስት ስር በሚገኙ የቴክኒክና ሙያ ትምህርትና ስልጠና ኮሌጆች ውስጥ ስልጠናቸውን አጠናቀው ሥራ ላይ ባልተሰማሩ የሚሞላ መጠይቅ:-
ውድ ተመራቂዎች:-

የዚህ መጠይቅ ዓላማ በአማራ ክልል ባሉ የቴክኒክና ሙያ ትምህርትና ስልጠና ኮሌጆች ውስጥ ሥልጠና ወስደው ከተመረቁ በኋላ የራሳቸውን ስራ ለመፍጠር ጥረት የሚያደርጉ ተመራቂዎች ባጋጠማቸው ችግሮች ላይ የሚካሄድ ጥናት ነው። የጥናቱም ውጤት ችግሮቹን ለመቅረፍ ለሚደረገው ጥረት አስተዋጽኦ ያደርጋል ተብሎ ይታመናል። ለዚህም መሳካት እናንተ የምትሰጡት ትክክለኛ መረጃ ወሳኝ ነው። ስለሆነም ተገቢውን ምላሽ እንደምትሰጡኝ እርግጠኛ ነኝ። ጊዜያችሁን መስዋዕት በማድረግ መጠይቁን በመሙላት ለአደረጋችሁልኝ ትብብር በቅድሚያ አመሰግናለሁ።

መመሪያ:-

- ስም መጻፍ አያስፈልግም
- ምርጫ ላላቸው መጠይቆች (√) ምልክት በማድረግ መልሱ
- ምርጫ ለሌላቸውና ተጨማሪ መልስ ያስፈልጋቸዋል ብላችሁ ለምትገምቱት ጥያቄ መልሱን በፅሁፍ አስፍሩ።
- በተቻለ መጠን በፍጥነት መጠይቁን ሞልታችሁ እንደምትመልሱ ተስፋ አለኝ።

I. ስለተመራቁው መረጃ፡-

1. ስልጠና ወስደህ/ሽ የተመረክበት/ሽበት ኮሌጅ ስም _____

2. ዕድሜ

ሀ. ከ16-20 ዓመት ለ. ከ21-25 ዓመት ሐ. ከ26-30 ዓመት
መ. ከ31-35 ዓመት ሠ. ከ35 ዓመት በላይ

3. ያታ ሀ. ወንድ ለ. ሴት

4 የሠለጠንክበት/ሽበት የሙያ መስክ _____

5. የሰለጠንክበት/ሽበት ደረጃ፡- ሀ. 10+1 ለ. 10+2

6. ስልጠናህን/ሽን ያጠናክክበት/ሽበት ዓመተ ምህረት _____

II. የቀረቡ ጥያቄዎች

1. የራስህን/ሽን ስራ ለመፍጠር በምታደርገው/ገው ጥረት የአማራ ብድርና ቁጠባ ተቋምና የከተማው ማዘጋጃ ቤት ያሏቸው ህጎችና ደንቦች

ሀ. በጣም ተስማሚ ናቸው ሐ. ችግር ያለባቸው ናቸው
ለ. ተስማሚ ናቸው መ. በጣም ችግር ያለባቸው ናቸው

2. እነዚህ ደንቦችና ህጎች ተመራቂዎች ለሚገጥሟቸው ችግሮች የሚሰጡት መፍትሔ ሁኔታ

ሀ. በጣም ፈጣን ለ. ፈጣን ሐ. አዝጋሚ መ. በጣም አዝጋሚ

3. የአማራ ብድርና ቁጠባ ተቋምና የከተማው ማዘጋጃ ቤት ኃላፊዎችና ሠራተኞች ከተመራቂዎች ጋር በተያያዘ ሥራቸውን ለመሥራት ያላቸው ትጋትና ፍላጎት በደረጃ ሲገለጥ

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

4. የአማራ ብድርና ቁጠባ ተቋምና የከተማ ማዘጋጃ ቤቱ ተመራቂዎችን በሚመለከት ከኮሌጁና ከሌሎች ከሚመለከታቸው አካላት ጋር ተባብረው የመሥራት ሁኔታቸው በደረጃ ሲገለጥ

