

**The Contribution of Non-formal Technical and  
Vocational Education and Training on the Development  
of Micro and Small Enterprise in Addis Ababa City  
Administration**

**A Thesis Presented To the School Of Graduate Studies**

**Addis Ababa University**



**In Partial Fulfillment of the Requirements of the Degree  
of Master of Art in Vocational Education Management**

**BY: Fasika Kebede Bogale**

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ADDIS ABABA UNIVERSITY  
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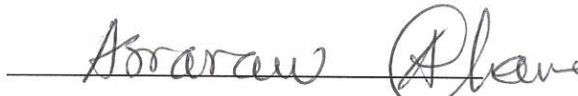
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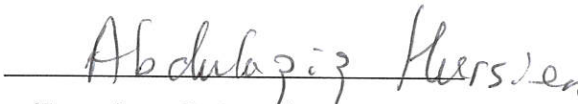
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## List of Acronyms

AAEB	Addis Ababa Education Bureau
BFEDAA	Bureau of Finance and Economic Development in Addis Ababa City Administration
ETP	Ethiopia Educational Policy
FeMSEDA	Federal Micro and Small Enterprise Development Agency
GTZ	German Technical and Vocational Education and Training Zusammenarbeit
ILO	International Labor Organization
MOE	Ministry of Education
MSE	Micro and Small Enterprise
MTI	Ministry of Industry
OEB	Oromya Education Bureau
ReMSEDA	Regional Micro and Small Enterprise Development Agency
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational Scientific and Cultural Organization

## *Abstract*

*The main purpose of this study was to investigate the contribution of Non-formal TVET to the development of MSE in Addis Ababa City Administration. That is, investigate Non-formal Technical and Vocational Education and Training program contributes to the development of Micro and Small Enterprise and identify the common targets to be considered between Non-formal TVET and Micro and Small Enterprise, show the challenges for their effectiveness of Micro and Small Enterprise in terms of training. To this end descriptive survey method was employed. The Data from document analysis observation and interview was analyzed qualitatively. For this study, four types of instrument were prepared; that is 667 copies of questionnaires 48 for Non-formal TVET trainers, 199 for Non-formal TVET trainees, 120 for Non-formal TVET graduates and 300 for MSE operators were prepared and administered. From these questionnaires 615 (92%) of copies were filled and returned to the researcher. 43 (89.6%) from Non-formal TVET trainers 199(100%) from trainees, 104(86.6%) from graduates and 269(89.6%) from MSE operators. Data from questionnaire were analyzed using statistical tools, such as percentage mean standard deviation two-way ANOVA, independent sample t-test. Moreover, 5 TVET team leaders, 10 Non-formal TVET institutions principal, 5 MSE team leaders and 10 MSE facilitators were selected through availability sampling involved in the interview. From the data analysis the contribution of Non-formal TVET on the development of MSE was found challenged by many constraints: Unavailability of labor market information, insufficient trainee, low contribution of Non-formal TVET program to be prepared self employment, unavailability of educational material, lack of skill development in order to satisfy human needs of MSE, the participation of graduates in MSE activities was found to be low, lack of adequate skill of MSE operators and insufficient working in collaboration between them. Therefore, it was suggested that restructure and design market-oriented program based on labor market, to facilitate pre-employment and on-the-job training to MSE operator, give attention to assigning the TVET graduates to Micro and Small Business activities. There fore, they have effective working in collaboration between them with legal guideline.*

# CHAPTER ONE

## THE PROBLEM AND ITS APPROACH

This chapter deals with the problem and its approach. It includes the background of the study, objectives of the study, statements of the problem, significance of the study, delimitation of the study, limitation of the study and organization of the study. Finally, it deals with the definition of terms.

### 1.1. Background of the Study

Micro and Small Enterprises are to play a vital role in poverty reduction by creating employment opportunity as well as facilitating income generating means in a country. Regarding their importance UNESCO (2005:9) stated that, MSE sector is useful in generating employment and contributing to poverty alleviation in different countries.

Accordingly, Ethiopia gives due attention for Micro and Small Enterprises for their role in poverty reduction through creating employment opportunity. Hence, the government issued Micro and Small Enterprise development strategy in 2005 (MTI, 2005:7). Moreover, Micro and Small Enterprise sector are expected to be vibrant and serve as facilitator for the growth of strong private sector so as to create employment opportunity in Ethiopia. (Fantahun, 2005:1)

Direct interventions by the government are crucial in curbing unemployment and create a favorable environment for new job seekers and self-employment through MSE development. This can be facilitated by development of industrial strategy that it provides necessary inputs and service for development, to credit provision, facilitations of linkages, marketing development, and regulatory environment. This strategy emphasizes the critical importance of training for MSE development to economic growth. It encourages production in textile and weaving, food processing, wood and metal, sanitation and constructions that are major small business activities and the focus area of Addis Ababa City Administration (ReMSEDA, 2006:1-2).

In this regard, the strategy calls for a reconsideration of major training activities in the city with a view of making arrangement for existing courses relevant to the development needs of Micro and Small businesses. That is, to provide training in relevant skill areas and lead to self-employment through Technical and Vocational Education and Training. Taking this into account AAEB (2005:3) stated that, TVET program is expected to prepare semi-skilled work force to inculcate the focus area of MSE, in order to reduce unemployment.

In the first half of the 20th century, the development of Vocational and Technical Education in Ethiopia was limited to 10+3 program. It was not given due attention and had no policy support. Therefore, those only sixteen institutions were offered Technical and Vocational Education at that time (Girma and et al 1990:15).

Currently, the Ethiopia Education and Training Policy (ETP), has given due attention for TVET program and provide legal foundation by a proclamation of No.391/2004. Thus the program is provided through Formal and Non-formal Technical and Vocational Education and Training. Generally, TVET is designed to assist the young generation to have discipline, good potential for work, competent employee including creation of work. While Non-formal TVET delivery is aimed at on the acquisition of practical skills for self-employment. Furthermore, this program has the potential capacity to improve skilled artisans, with demand driven training in indigenous crafts and modern technology (AAEB, 2005:9).

MSE by virtue of their size, location, capital investment and their capacity to generate greater employment have proved their importance for rapid economic growth. It is also known as powerful instrument, because they are effective in bringing economic transition through effective use skill and talents of the people without requesting high-level of training, much capital investment and sophisticated technology (MTI, 2005:15). However, Non-formal TVET program does not give high-level training and sophisticated technology rather it focuses on the preparation of semi-skilled manpower for self-employment through short term training.

The appropriate integration of Non-formal TVET with MSE helps to facilitate in creates employment opportunity and generates income that leads to eradicate poverty (and taking remedy for unemployment jointly). In Non-formal TVET, preparing the trainees to be disciplined and skilled labor is considered as goal oriented; it creates self-employment through MSE implementation.