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

5. በአነስተኛና ጥቃቃንና በማህበራት ማደራጃ ጽ/ቤቶች ያሉ ኃላፊዎችና ሠራተኞች መያዘድ ድጋፍ ለተመራቂዎች የመስጠት ብቃታቸው፡-

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

6. በአንስተኛና ጥቃቃንና በማህበራት ማደራጃ ጽ/ቤቶች ያሉ ኃላፊዎችና ሠራተኞች ሙያዊ ድጋፍ ለተመራቂዎች የመስጠት ልምዳቸው፡-

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

7. የአንስተኛ ጥቃቅንና የማህበራት ማደራጃ ኃላፊዎችና ሠራተኞች ለተመራቂዎች ሙያዊ ድጋፍ የመስጠት ፍላጎታቸው

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

8. በአንስተኛና ጥቃቅን ጽ/ቤት ለተመራቂዎች የሚደረገው (የሚሰጠው) ድጋፍ በደረጃ ሲገለጥ፡-

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

9. የማህበራት ማደራጃ ጽ/ቤት ለተመራቂዎች የሚያደርገው (የሚሰጠው) ድጋፍ በደረጃ ሲገለጥ፡-

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

10. የአንስተኛና ጥቃቅንና የማህበራት ማደራጃ ጽ/ቤቶች ከተመራቂዎች ጋር በችግሮች ላይ ውይይት የሚያደርጉበት ፕሮግራም (መድረክ) አላቸውን?

ሀ. አዎ ለ. የላቸውም

11. የጥያቄ “10” መልስ “አዎ” ከሆነ በምን ያህል የጊዜ ርቀት ውይይቱ ይካሄዳል?

ሀ. ሁልጊዜ ለ. አብዛኛውን ጊዜ ሐ. አንዳንድ ጊዜ መ. አልፎ አልፎ

12. በኮሌጁ ቆይታህ የቀሰምከው/ሽውን ዕውቀትና ክህሎት ከሥልጠና በኋላ የራስህን/ሽን ሥራ ለመፍጠር ሥራህን/ሽን ለማከናወን የሚያስፈልግህ/ሽ ዕውቀትና ክህሎት ጋር ያለው ዝምድና በደረጃ ሲገለጥ፡-

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

13. ሥልጠና የወሰድክበት ኮሌጅ የሚሰጠውን ስልጠና በአካባቢው ያለውን የገበያና የሥራ የመፍጠር ዕድል በማገናዘብ እንደሁኔታው ማስተካከያና ተለዋዋጭ የማድረግ ብቃት በደረጃ ሲገለጥ፡-

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

14. በኮሌጁ ውስጥ የቀሰምከው/ሽውን ዕውቀትና ክህሎት በመጠቀም የራስክን ሥራ የመፍጠር ዕድልህ/ሽ በደረጃ ሲገለጥ፡-

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

15. በኮሌጁ ውስጥ የቀሰምከውን/ሽውን ዕውቀትና ክህሎት በአካባቢው ገበያና ህብረተሰብ ተፈላጊ የሆኑ ምርቶችን (ቁሳቁሶችን) ለማምረት የማስቻል ብቃቱ በደረጃ ሲገለጥ፡-

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

16. ሥልጠናህን/ሽን በወሰድክበት/ሽበት ኮሌጁ ውስጥ የሚሰጠው ሥልጠና በሥርዓት ትምህርቱ ውስጥ የተቀመጠውን 70% የተግባር 30% የንድፈ ሀሳብ ሥልጠና የሚለውን ይከተላል ብለህ/ሽ ታምናለህ/ኛለሽ?

ሀ. አዎ ለ. አላምንም

17. የጥያቄ 16 መልስህ/ሽ “አላምንም” ከሆነ የሚከተሉት ምክንያቶች በሥርዓተ ትምህርቱ የተቀመጠው ተግባራዊ እንዳይሆን ተፅዕኖ የማድረስ ደረጃቸውን አመልክት/ች

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ. ለተግባራዊ ስልጠና የተሰጠው ስዓት በቂ አለመሆን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. የአሰልጣኞች በተግባራዊ ሥልጠና በቂ ችሎታ አለመኖር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. የአሰልጣኞች ለተግባራዊ ሥልጠና ያለቸው ፍለጎት አናሳ መሆን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ለተግባራዊ ልምምድ አስፈላጊ የሆኑ የሥልጠና ማቴሪያሎች ዕጥረት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. በኮሌጁ የሥልጠና ቆይታህ ወቅት የሥራ ፈጠራ (ኢንተርፕረኒንግ) ሥልጠና ወስደህል?

ሀ. አዎ ለ. አልወሰድኩም

19. በኮሌጁ ውስጥ በሥልጠና ላይ በነበረክበት ወቅት የስራ ላይ ልምምድ (አፕረንቲስሽፕ) ስልጠና ወስደህል/ሻልን

ሀ. አዎ ለ. የለም

20. የጥያቄ “19” መልስህ/ሽ “አዎ” ከሆነ የሥራ ላይ ልምምዱ በአግባቡ የመካሄዱ የመከናወኑ ሁኔታ በደረጃ ሲገለጥ?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

21. የጥያቄ “19” መልስህ/ሽ “አዎ” ከሆነ በስራ ላይ ልምምድ ያገኘኸው ስልጠና በሚከተሉት ለተዘረዘሩት ጉዳዮች ያለው ጠቀሜታ በደረጃ ግለፅ/ጭ?

- | | ከፍተኛ | መካከለኛ | ዝቅተኛ |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| ሀ. እራስህን ከሥራ ዓለም ጋር እንድትተዋወቅ/ቁ በማድረግ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ለ. የራስህን/ሽን ሥራ እንድትፈጥር/ሪ በማስቻል | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ሐ. አጠቃላይ ስልጠናው ተግባር ተኮር እንዲሆን በማድረግ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

22. ከዚህ በታች የተዘረዘሩት አካላት ሠልጣኞች በሥልጠና ላይ እያሉና ከተመረቁ በኋላ የራሳቸውን ሥራ የመፍጠር ፍላጎት እንዲያድርግባቸው የሚያደርጉትን የእያንዳንዳቸውን ጥረት በደረጃ ግለፅ/ጭ?

- | | ከፍተኛ | መካከለኛ | ዝቅተኛ |
|--------------------------|--------------------------|--------------------------|--------------------------|
| ሀ. አሰልጣኞች የሚያደርጉት ጥረት | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ለ. የኮሌጁ አስተዳደር ጥረት | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ሐ. የአነስተኛና ጥቃቅን ጽ/ቤት ጥረት | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| መ. የማህበራት ማደራጃ ጥረት | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ሠ. የወላጆችህ ጥረት | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ረ. የአካባቢው ህብረተሰብ ጥረት | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

23. የአካባቢው ህብረተሰብና የሠልጣኝ ወላጆች ሰልጣኞች ከስልጠና በኋላ እንዲሆኑ የሚፈልጉት/የሚጠብቁት

- ሀ. የደመወዝ ቅጥር ሠራተኛ
- ለ. በሰለጠኑበት ሙያ የራሳቸውን ሥራ እንዲፈጥሩ
- ሐ. ሌላ ካለ ይገለፅ _____

24. አብዛኛው ሰልጣኞች ከስልጠና በኋላ መሆን የሚፈልጉት

- ሀ. የደመወዝ ቅጥር ሠራተኛ
- ለ. የራሳቸውን ስራ መፍጠር
- ሐ. ሌላ ካለ ይገለፅ _____

25. የራስህን/ሽን ሥራ ለመፍጠር ፍላጎት እንዲያድርግህ ምክንያቶች ሊሆኑ ይችላሉ ተብለው እንደሚከተለው የተዘረዘሩት በፍላጎትህ/ሽ ላይ አሉታዊ ተፅእኖ የማድረስ ሁኔታቸው በደረጃ ሲገለጥ:-

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ. በራስ የስራ ፈጠራ የሚመረቱ ምርቶች በአካባቢው ገበያ ስለሌላቸው	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. የራስን ስራ ለመፍጠር የሚገኘው ገቢ ዝቅተኛ መሆን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. የራስን ስራ ለመፍጠር የሚያስፈልጉ ግብዓቶች		<input type="checkbox"/>	<input type="checkbox"/>
(ከብድር፣ መጠለያ፣ ተጨማሪ ስልጠና ወዘተ.) አለመመቻቸት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. በአካባቢው ህብረተሰብ የተከበረ አለመሆን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. ያሉት ህጎችና መመሪያዎች ስለማያሰሩ			
ረ. ያለህ/ሽ ዕውቀትና ክህሎት የራስህን/ሽን ሥራ ለመፍጠር ያስችላኛል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
የሚል ዕምነት ስለሌለህ/ሽ			