Technical and Vocational Education and Training by its nature has a lot of practical applications whereby trainees could capture the culture of work and would learn respect for their profession and should develop attitude of job creation rather than being job seeker. However, Addis Ababa with large number of inhabitants has experienced serious social and economic problems. High population growth and youth unemployment is indication of this reality. The City Administration is thus, set out objectives to reduce unemployment and alleviate poverty by expanding self-employment opportunity through the provision of start-up capital whenever desire arises from unemployed people to be self employed. (Tadesse, 2001:11)

It is believed that, Non-formal TVET contributes to the growth and development of MSE through offering demand-oriented training.

## **1.2. Objectives of the study**

The general objective of this research was to identify the contributions of Non-formal TVET to the development of MSE. Further the study intended Non-formal TVET facilitate the success of MSE.

Based on the above general objective this study has the following specific objectives.

- Investigate Non-formal Technical and Vocational Education and Training program contributes to the development of Micro and Small Enterprise.
- Identify the common targets to be considered between Non-formal TVET and Micro and Small Enterprise.
- Identify the challenges for their effectiveness of Micro and Small Enterprise in terms of training.
- To make viable recommendations.

### **1.3. Statement of the Problem**

The objective of Micro and Small Enterprise is to integrate the community towards employment opportunity and generating income in order to reduce poverty. Moreover, they have capacity to curb unemployment by facilitating the environment for new job seekers and self-employed people. However, this issue requires appropriate preparation for skill development and implementation. That is why Technical and Vocational Education and Training strategy, integrates entrepreneur and business management skills into the curricula.

Accordingly, the Non-formal Technical and Vocational Education and Training contributes to the development of Micro and Small Enterprise by making the graduates competent in their skill, making the trainees dynamic entrepreneur, helping to reduce unskilled and untrained manpower, and providing quality services. To make this objective properly implemented, there must have been strong work atmosphere in collaboration between them.

Based on the above-mentioned problems and objectives, the study will try to answer the following basic research questions.

1. To what extent Non-formal Technical and Vocational Education and Training program contributes to the development of Micro and Small Enterprise?
2. What are the common targets to be considered between Micro and Small Enterprise and Non-formal Technical and Vocational Education?
3. What are the major challenges for their effectiveness of Micro and Small Enterprise in terms of training?

### **1.4. Significance of the Study**

This study in the final analysis will show the relationship of Non-formal TVET with Micro and Small Enterprise as employment opportunity and sustainable income creation. To this end, this study helps, to identify the contributions of

Technical and Vocational Education and Training to the development of Micro and Small Enterprise in Addis Ababa City Administration. The beneficiaries of this study are Addis Ababa ReMESEDA, MSE operator, Addis Ababa Non-formal TVET bureau, Non-formal TVET institution and unemployed graduates of Non-formal TVET. Hence, its significances are as follows:

1. It will create awareness to MSE and Non-formal TVET in sub-city and in regional level in the area of labor market information and Non-formal TVET graduates.
2. To show the effectiveness of the current Non-formal TVET program to be self-employment.
3. To identify the participation of Non-formal TVET graduates in MSE activities.
4. To indicate the status of working in collaboration between Non-formal TVET and Micro and Small Enterprise.
5. To initiate researchers who conduct further and detailed study on this area.

### **1.5. Delimitation of the Study**

The study was delimited to Addis Ababa City Administration because the city has large number of population and serious social and economic problems such as inadequate skilled labor of Micro and Small business activities and Non-formal TVET graduates unemployment. Therefore, for detail investigation of the problem the study delimited only to five sub-cities (Bole, Kirkos, Kotebe, Nefas-silk and Akaki). The main reasons why these sub-cities selected were because of they have both Junior and Basic Non-formal TVET government institutions. The main reason that wanted to deal with on the issues between Non-formal TVET and MSE study, selected was for the reason that there is strong relationship between for the preparation and organization of self-employment without requesting high-level training, much capital investment and sophisticated technology.

## **1.6. Limitation of the study**

In conducting this study, the researcher has faced some difficulties. That is, the problem of getting records about TVET graduates in TVET institutions that made the data collection process challenging from TVET graduates required the researcher take much time and effort. The problem was similar for getting information from MSE operators for the reason that their site was very far from the center of the city.

## **1.7. Organization of the study**

This study is organized in to five chapters. The first chapter deals with the problem and its approach, the second chapter treats review of related literature, the third chapter deals with the methodology and the fourth chapter presents analysis and interpretation of the data. The fifth chapter contains summary, conclusions, and recommendations of the study. Finally, it includes references and appendices.

## **1.8. Definition of terms**

1. **Micro and Small Enterprise:** - is a powerful instrument in bringing economic transition through effective use skill and talents of the people without requesting high level of training, much capital investment (MTI 2005: 2).
2. **Micro Enterprise:** - are business enterprises found in all sectors of the Ethiopian economy with a paid-up capital (fixed assets) of not more than Birr 20,000, but excluding high-tech consultancy firms and other high-tech establishments (FeMSEDA 2006:2).
3. **Small Enterprise:** - are business enterprises with a paid-up capital of more than Birr 20,000 but not more than Birr 500,000 excluding high-tech consultancy firms and other high-tech establishments (FeMSEDA 2006:2).
4. **Technical and Vocational Education and Training:** - Designed to teach the skills and knowledge required for particular kinds of work (UNESO 1998).

5. **Non-formal TVET:** - Designed to teach skills and knowledge in Basic and Junior level of Technical and Vocational Education and Training program. These training programs have given more practical (Proc.391/2004).
6. **Basic Non-formal TVET:** - designed to teach more practical training at 6 and above month's time of duration. The admission criteria of this program are reading and writing skill (Proc. 391/2004).
7. **Junior Non-formal TVET:** - designed to teach 80% practical training and 20% theory at 10-12 months time of duration. The admission criteria of this program is completion of grade 8<sup>th</sup> (Proc. 391/2004).
8. **Labor Market Information:**- is statistical and non-statistical information concerning labor market or signal of labor market actors and their environment (ILO, 1999:15).
9. **Market-oriented program:** -The programs, which are student-focused through practical learning, and community, interest that produce well-trained human resource and semi skilled manpower (AAEB 2005:20).

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter provides a theoretical basis for the study by reviewing the literatures related to the contributions of Non-formal Technical and Vocational Education and Training to the development of Micro and Small Enterprises.

#### **2.1 Concept of Non-formal Technical and Vocational Education and Training and Micro and Small Enterprise.**

##### *2.1.1. Background of Non-formal Technical and Vocational Education and Training*

The supply of skilled and productive human resources is the pre-requisite for social and economic development. In this regard, Technical and Vocational Education and Training enhanced to skilled and productive human resources (equipped to applicable technical skills). TVET facilitate to update and develop technical skills, which enable people to have gainful wage employment and self-employment, thereby generate income.

Technical and Vocational Education and Training is playing a significant role by preparing productive employment to secure income and to help in poverty reduction (Burnham 2005:14).