26. የራሳቸውን ሥራ በፈጥሩ የቴክኒክና ሙያ ተመራቂዎች ለሚመረቱ ምርቶች በአካባቢህ/ሽ ያለው የገበያ ዕድል በደረጃ ሲገለጥ፡-

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

27. የጥያቄ “26” መልስህ/ሽ “ዝቅተኛ” ከሆነ ለምርቶቹ የገበያው ዕድል ዝቅተኛ መሆን ምክንያት ይሆናሉ ተብለው የተገመቱ እንደሚከተለው ተዘርዘረዋል እናም እነዚህ ምክንያቶች የራሳቸውን ስራ በፈጠሩ የቴክኒክና ሙያ ተመራቂዎች ምርቶች በአላቸው የገበያ ዕድል ላይ አሉታዊ ተፅእኖ የማድረስ ሁኔታ በደረጃ ሲገለጥ፡-

	ከፍተኛ	መካከለኛ	ዝቅተኛ
ሀ. የምርቱ ጥራት ዝቅተኛ መሆን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ለ. የምርቱ ዋጋ ከፍተኛ መሆን	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. የህብረተሰቡ የአመለካከት ችግር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
መ. ምርቶቹን የማስተዋወቅ ችግር	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. ድርጅቶቹ በንግድ ማዕከል አካባቢ አለመገኘት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ረ. የአካባቢው ህብረተሰብ የመግዛት አቅም አናሳ መሆን።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. ከዚህ በታች የተዘረዘሩት ዓረፍተ ነገሮች የአንተን/ችን በራስ ስራ መፍጠር (በራስ ስራ ቅጥር) ላይ ያለህን/ሽን አመለካከት ሲገልፁ ይችላሉ ተብለው የተገመቱ ናቸው። እናም በእያንዳንዱ አረፍተ ነገር ላይ ያለህን የመስማማትና ያለመስማማት “√” ምልክት በማድረግ በደረጃ ግለፅ (ጨ)

- 3- እስማማለሁ
- 2- መወሰን አልችልም
- 1- አልስማማም

ተ.ቁ	አመለካከቶች	3	2	1
1	በራስ ስራ መፍጠር በደመወዝ ቅጥረኛ ለመሆን ጥረት ተደርጎ ካልተሳካ የሚሞክር (የሚገቡበት) ነው።			
2	በራስ ስራ ፈጠራ የሚሰማሩ አቅምና ችሎታ የሌላቸው ናቸው			
3	በራስ ስራ ፈጠራ ለመሰማራት ምንም ዓይነት ችሎታ የሌላቸው ናቸው			
4	በራስ ስራ ፈጠራ መሰማራት ብዙ ችግሮች ያሉበት ውስብስብና ለኪሳራ የሚዳርግ ነው።			
5	ይህ የስራ ዕድል ድሆች የሚሰማሩበት ነው።			
6	በራስ ስራ መፍጠር አንዱ የስራ ዕድል መፍጠሪያ መንገድ ነው			
7	በራስ ስራ መፍጠር ለግለሰቡም ሆነ ለሀገር ዕድገት የሚጠቅም መንገድ ነው።			

29. የቴክኒክና ሙያ ትምህርትና ሥልጠና ተመራቂዎች የራሳቸውን ስራ ለመፍጠር በሚያደርጉት ጥረት አሉ የምትላቸውን (የምትያቸውን) ተጨማሪ ችግሮች ዘርዘር/ሪ

30. ከላይ ለዘረዘርካቸው/ሻቸው ችግሮች መፍትሔ ይሆናሉ የምትላቸውን/ያቸውን የመፍትሔ ሐሳቦች ግለፅ/ጭ

Appendix - B

Interview Guide to College Deans and Vocational Counselors

1. Do you think that training programs of the college are relevant to make graduates become self-employed? If no why?
2. What are the major problems that affect the Labour Market Information System (LMIS) of the College
3. Would you comment on the academic competence, experience and interest of instructors?
4. How do you explain the willingness and interest of ACSI, town municipality, woreda small and Micro Enterprises and Associations promotions offices to do cooperatively with the college regarding TVET graduates?
5. How far the rules, regulations, legal frameworks and proclamations of ACSI and town municipalities are suitable to TVET graduates who want to create their own job?
6. Would you comment the commitment and willingness of ACSI and town municipalities to provide support to TVET graduates
7. Would you comment the competence, experience and interest of WSME and WAP to provide technical support to TVET graduates?
8. Would you comment the competence and interest of graduates to create their own job?
9. How far relevant are the programs of the college to the demand of local labor market and the interest of trainees?
10. How do you explain the attitude of trainees, graduates, trainees' parents and the local community towards TVET and self-employment?
11. In your opinion, what are the major problems that affect self-employment of TVET graduates in your locality?
12. What do you suggest for the solutions to these problems?

Interview Guide to Self-Employed Graduates

1. Do you think that trainings you acquired in the college are relevant that enable you to create your own job? If no why?
2. Did you take entrepreneurship course and apprenticeship training while you were in the college? If yes, do you think that you acquired adequate knowledge and skills from these trainings?
3. How do you explain the suitability of the rules and regulation of ACSI and town municipality?
4. Would you comment the competence, experience and interest of WSME and WAP office heads and employees in providing professional support to you/TVET graduates?
5. Would you comment the commitment and willingness of ACSI and town municipality heads and employees to cooperate with TVET graduates?
6. How do you explain the relationship of WSME and WAP with TVET graduates?
7. Would you comment the level of support you received from WSME and WAP?
8. How do you comment the effort of concerned bodies to develop your interest to engaged in self-employment?
9. In your opinion, what are the major factors that affect the interest of TVET graduates to become self-employed?
10. How do you explain the local market accessibility to your product/service?
11. In your opinion, what are the major problems (factors) that affect self-employment of TVET graduates in your locality?
12. What do you suggest for the solution to these problems?

Interview Guide to Amhara Credit and Savings Institution and town Municipality Heads

1. How far appropriate and the rules and regulation of your organization to provide the required support to TVET graduates?
2. What do you say about the commitment and competency of employees of your organization to do their duties regarding TVET graduates?
3. To what extent the relationship is strong between your organization and TVET college?
4. Would you comment the competency and interest of TVET graduates to create their own job?
5. Please, explain some important rules and regulations of your organization regarding TVET graduates?
6. What are the major requirements that TVET graduates should be fulfilled to receive the service (support) they required?
7. What are the major problems that affect self-employment of TVET graduates in your locality?
8. What do you suggest for the solutions to these problems?

Interview Guide to Micro and Small Enterprises and Associations promotion office Heads

1. How do you explain the competency, experience and interest of employees of your organization to provide professional support to TVET graduates?
2. Do you think that your organization provide sufficient support to TVET graduates?
3. Please, explain what are the major services (supports) your organization provide to TVET graduates?
4. What do you say about the relationship between your organization and TVET college regarding graduates?
5. Do you have regular program to make meeting with graduates? If 'yes', how frequently, and on what issues and problems you discussed with graduates?
6. Would you comment the competency and interest of TVET graduates to create their own job?
7. In your opinion, what are the major problems that affect self-employment of TVET graduates in your locality?
8. What do you suggest for the solutions to these problems?

Appendix-c

Summary of findings (graduates of 10+1)