According to UNESCO (1998:2) states that, TVET is meant all forms and levels of TVET process involving the study of technologies and related to sciences, and the acquisition of practical skills, knowledge, attitudes and understanding relating to the occupation in the various sectors of economic and social life. These programs are organized jointly with enterprise and any other undertaking related to the world of work.

Technical and Vocational Education and Training is a central to the nation economic and social well being in particular, it supports business competitiveness, innovation and growth, offers individuals the opportunity to enhance their skills and employment prospects to community building and development (Evans 1971:10).

According to Paul and W. Norton G. (1999) the target of Technical and Vocational Education and Training is divided into four major categories:-

1. ***Pre-employment:-*** Technical and Vocational Education and Training prepare individuals to wage employment and self-employment for the initial entry into employment.  
The training will be given in Technical and Vocational Education and Training institution and on the work place.
2. ***Upgrade Training:-*** Provides additional training for individuals who are already employed. They will be trained to serve skill upgrading, as their jobs change, when there is in advance new technology and the work organization becomes more complex.
3. ***Retraining:-*** The training to provided to seek new jobs, when they loose their previous job experiences. Especially, for individuals to serve skill upgrading, as their job change and can be develop the competencies necessary to find other employment opportunities.
4. ***Remedial:-*** It provides education and training for individual who are in some way marginal or out of mainstream labor force. Typically those who have been unemployed or under employed for a long period are the main candidates.

On the bases of these categories, the advantage of Technical and Vocational Education and Training are to support business for skill development, innovation and growth as well as competitiveness. Furthermore, offering individuals the opportunity to enhance their skills and employment prospects, facilitate the training areas with flexible curriculum in order to fill the gaps in shortage of skills and income generation are take as vital.

Technical and Vocational Education and Training operate effectively in business environment can change the ability of the worker, knowing client focus skills, upgrading the management and leadership capabilities, coaching, monitoring and communicate new technologies, the ability to success and use knowledge to the competitiveness of business they are in (UNESCO 1998:16).

In Ethiopia, Traditional Vocation like artisans and crafts men, potters, weavers, blacksmiths and tanner, were having a long history (Nahom 2006 :23). In 1934, the Ethiopian Ministry of Education had established Wondrad School, which was offering the course like blacksmithing, machining, automotive electrical engineering, carpentry, masonry, welding and driving. As soon as the Italian war of occupation was over, since 1941, modernized and systematized Vocational Education established through out in the country (Bonatus and Wim, 1995:131).

In relation to this, the modern Ethiopian Technical and Vocational Education and Training school begun after the expulsion of the invading Italians. During this period, (1940-1960) the Technical and Vocational Education and Training institution was very few in number. These schools failed the mission of reducing unemployment among graduates because they suffered from inadequate preplanning and lack of human and capital resources. (Nahom, 2006:24)

According to the Ethiopian Education and Training Policy (ETP), the TVET program is delivered through formal and non-formal ways. The Non-formal Technical and Vocational Education and Training were established in 1976, which has known as Adult Education and Training Center the program was related with Farmers Vocation Training. After 1983, the name was changed into Community Skill Training Center whose focuses are on different Vocation. Hence, after 2004 the name also changed in Non-formal TVET that is controlled and managed under Technical and Vocational Education and Training office (Sandhass, 2005:17).

The objectives of Non-formal Technical and Vocational Education and Training are on the task of equipping unemployed youth. Those who may finish from high school with little hope for employment, drop-out students, and any literate people who are desire earning income through self employment. UNIVOC (1998:7)

In relation to this, MOE (2006:7-8) indicated that the beneficiaries of Non-formal Technical and Vocational Education and Training include the various target groups, including school leavers, dropout student, unemployed, people in employment, MSE

operators, and marginalized groups in the labor market. The training programs are to prepare trainees for the alleviation of poverty and unemployment through appropriate skill, which may lead to self-employed and self-reliance. In line with this GTZ (2001:19) stated that if the training program is implemented, dropout rate decreases and a larger proportion of young people find employment and self-employment. However, to achieve this end there must be good coordination between the training system and the employment system. This helps to reduce the number of unemployed people and contributes to the alleviation of poverty among the youth population.

Addis Ababa as Capital of Ethiopia has currently about 3,500,000 million estimated annual population of 2006. The unemployment estimated rate in A.A. 42% and average monthly income 50% of the inhabitants that is around 340 Birr, which is below the poverty threshold. In this City would also strive to provide options for all people those who are in need of training, which is used to great number of unemployment (BFEDAA, 2006:6). In order to solve the problem related to unemployment the government desire training in Non-formal Technical and Vocational Education and Training that is, managed and supervised by Addis Ababa Education Bureau. The program is designed to create employment opportunities. The Non-formal Technical and Vocational Education and Training policy is committed to prepare semi-skilled human resource to provide appropriate competencies and skill development. Trainees capture the culture of work, would learn respect for their profession, and should develop attitude of job creation rather than being job seeker (AAEB, 2005:7-8).

Non-formal TVET program delivered in two ways at Basic and Junior level. Basic Non-formal TVET designed to teach more practical training at 6 and above months time of duration. Moreover, Junior Non-formal TVET designed to teach 80% practical training and 20% theory at 10-12 months time of duration. The selection criteria of Basic Non-formal TVET are ability of reading and writing skill, and for Junior Non-formal TVET from completion of grade 8<sup>th</sup>.

In sum, the objectives of Non-formal Technical and Vocational Education and Training programs are emanated from the desire to create employment opportunity to embrace of school youth and adults; to give opportunity to those who are enable to avail, that in Micro and Small Enterprise lives and by creating self-employed and wage-employed (UNESCO, 2005:8).

### **2.1.2. Background of Micro and Small Enterprise**

Micro and Small Enterprise play a significant role by generating employment opportunity that contributes for poverty reduction. The small business sector is also seen as an important force to generate employment and more equitable income distribution, to activate competition, exploit niche markets, enhance productivity and technical change, and through all of these stimulate economic development (MTI, 2005:2).

Marya et. al, (1988:4) stated that, Micro and Small Enterprises are considered a corner stone of free market economy where they are used to create employment opportunity and alleviation of poverty. Similarly, Wubshet (2006:9) stated that Micro and Small Enterprise contribute to the nation's economic welfare by creating new employment opportunity.

Moreover, Micro and Small Enterprise provide income opportunities for a large proportion of population; they produce or sale relatively cheaper goods and avail services locally by using labor intensive methods satisfying the needs of people. The Non-formal TVET institutions are center of innovation as well as economic and social change thus helping the unemployed to enter the market (Wolday and Geberhiwot, 2004:8). It can be conclude that Micro and Small Enterprise have been major vehicles for both employment creation, the diffusion of innovations and support to poverty reduction.

For the success of Micro and Small Enterprises the prevalence of the following preconditions to have favorable characteristics such as, flexibility, reliance on efficient management, organization and tailor-made production should be inescapable system. In this regard, Peter Nijkamp cited (in Maria et. al., 1988:127) stated that the advantages of Micro and Small Enterprise sectors can be judge based on the following criteria:

- a) *Employment Impacts*: - To create quality of labor and relatively lower wage rates has meant a significant stimulus to the rise of the Micro and Small Enterprise sector.
- b) *Innovation Potential*: - New ventures based on large spin-off effects and various buyouts induce an innovative climate in areas with a good knowledge and infrastructure.
- c) *Flexibility*: - they can be easily adjust themselves to new management and organization patterns, new production methods, new scale techniques or new market strategies.
- d) *Variation in production systems*: - Micro and Small Enterprise cater to small and specialized markets by providing competitive tailor made goods.

In Ethiopia, traditionally blacksmith and potteries or handcrafts connected with business activities for a long time. In 1957, there was initiative program to prepare development plans of cottage and handcraft industries. Because of the prevalence various obstacles including the lack of basic infrastructure, the dearth of private and public investment and lack of consistent policy, the aim of promoting Micro and Small Enterprise development were failed (Wolday and Geberhiwot, 2004:2).

Since 2000 a Regional Micro and Small Enterprise Development Agency was established in Addis Ababa City Administration whose primary, function was to design strategy and action plans to promote Micro and Small business firms by new systems in this city. This strategy aims at creating conducive environment for the Micro and Small Enterprise in order to create employment opportunity and promote growth and equitable development. The agency gives priority areas for Micro and

Small Enterprise in the field of Metalwork, Wood technology, Construction, Food processing, Municipality service, and Garment and Textile production.

Based on the above focus areas the number of employment opportunity created in Addis Ababa. The ReMSEDA report was indicated that, 45351, 107283, 20131 and 41213 in 2004, 2005, 2006 and 2007 respectively. This indicated that, the number of MSE operators fluctuate from year to year (Annex p.104-105).

Countries have different definition of MSE. But the common definitions are based on different categories, according to the number of person that employee, the values of their assets, the production capacity, and the technology use. Accordingly, the definition given by FeMSEDA (2006:2) is as follows: Micro Enterprises are business enterprises found in all sectors of the Ethiopian economy with a paid-up capital (fixed assets) of not more than Birr 20,000, but excluding high-tech consultancy firms and other high-tech establishments. Small Enterprises are business enterprises with a paid-up capital of more than Birr 20,000 but not more than Birr 500,000 but excluding high-tech consultancy firms and other high-tech establishments.

MSE provides the ideal environment enabling entrepreneurs to exercise their talents to complete and attain their goals. In all successful business activities, MSE can be seen an essential springboard for growth, job creation and social progress at large (MTI 2005).

### **Objectives of Micro and Small Enterprise**

The primary objective of the Micro and Small Enterprises is facilitating employment opportunity and to be responsible for the operation, growth and progress of their enterprises.

Their ultimate objective is clearly stated by FeMSEDA (2004:11-13) stated that the following specific objectives of MSE strategy framework, underlying the support stated under here:

**a) Facilitate economic growth and bring about equitable development**

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

**b) Create long-term jobs**

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

**c) Strengthen Cooperation between MSE**

MSE individually lack the skills and resources to improve their capabilities. Therefore, it would be very important that the small and fragmented enterprises within sectors, regions or other local training institution be supported to network more effectively in order to jointly address hindering obstacles, take up opportunities and build collective efficiency. In addition to this, inter-sectoral linkage would also be crucial for their development.

**d) Provide the basis for Medium and Large Scale Enterprises**

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

**e) Promote export**

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

### **Beneficiaries that Support by MSE**

- Those who are completed from TVET
- Those who are already engaged in Micro and Small Enterprises and who own their own skill and knowledge through experience
- Women who are voluntary to be organized in to cooperative and those who are ideal (unemployed)
- The disabled who are capable to work
- Voluntaries, who are interested to involve in Micro and Small Enterprises with a capital less than birr 500,000.

## **2.2 The Relationship between Non-formal TVET and MSE**

Micro and Small Enterprise tend to use technology, that is relatively simple and in most cases local. As indicated in the previous section, the Non-formal Technical and Vocational Education and Training prepare skilled human resources with appropriate and practical knowledge. Then, the linkage between Non-formal Technical and Vocational Education and Training and Micro and Small Enterprise plays a key role in driving the productivity and competitiveness of industries and contribute to the creation of employment opportunity.

Banette (2000:20) stated that, assistance to the improvement of professional skills in the informal sectors are closely linked to approaches of support given to Micro and Small Enterprise for self-employed and institutional development, to approach with emphasis on the labor market in Non-formal Technical and Vocational Education and Training and to develop the strategies of poverty in alleviating. This program concept is to produce qualifying people and the improvement of skill development and the economic use of human resources by the people themselves.

Educational qualification has direct effect on their propensity to start with new business. The development or growth of the business implies the creation of

additional employment opportunity. This is providing by new technology, skill development and managerial expertise (Wubeshet, 2006:6).

In Ethiopia, Technical and Vocational Education and Training system aims to connect wage and self-employment, oriented and demand driven, formal and non-formal program given in order to improve the employment and income opportunities of the country (AAEB 2005:5).

In relation to this, the training program in modern methods of market will be helpful to small industries in upgrading their marketing technology in modern lines. The implementation of the Micro and Small Enterprise development strategy contributes to the profitability and efficiency on Micro and Small Enterprise operators. In order to implement this strategy, the Technical and Vocational Education and Training should formulated on the supply of diversifies in terms of occupations and business activities (Fantahun 2005:6).

Common objectives between the Non- formal Technical and Vocational Education and Training and Micro and Small Enterprise are immediate or remedial action for reducing unemployment and alleviation of poverty. Accordingly, the Non- formal Technical and Vocational Education and Training, serves to prepare trainees in proper skill development within the short period of time and Micro and Small Enterprise to receive, assist and organize the Technical and Vocational Education and Training graduates. Micro and Small Enterprise should be actively involved in the theoretical and practical training of those prepared for occupations in their particular sector; and should interact with Technical and Vocational Education and Training institution. Regarding to stress on development business activities should prepare the trainees for self-reliance and responsible citizenship and to be labor market information between them (UNESCO 2002:25-27).

There are common targets taken between Non- formal Technical and Vocational Education and Training and Micro and Small Enterprise. These common targets discussed as follows:

### 2.2.1. Relevance of the training ✓

To use appropriate technology for production requires necessary skill and relevant training in the world of work. Relevance of a given training is assumed to have played a significant role with regard to external efficiency of Non-formal Technical and Vocational Education .When there is a strong relationship between the output of the training system to economic and social success that is to develop employment opportunity and productivity (MOE 2003:22).