No	Department	GRADUATE			E M P L O Y M E N T												OTHERS		
		M	F	T	GOVERNMENT			PRIVATE			SELF			UNEMPLOYED			M	F	T
					M	F	T	M	F	T	M	F	T	M	F	T			
1	Accounting	69	250	319	9	15	24	-	1	1	-	1	1	59	226	285	1	7	8
2	SSOM	17	241	258	2	86	88	-	3	3	-	-	-	15	143	156	-	9	9
3	Bank&Insu.	8	63	71	1	5	6	-	-	-	-	-	-	7	58	65	-	-	-
4	Marketing M.	3	30	33	1	2	3	-	-	-	-	-	-	2	28	30	-	-	-
5	Purchasing	46	84	130	9	10	19	-	2	2	-	-	-	37	72	109	-	-	-
6	Information T	9	9	18	-	-	-	-	-	-	-	-	-	9	9	18	-	-	-
7	AUTO	94	12	106	10	3	13	8	-	8	1	-	1	70	9	79	5	-	5
8	G. M	100	24	124	8	2	10	7	-	7	-	-	-	82	21	103	3	1	4
9	Machine Tech	49	43	92	6	-	6	5	2	7	-	-	-	38	41	79	-	-	-
10	Electricity	69	52	121	12	4	16	8	-	8	1	-	1	47	43	90	1	5	6
11	Electronics	43	50	93	7	8	15	1	-	1	1	-	1	34	42	76	-	-	-
12	Building C.	45	33	78	4	6	109	3	2	5	1	1	2	33	24	57	4	-	4
13	Surveying	11	19	30	3	1	4	1	-	1	1	-	1	6	18	24	-	-	-
14	Drafting	4	15	19	-	2	2	1	-	1	-	-	-	3	13	16	-	-	-
15	Wood Work	32	33	65	9	4	13	5	-	5	-	-	-	18	29	47	-	-	-
16	Home Manag.	6	54	60	-	6	6	1	4	5	-	-	-	5	44	49	-	-	-
17	Hotel Service	8	47	55	2	2	4	1	2	3	-	-	-	5	43	48	-	-	-
18	Cook	3	66	69	-	2	2	-	7	7	-	-	-	3	57	60	-	-	-
19	Bakery&conf.	7	94	101	2	8	10	1	5	6	1	8	9	3	73	76	-	-	-
22	Mern's Garme	15	25	40	1	1	2	-	-	-	1	1	2	13	23	36	-	-	-
23	Textile Tech.	1	24	25	-	3	3	-	-	-	1	1	2	13	23	36	-	-	-
	TOTAL	645	1359	1998	90	184	274	-	-	-	-	1	1	1	20	21	-	-	-
1	%	32.28	68.0	100	4.5	9.2	13.7	2.1	1.5	3.7	0.35	0.7	1.05	24.62	55.05	79.67	0.7	1.2	1.9

Summary of findings (graduates of 10+2)

No	Department	GRADUATE			E M P L O Y M E N T												OTHERS		
		M	F	T	GOVERNMENT			PRIVATE			SELF			UNEMPLOYED			M	F	T
					M	F	T	M	F	T	M	F	T	M	F	T			
1	Accounting	163	260	423	160	260	420	-	-	-	-	-	-	-	-	-	3	-	3
2	SSOM	13	284	297	8	199	207	-	1	1	-	-	-	4	71	75	1	13	14
3	Bank&Insu.	53	101	154	5	11	16	-	-	-	-	-	-	48	90	138	-	-	-
4	Marketing M.	31	92	123	4	6	10	5	8	13	-	-	-	22	78	100	-	-	-
5	Purchasing	84	125	209	17	21	38	1	9	10	-	-	-	66	95	161	-	-	-
6	I.T	3	6	9	2	2	4	-	-	-	-	-	-	1	4	5	-	-	-
7	AUTO	124	4	128	5	-	5	34	-	34	2	-	2	83	4	87	-	-	-
8	G.M	94	9	103	15	-	15	34	1	35	1	-	1	44	8	52	-	-	-
9	Machine Tech	82	35	117	3	1	4	9	1	10	-	-	-	70	33	103	-	-	-
10	Electricity	143	57	200	73	11	84	11	2	13	2	1	3	54	40	94	3	3	6
11	Electronics	98	60	158	36	12	48	-	2	2	1	-	1	61	46	107	-	-	-
12	Building C.	84	38	122	28	16	44	6	3	9	5	2	7	45	17	62	-	-	-
13	Surveying	31	55	86	20	39	59	1	1	2	-	-	-	7	11	18	3	4	7
14	Drafting	31	72	103	12	23	35	7	2	9	-	3	3	12	40	52	-	4	4
15	Wood Work	61	18	79	15	1	16	16	5	21	13	-	13	17	12	29	-	-	-
16	Road construc	10	10	20	9	10	19	-	-	-	-	-	-	1	-	1	-	-	-
17	Home manag.																		
18	Hotel Service																		
19	Cook	4	64	68	2	14	16	1	10	11	-	1	1	1	39	40	-	-	-
20	Bakery&conf.																		
21	Hair Dressing	1	16	17	-	-	-	1	4	5	-	2	2	-	10	10	-	-	-
22	Ladies' Garm.	9	69	78	1	6	7	1	1	2	-	-	-	7	62	69	-	2	2
23	Mern's Garme	37	61	98	9	9	18	-	3	3	1	-	1	27	49	76	-	-	-
24	Textile Tech.	29	118	147	4	16	20	-	-	-	-	13	13	24	89	113	1	-	1
	TOTAL	1185	1554	2739	428	657	1085	127	53	180	25	22	47	594	798	139	11	26	37
	%	43.26	56.73	100	15.62	23.98	39.61	4.64	1.94	6.57	0.9	0.8	1.71	21.68	29.13	50.82	0.4	0.95	1.35