The principal goal of Technical and Vocational Education and Training program is to prepare proficient and competent human resource in the various modern field of training. Hence, for successful achievement of this goal, numerous essential measures should be taken to make graduates as relevant as possible to the objective needs of the prevailing labor market (Getachew, 2005: 75). In addition to this, Technical and Vocational Education and Training programs preparing for occupations in Micro and Small Enterprise, and particularly for self-employed should include entrepreneurship, information and communication technology. These enable those engaged in such occupation to take responsibility for production, marketing, competent management, and for the rational organization of the enterprise (UNESCO, 2002:29).

✓ The objective of TVET program is to support the creation of a workforce with a sound educational background, and with appropriate skills and attitudes, capable of satisfying the needs of the economy and taking advantage of self-employment opportunities. Relevance of Non-formal TVET program is to create appropriate and responsive learning outcomes that, to meet the needs of labor market. This program is to produce competent, capable and confident self-employee demandable in the labor market. Hence, the relevant of the program can facilitate to empower trainees in order to create self-employment and make their own business confidently. Thus, TVET program encourages trainees to create job for themselves or gainfully wage employed that contribute to the national economic development (MOE 2002:90-91).

The training content features, a mixture of occupational, managerial, basic and social competencies, varying according to local conditions. Linking these different competencies helps to bridge from school to work.

In Technical and Vocational Education and Training should not only aim to prepare wage employment; it should also facilitate to produce self-employment. The linkage of training with business start-up advice and appropriate range of financial service mean that pre-requisite for the employment relevance of the training measures. This also contribute safe guarding employment and increasing income and Non-formal Technical and Vocational Education and Training contributes to the remedy action of the unemployment to the target group (Bernham, 2005:22).

Moreover, relevance of Non-formal Technical and Vocational Education and Training programs will developed as a priority, in particular with the aim of increasing employment opportunity for Micro and Small Enterprise. (MOE 2006:26). Hence, the Non-formal Technical and Vocational Education and Training must have relevance to the world of work and the quality must be determined. The aim of this short-term training outcome is to prepare self-employment and facilitate the employment opportunity and income generating activities for social and economic change. Thus, at the end of this line the most important issues discuss here under:

### **1. Labor Market Information**

Labor Market Information is a collection, interpretation and dissemination of data that provides strength of Non-formal Technical and Vocational Education and Training as well as Micro and Small Enterprise.

It is statistical and non-statistical information concerning labor market actors and their environment, as well as information concerning labor market institutions, policies and regulations that serves the needs of users and has been collected through the application of accepted methodologies and practice to the largest possible extent. (ILO, 1999:15)

In addition to this, Labor Market Information is one of the most important elements for Non-formal Technical and Vocational Education and Training, which is used to design flexible program, to gain the demand of the community also used for Micro and Small Enterprise efficiency (Chris, 2003:19).

In a similar vein (OEB, 2003:19) stated that, Labor Market Information and training needs assessment as appropriate instrument used to identify skills, knowledge and socio-economic development. This can provided based on well-developed occupational standard, suitable training program and design.

On top of this, Labor Market Information can be used both Non-formal Technical and Vocational Education and Training and Micro and Small Enterprise. For Micro and Small Enterprise will contribute better market opportunity, current technology and the like. Similarly, in Non-formal Technical and Vocational Education and Training will used for designing market-oriented program with appropriate technology and for keeping the demand of the community.

According to UNESCO (2000:25) the objectives of labor market information to Non-formal Technical and Vocational Education and Training and Micro and Small Enterprise include:-

- Access to get up-to-date and relevant information about labor market
- Improve about employment prospects required qualification and the possibilities to acquire.
- Supporting to decision-making that is according to their interest capabilities and opportunities of market.
- Assisting training to look and supply for employment or to start their own business.

In addition to this, Bernham, (2005:4) stated that, the reliable labor market information is extremely important in producing semi-skilled people based on the demand from the supply side, obtaining labor market information helps Non-formal TVET to tune the curriculum, maintain the relevance of training, and increase the employability of trainees by MSE.

The same vein was forwarded by AAEB (2005:9-14) stating that Non-formal Technical and Vocational Education and Training needs different segments of labor market information from different providers. Therefore, all training programs shall be based on sound labor market monitoring need assessment with all the relevant stakeholders. Their purpose is to provide proper training for self-employed as well as the knowledge necessary for entering new small business.

Labor market information forecasts a prerequisite for the development of policy decisions aimed at promoting sustainable employment and thus reducing poverty, with the assistance of labor market data. Key information can be derived about the employment impact of specific labor market measures, which in turn forms a key basis for decision on the selection of the future training and market (Bernham, 2005:25).

In addition to this Non-formal Technical and Vocational Education and Training can offer, for existing and new Micro and Small Enterprise operators within the institution. This target group should be taking as a starting point to assess from local and regional labor market opportunities. After a subsequent need, the information locally and regionally established training institutions capable to offer the training required are sought and integrated in to the labor market (Banetee 2000:19). In general, the use of labor market information to decide the training program to meet social and economic needs of the community.

## ***2. Skill Development*** ✓

Globalization has created rapid change in technology and competitive environments. This promotes life long learning through flexible training program. It introduces and focuses on knowledge value added as a major challenge of skill development. Furthermore, since new set of skills related to information and communication has emerged, the concern has shown to Non-formal Technical and Vocational Education and Training. Without skill development competitiveness, in technology is unthinkable. Skill development with Micro and Small Enterprise development are closely connected. This linkage should provide skill development

concepts and programs with survival and growth of small business (UNESCO 1998:19).

In addition to this view GTZ (2001:17) stated that, skill development should be integrated into comprehensive strategies for promoting economic development and employment. This includes a higher likelihood that skill development initiatives will lead to wage employment or self-employment and to create an environment to support Micro and Small Enterprise Development.

In order to change the nature of work, the technologies of production and its standards for manufacturing and business have pedagogical and educational prerequisites. The changes in skill requirements are necessary for Technical and Vocational Education and Training systems to ensure an adequate knowledge and quality of training (UNESCO 1998:5).

In Non-formal TVET, institution skill development can be delivering for MSE in two ways:-

1. **Pre-employment Training:** - This training gives appropriate knowledge before starting work or business. For the successful business activities, effective training is necessary to in pre-employment training, which is, under taking by the core of TVET institutions using for promotion of MSE operators (ILO, 1999:20). In similar vein McGrath (2005:15) stated that, pre-employment training for self-employment is increasing, the route to successful activities for graduates will become self-employed in the short run. This approach has given in short period of time and favored to reduce unemployment.
2. **On-the-job training:** - This training provide for trainees on line in the work. The Non- formal Technical and Vocational Education and Training institutions provide the appropriate knowledge to trainees on-the-job-training. This method enables to perform effectively and efficiently for the acquisition of the required skill and knowledge on the way of the business sector that can make the difference especially in competitive world (UNESCO 1998:46).

UNESCO (2002:27) stated that, the training of Non- formal Technical and Vocational Education and Training provide appropriate knowledge, technical

versatility and a cluster of core competencies and generic skills required for rapid adaptation to new ideas and procedures that contribute to the steady of career development in pre-employment and on-the-job training. In addition to this, the non-formal TVET training program required

#### ***a) Flexible training program***

The curriculum in Non-formal Technical and Vocational Education and Training should be more flexible, dynamic adopting and quickly changing according to market conditions and demands. UNESCO (2002:27) underlines that, Non-formal Technical and Vocational Education and Training programs should be based on curricula designed around core knowledge, competencies and skills. It includes studies of the social and economic aspects of the occupational field and flexible opportunities.

In addition to this, in order to respond to the requirements and accommodate the different circumstances and preconditions of the various target groups the Technical and Vocational Education and Training system will allow for and encourage flexibility and dynamic development of the training programs (MOE 2006:11). In other words, there is a need to make the training system must be flexible, demand-driven and respond to the needs of the trainees, the community and the nation.

#### ***b) Evaluation of Training***

Evaluation of training is important to check the relevance and quality of the training. The training program must be evaluated in terms of planned and prepared on the actual world of work. In relation to this, as the main objectives evaluation of Non-formal TVET program is impart the new knowledge or design the program and to evaluate the existing program to enable the manpower to be self confident, competent and creative. Then, the training should integrate to satisfy the labor market (UNESCO 1998:16).

### *c) Transition from School to Work*

The Non-formal Technical and Vocational Education and Training programs making appropriate most forms of the training by the natural virtue are assumed to have strong association with the labor market and with making livelihood after graduation. They are to a large degree regarded as playing a key role for increasing the transition from school to work enabling trainees to acquire trainees related with skills. (UNEVOC 2000:58)

In relation to this, the Non-formal Technical and Vocational Education and Training programs helps to facilitate their trainees transition into the employment system in which graduates are able to apply their skills with useful qualification. The training programs assumes to bring the school closer to the realities of life, particularly creator of the work, and going to beyond the prevailing thinking that individual lives are divided into a span of time just to study and to work. The important way to make the transition from education to the labor market is by orienting courses and skill development to a particular market or sub-market with appropriate qualifications. This includes promoting competencies, which required for launching to the development of Micro and Small Enterprise.

Regarding the same issue GTZ (2001:19) stated that the graduates are affecting by unemployment and poverty, and often lack the qualifications required to find employment. People from poor socio-economic backgrounds have insufficient knowledge about the labor market and about existing Technical and Vocational Education and Training and opportunities. Often, they take decisions about their career without being able to assess the alternatives or without knowing about them. The results of these are high dropout rates and in the case of those who complete courses, frustration, because they find that they cannot use their new qualifications. Coordination between the education systems that is helps to reduce the number of unemployed people and contributes to the alleviation of youth poverty.

## **2.3. The Contributions of Non-formal Vocational Education and Training to Micro and Small Enterprise**

### **2.3.1. Satisfying Human Needs**

To improve efficiency of the Technical and Vocational Education and Training system is greater recognition needs to be made of the skills and knowledge, with training efforts targeted to the specific skills requirements and learning style of individuals.

Technical and Vocational Educational and Training institutions responsible for private business sector development and for the organization need to provide capacity building support as well as avail to private business operators and Technical and Vocational Education and Training providers. Taking such, initiatives enable Micro and Small Enterprise operators to satisfy commercial viability and evolve into strong private business sector in the economy (Fantahun, 1996:2).

In addition to this, integral to the building of individual enterprise and industry workforce capabilities are the development of skills and knowledge that contribute to the environment and economic sustainability of communities (UNESCO, 1998:16).

GTZ (2001:10) stated that, one of the requirements of production and services processes are qualified trainers. This is also true for the application of adapted technology, for guaranteeing minimum social and environmental standards for improved management and for the integration of Micro and Small Enterprises into the add value chain. Stronger and more competitive business will only contribute to poverty reduction, if these improvements lead to more people finding employment. Therefore, skills development initiatives aimed at people should be geared towards those economic sector with high growth and employment. In relation to this, Technical and Vocational Education and Training contribute to economic dynamism, and it helps people develop capacities and competencies, which are necessary for the implementation of policies in sectors (Fantahun, 1996:3).

In general, job-specific training is the most important for creating self-employment, especially in the growing Non-formal Technical and Vocational Education and Training, as well as to meet the new challenges in the world of work (Madhu 1998:7).

### **2.3.2. Employment Opportunity**

Technical and Vocational Education and Training are by design intended to develop working skills that can be used in a specific job or occupation. The objectives and the content of those programs are normally derived from occupation standard and from the analysis of the tasks that are to be carried out on the job. The effectiveness of such program can be used to develop skills in employment and self-employment (Middleton, 1993:23). In relation to this, the aim of all programs is not only to train junior or middle level skilled manpower, but also intended to encourage the trainees to create a job for themselves or gainfully employed and contribute to the national development effort (MOE, 2002:90-91).

Human resources development means the process of increasing knowledge, the skills and the capacities of the people. In the development process competition, require higher skills and production among workers, both in the modern companies and in the Micro and Small Enterprise that support them. (Johnson and Adams, 2004:10)

In conformity with the above human resources development idea, the economic development that makes use of locally available human resources and on a sustainable basis. In this case, the Micro and Small Enterprise in industrial establishment will create employment opportunities to provide with skillful work force (MOE, 2003:14).

The development of skills of the workforce is important in economic development. The effectiveness of skills training to be rests heavily on the extent to which trained

workers use their skills in employment in various sector of the economy markets of skills (Middleton 1996:45).

In order to increase employment opportunities for participants Non-formal Technical and Vocational Education and Training establishments would shorten period of transition between school and labor market. They are expected to teach students to recognize the economic and social values of the various types of work and worker by inculcating in them, through education, respect for work and for increasing employment opportunity (Madhu 1998:7-8).

### **2.3.3. Enhancing the Economy**

Poverty reduction requires investing in the productivity and skill of economically and socially vulnerable groups. Skills are important means to increase income and sustainable livelihoods for the poor people.

Labor market oriented Technical and Vocational Education follows economic demand. Micro and Small Enterprise have access to qualified staff to increase their productivity and increase their individual income of the self-employment. This indicates to improve investment and national economy (Nahom 2006:18).

In addition to this, Technical and Vocational Education and Training contribute in making the economy more dynamic where poor people live. This is important for urban as well as rural areas. Access to work and income whether as employed or self-employed gives disadvantage people opportunity to reduce risk and improve their prospects. It is just important to take into account the potential for employment and earning an income in traditional craft, and informal sector into modern sector.

In this case, the economies can only evolve to higher levels of prosperity through a process of creativeness in order to survive healthy economy requires a permanent transformation of skills to production. In addition to this increasingly realized that

the Micro and Small sized industrial and service sector encompass an enormous employment potential (Maria, 1988:2).

In general, the economic growth and investment should be accompanied by the promotion of job creation activities and opportunities. Thus, Micro and Small Enterprise have a major role to play in responding to solve the problem of unemployed youth through the promotion of Technical and Vocational Education and Training.