Appendix-D

የ2000ዓ.ም በመሰልጠን ላይ ያሉ መደበኛ ስልጣኞች በተቋም/ኮሌጅ

በ3ኛ ሩብ ዓመት

የስልጣን ብዛት በፕሮግራም

ተ.ቁ	የተቋም/ኮሌጅ ስም	የስልጣን ብዛት በፕሮግራም																																
		በአዲሱ ሥርዓተ ትምህርት												በአራገው ሥርዓተ ትምህርት												ጠ.ደምር								
		10+1			Level-3			Level-4			Level-5			10+2 አዲስ			10+2 ነባር			10+3y-1			10+3y-2					10+3y-3						
		ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ						
1	ባህርዳር ቴ/ሙ/ኮሌጅ	18	82	100	94	44	138	23	48	71	6	31	37	66	139	205	191	211	402							91	37	128	285	115	400	774	707	1481
2	ቡሬ ቴ/ሙ/ኮሌጅ	25	0	25	46	2	48	5	37	42	41	6	47	37	8	45	178	96	274										73	30	103	405	179	584
3	ደ/ብርሃን ቴ/ሙ/ኮሌጅ	25	16	41	64	23	87	51	64	115	17	37	54	48	56	104	183	144	327										111	12	123	499	352	851
4	ደ/ማርቆስ ቴ/ሙ/ኮሌጅ	19	9	28	47	19	66	26	63	89	7	36	43	32	34	66	206	125	331										101	22	123	438	308	746
5	ደ/ታሰር ቴ/ሙ/ኮሌጅ	27		27	79	40	119	26	63	89	31	22	53	12	40	52	119	106	225										31	50	81	325	321	646
6	ጎንደር ቴ/ሙ/ኮሌጅ	19	120	139	14	30	44	73	99	172	18	46	64	50	141	191	191	215	406										107	23	130	472	674	1146
7	አንደባራ ቴ/ሙ/ኮሌጅ	20	8	28	29	21	50				13	35	48	39	58	97	99	66	165										39	27	66	239	215	454
8	ኮምቦልቻ ቴ/ሙ/ኮሌጅ	28	0	28	84	29	113	0	44	44	18	24	42	5	12	17	64	67	131							149	26	175	316	64	380	664	266	930
9	ወ/ር ስህን ቴ/ሙ/ኮሌጅ	0	217	217	112	25	137	126	117	243	25	29	54	61	101	162	206	144	350	60	35	95	68	24	92	311	201	512	969	893	1862			
10	ወልድያ ቴ/ሙ/ኮሌጅ	27	0	27	25	4	29	51	32	83	24	19	43	18	23	41	161	95	256									64	34	98	370	207	577	
11	አዲስ ዘመን ቴ/ሙ/ተቋም				68	20	88	0	49	49	22	30	52				60	62	122												150	161	311	
12	አቀሰታ ቴ/ሙ/ተቋም				48	3	51	4	44	48	38	14	52	21	4	25	73	45	118												184	110	294	
13	ዓለም ከተማ ቴ/ሙ/ተቋም	2	8	10	62	21	83							6	39	45	47	20	67												117	88	205	
14	አጣዬ ቴ/ሙ/ተቋም	27	0	27	37	2	39	0	48	48	31	18	49	33	17	50	55	47	102												183	132	315	
15	ደባርቅ ቴ/ሙ/ተቋም				25	15	40	12	42	54	22	11	33	6	7	13	59	79	138												124	154	278	
16	ቆላድባ ቴ/ሙ/ተቋም				66	8	74	0	52	52	16	37	53				75	135	210												157	232	389	
17	ሲሲባ ቴ/ሙ/ተቋም	19	6	25	22	0	22	1	34	35	46	9	55	4	8	12	54	43	97												146	100	246	
18	መሃል ሚዳ ቴ/ሙ/ተቋም				43	24	67	1	50	51	39	7	46	33	1	34	67	62	129												183	144	327	
19	ሞጣ ቴ/ሙ/ተቋም				47	4	51	11	44	55	28	18	46	37	4	41	75	40	115												198	110	308	
20	ነፋስ መውጫ ቴ/ሙ/ተቋም				15	3	18	21	53	74	27	28	55				24	33	57												87	117	204	
21	ሰቆጣ ቴ/ሙ/ተቋም																29	16	45													29	16	45
22	ከሚሴ ቴ/ሙ/ተቋም																18	35	53													18	35	53
	ድምር	256	466	722	1027	337	1364	431	983	1414	469	457	926	555	743	1298	2187	1835	4022	60	35	95	308	87	395	1438	578	2016	6731	5521	12252			