In general, Non-formal TVET provides, to be a strategic framework for the development of MSE. In other words, it enables to address the challenges of inadequate skill of MSE operators, to support economic development and the creation of national wealth and contribute to poverty eradication. Therefore, this indicates that it urges governments to create an economic environment that promotes the growth of enterprises and generally stimulates the economy. When businesses develop and expand, additional labor-market demands for technical and vocational training emerge, new job opportunities are created, more people get employed, and the incidence of poverty reduces.

#### **2.4. Some Problems on the development of MSE in Addis Ababa**

According to ReMSEDA (2006:11-12) the problems of in the development of Micro and Small business activities were as follows:

##### **1. Access to Finance**

MSE activities lack of finance as the greatest constraint to their growth and development, whether they are formally registered or not. The financial needs of different types of Micro and Small Enterprises vary widely, with access problems particularly severe for start-up enterprises.

##### **2. Access to Appropriate Technology**

Another major constraint that influenced the success of MSE is inaccessibility of appropriate technology. This applies to both ends of the technology sophisticated or appropriate to activities.

However, in Ethiopia, Micro and Small businesses have problems in getting information on appropriate technology and the process of transfer.

### **3. Access to Market**

Small enterprises usually regard market constraints and the inability to sell their products and services as one of the most serious obstacles to the starting of businesses and growth beyond mere subsistence level. This assertion also holds true in the case of Ethiopian MSE, as revealed from various studies undertaken concerning the MSE sector.

At present, there is no market information center or system that furnishes market related information. In such areas as, information on prices, source of inputs, existing and potential markets, consumer needs, for MSE.

### **4. Access to Information and Advice**

Lack of access to appropriate, relevant and understandable information and advice is one of the most important problems of business activities, in particular Micro and Small Enterprises start-ups. Addis Ababa MSE encounters this problem, because information system is not developed to enable proper collection, organization and dissemination in the country as a whole. There are also a few consultancy and advisory firms, which are inaccessible to MSE. Micro and Small business operators often do not recognize the crucial importance of business information services and are not in a position to receive information on fee basis.

### **5. The Physical Infrastructure**

Infrastructure is one of the basic factors required to enhance the pace of industrialization in any country. The development of business and industrial premises (shops, offices, factories, market stands, etc.) and infrastructure facilities, including the supply of electricity, water, telecommunication connections, sewage systems, etc. are crucial infrastructural facilities and utilities, which warrant the growth and expansion of business enterprises. The mentioned physical infrastructure elements are not adequately developed and expanded to meet the growing demand of business activities in Addis Ababa.

## **6. Training in Entrepreneurship, Skills and Management**

The acquisition of relevant technical, vocational, and business skills is one of the critical factors for success in Micro and Small Enterprises. In addition, literacy and entrepreneurial awareness are seen as particularly important requirements to enable people to advance lower level activities into larger and better earning enterprises.

All suppliers of training have not to reconsider the nature, content and effectiveness of their programs, taking into account the small business environment in the different sectors of the economy and working closely with the business sector. Thus, training has not become far more sector specific, focusing on the particular needs and practical problems of MSE.

### **2.5. Experiences of other Countries for the Contributions of TVET on the Development of MSE**

#### **2.5.1. The Successful Activities of Micro and Small Enterprise in China**

China has currently about 1.7 billion estimated annual populations of 2006. It has estimated 150 million migrants from rural areas that laid-off worker and other traditionally disadvantaged groups tended to have low levels of competitive job skills.

The success of China in lifting many million of people out of poverty in less than three decades is a unique achievement. It was made possible by combining effective government policies for development with the gradual reform of the economy. As a result, the private sector (Micro and Small business) is now a powerful engine for economic growth, job creation and innovation. However, this rapid development was when uneven, that is many gaps and weakness creating obstacles to poverty reduction. Problems included a scarcity of business support services and access to credit, especially for Micro and Small Enterprise; lack of training opportunities for people looking to start their own business, a weak business related policy

environment and under developed feedback mechanisms between MSE and policy making process. Removing such barriers were crucial, in order for China to increase employment opportunities, improve workplace conditions, strength income security, make it easier for people to start their own business with appropriate skills and ensure the sustainability of the nation's economic growth model.

In addition to this, they were prepared the projects with in range, from formulating policies to empowering access to finance for MSE, from TVET fostering beneficial linkage between MSE operators and from conducting market surveys to teaching people how to launch new business or to improve existing business (ILO 1999 5-12).

### **2.5.2. Activities of Micro and Small Enterprise in Uganda**

Uganda is a land locked country situated in East Africa and lies astride the Equator. The population of this country has 24 million. Out of the total population, 66% live below the poverty line.

In Uganda, there are two types of categories in activities of MSE; first category is those people who run Micro and Small business without any basic skills. In addition, its problem is illiteracy and inability to use even simple business monitoring tools. Illiteracy is an inhibiting factor at workshops that calls for tailor made package. The second category is composed of those who have the formal exposure to the academic curriculum. These suffer the attitude syndrome.

In Uganda Micro and Small Enterprise have a great problem. Then the government has not created a remarkable impact because there is still a number of fundamental problems that humper the development of Small business. Some of which are mentioned here under.

- ✚ There is a challenge to deign the curriculum of relevant content, which is understandable, meaningful and friendly to capture interest of the trainees.
- ✚ Do not meet the needs of the majority of the labor force.
- ✚ They have not developed the rural areas where potential opportunities for Micro and Small Enterprise that could easily generate income are available to attract graduates/school leavers and make a living.

- ✦ Do not develop to comprehensive follow up programs, which could involve monitoring, refreshers and evaluating mechanism.

In Uganda, the MSE sector has not developed vertically because of lack of conducive policies for acquisition of technology. Government has no MSE policy in place to foster the development of the sector (Byaruhanga K. Joseph 2005:1-10).

## **CHAPTER THREE**

### **DESIGN AND METHDODOLOGY**

This chapter deals with Design and Methodology that include methodology of the study, source of data, sample population and sampling technique, instrument and procedure of data and methods of data analysis.

#### **3.1. Methodology of the study**

The purpose of the study determined the design and methods of the study (Quirk, 1979:10). The main purpose of this study was to investigate the contributions of Non-formal TVET program towards MSE, identify the relationships to considered between Non-formal TVET and MSE, and identify the constraints for the development of MSE. To serve this purpose, descriptive survey research methodology was employed with the assumption that it could help to identify, the major challenges of Non-formal TVET contributions on the development of MSE.

#### **3.2. Source of Data**

Both primary and secondary sources of data were used for this study. The primary sources of data were obtained from Non-formal TVET trainers, trainees, graduates and MSE operators through questionnaires. Information from TVET team leader, MSE team leader and MSE facilitators at sub-city level were obtained through interview. Secondary data were also obtained through documentary analysis, observation and by the review of related literature.