የ2000ዓ.ም የአሰሪዎች ስምዕራን ብዛት በተቋም/ኮሌጅ

በ3ኛ ሩብ ዓመት

ተ.ቁ	የተቋም/ኮሌጅ ስም	የአሰሪዎች ስምዕራን ብዛት በተምህርት ደረጃ														
		ዲፕሎማ			ዲግሪ			ማስተርስ			የውጭ አገር መምሪያ			ጠ.ድምር		
		ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ
1	ባህርዳር ቴ/ሙ/ኮሌጅ	35	3	38	55	10	65	2	1	3	3		3	95	14	109
2	ቡሬ ቴ/ሙ/ኮሌጅ	17	0	17	24	4	28							41	4	45
3	ደ/ብርሃን ቴ/ሙ/ኮሌጅ	30	4	34	28	9	37				2		2	58	13	71
4	ደ/ማርቆስ ቴ/ሙ/ኮሌጅ	25	4	29	30	5	35				2		2	57	9	66
5	ደ/ታቦር ቴ/ሙ/ኮሌጅ	15	2	17	25	6	31							40	8	48
6	ጎንደር ቴ/ሙ/ኮሌጅ	37	9	46	30	3	33				2		2	69	8	81
7	እንድባራ ቴ/ሙ/ኮሌጅ	11	2	13	20	7	27							31	9	40
8	ኮምቦልቻ ቴ/ሙ/ኮሌጅ	17	6	23	49	5	54	4	0	4				70	11	81
9	ወ/ሮ ስህን ቴ/ሙ/ኮሌጅ	33	9	42	60	10	70	1		1				94	19	113
10	ወልድያ ቴ/ሙ/ኮሌጅ	19		19	20	3	23							39	3	42
11	አዲስ ዘመን ቴ/ሙ/ተቋም	7	3	10	7	2	9							14	5	19
12	አቀስታ ቴ/ሙ/ተቋም	6	3	9	10		10							16	3	19
13	ዓለም ከተማ ቴ/ሙ/ተቋም	2	1	3	12	1	13							14	2	16
14	አጣዬ ቴ/ሙ/ተቋም	8	1	9	16	2	18							24	3	27
15	ደባርቅ ቴ/ሙ/ተቋም	3	3	6	11	5	16							14	8	22
16	ቆላድባ ቴ/ሙ/ተቋም	9		9	5	4	9							14	4	18
17	ላሊበላ ቴ/ሙ/ተቋም	5		5	14	1	15							19	1	20
18	መሃል ሜዳ ቴ/ሙ/ተቋም	5	1	6	11	6	17							16	7	23
19	ሞጣ ቴ/ሙ/ተቋም	9	3	12	9	3	12							18	6	24
20	ነፋስ መውጫ ቴ/ሙ/ተቋም	5	1	6	11	1	12							16	2	18
21	ሰቆጣ ቴ/ሙ/ተቋም	2	0	2	6	0	6							8	0	8
22	ከሚሴ ቴ/ሙ/ተቋም			0	7		7							7	0	7
	ጠ.ድምር	300	55	355	460	87	547	7	1	8				767	143	910

Declaration

I, the under signed, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

Name Molla Wondigrow

Signature [Handwritten Signature]

Date 23/06/08

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

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