#### **3.3. Sample Population, Sample Size and Sampling Techniques**

Respondents of the research were categorized in to four. These include Non-formal TVET trainer, trainee, graduates and MSE operators. From the total 697 sample respondents 48 (100%) trainer respondents were selected by available sampling from 10 Non-formal TVET institutions, from 995 trainees 199 (20%) of sample respondents were selected by purposeful sampling in the sample institution, and from 1208 graduates 120(10%) of sample respondents were selected by random

sampling since from 1997-1998 data. From 5 sub-cities, 13,943 MSE operators 300 (2.15%) of sample respondents were selected through stratified cluster sampling to fill the questionnaire.

Moreover, 5 TVET team leaders, 10 Non-formal TVET institutions principal, 5 MSE team leaders and 10 MSE facilitators were selected through availability sampling involved in the interview.

### **3.4. Instruments for Data Collection**

Both qualitative and quantitative methods of data collection were used, as both methods were required for the study. Employing multiple methods of data collection helped the researcher to combine the strength and amend some of the inadequacies of any source of data to minimize the risk of erroneous conclusion. Consistent research indicates that findings among different data collection methods increase the reliability of the research findings. Accordingly, observation, interview, questionnaire and document analysis were used to collect relevant information. On top of that, available related literature was reviewed to find theories and experiences on the work in collaboration between Non-formal TVET and MSE in economic development activities.

The main data collecting instruments were the questionnaire. Four types of questionnaire were employed, for Trainer, Trainee, Graduates of 2006 and MSE operators. The questionnaire contains mainly close ended and few open ended items. Depending on the type of question items, choices and rating scales were used in the questionnaire. On top of this, check lists and document analysis have also been used in the data collection.

Finally, pilot test was conducted in Arada sub-city Non-formal TVET institution and MSE site to improve items with limitations. Moreover, TVET experts from Ministry of Education commented the instruments. Thus, based on pilot test feed backs and comments improvements have been made.

### **3.5. Procedures of Data Collection**

Review of related literature was made in advance to get information from what has been done in relation to the problem; documentary analysis was made. Basic questions were formulated. Later data gathering instruments were prepared. Questionnaire was prepared in English and translated in to Amharic for the purpose of clarity and to make easy understanding by the respondents. Instruments were administered with necessary explanation on their objectives by the researcher. Finally, quantitative data analysis has been made using appropriate statistical tools. Where as data from interview, focus group discussion and observation checklist and document analysis was presented qualitatively

### **3.6. Methods of Data Analysis**

The information obtained from relevant documents the responses gathered through interview and questionnaires were organized, framed to analysis and inferences were made.

Finally, interpretation of the data quantitatively using frequency count, percentage, mean, average mean values, two way ANOVA and Independent sample t-test was made depending on the nature of the data collected.

Two ways ANOVA and Independent sample T-test were used to determine the significant mean difference between and among respondents' response mean on the major issues. In this analysis, the existing differences were tested for statistical significances at 0.05 significance level.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF THE DATA**

This chapter deals with presentation and analysis of the data that are categorized into two parts. The first part includes the characteristics of the respondents and the second part treats the analysis and presentation of the data on the contributions of Non-formal Technical and Vocational Education and Training on the Development of Micro and Small Enterprise.

#### **4.1. Characteristics of the Respondents**

The main source of information that is, the respondents of this study were Non-formal TVET team leaders at sub-city level, Non-formal TVET principals, trainers, trainees, graduates, MSE team leader and facilitator at sub-city level and MSE operators.

To get relevant and dependable information, sampling techniques were random sampling purposive, availability and cluster sampling in five sub-cities (Bole, Kirkos, Kotebe, Nefas-silk and Akaki) in Addis Ababa City Administration. Data collection was carried out 667 copies of questionnaires were distributed, 43(89.6%), from trainer 199(100%) from trainee, 104(86.6%) from graduates and 269(89.6%)from MSE operators were returned that is the total 615(92%).

The data obtained through these instruments are organized, tabulated, analyzed and interpreted on the next page:

Table 2: Classification of Respondents by Sex, Age, Educational Level and Experience

No.	Item	Trainers		Trainees		Graduates		MSE Operator	
		No. of Res.	%	No. of Res.	%	No. of Res.	%	No. of Res.	%
1	<b>Sex</b>								
	Male	32	74.4	109	54.8	76	73.1	218	81.0
	Female	11	25.6	90	45.2	28	26.9	51	19.0
	<b>Total</b>	<b>43</b>	<b>100</b>	<b>199</b>	<b>100</b>	<b>104</b>	<b>100</b>	<b>269</b>	<b>100</b>
2	<b>Age</b>								
	1. Below 20	-	-	50	25.1	8	7.7	18	6.7
	2. 21-25	3	7.0	64	32.2	17	16.3	98	36.4
	3. 26-30	18	41.9	60	30.2	42	40.4	90	33.5
	4. 31-35	11	25.6	24	12.0	7	6.8	51	19.0
	5. 36 and above	11	25.5	1	.5	30	28.8	12	4.4
	<b>Total</b>	<b>43</b>	<b>100</b>	<b>199</b>	<b>100</b>	<b>104</b>	<b>100</b>	<b>269</b>	<b>100</b>
3	<b>Levels of Education</b>								
	1. Reading and Writing							23	8.6
	2. Grade 1-4			7	3.5			20	7.4
	3. Grade 5-8			25	12.6			126	46.8
	4. Grade 9-10	2	4.7	167	83.9			70	26.0
	5. Basic Non-formal TVET					54	51.9	3	1.1
	6. Junior Non-formal TVET					50	48.1	3	1.1
	7. 10+1 and 10-2	8	18.6					21	7.9
	8. 12 <sup>th</sup> grade complete	5	11.6					3	1.1
	9. 10+3/diploma	26	60.5						
	10. BA/ Bsc	2	4.6						
	<b>Total</b>	<b>43</b>	<b>100</b>	<b>199</b>	<b>100</b>	<b>104</b>	<b>100</b>	<b>269</b>	<b>100</b>
4	<b>Experience</b>								
	1. 0-2	4	9.3			21	20.2	63	23.4
	2. 3-5	13	30.2					178	66.2
	3. 6-8	1	2.3					14	5.2
	4. 9-11	16	37.3					14	5.2
	5. 12 and above	9	20.9					-	-
	<b>Total</b>	<b>43</b>	<b>100</b>	<b>-</b>	<b>-</b>	<b>21</b>	<b>20.2</b>	<b>269</b>	<b>100</b>

The information in Table 2 above, presents the classification of respondents by their sex, age, education level and job experience. Out of the 43 sample trainers 32(74.4%) were males and only 11(25.6%) were females. Out of 199 sample trainees

respondents 109(54.8%) were male and 90(45.2%) were females. From 104 sample graduates respondents 76(73.1%) were males and 28(26.9%) were females. This indicates that, the participation of females in Non-formal TVET was found to be low. Regarding to 269 samples MSE operators 218(81%) were male and only 51(19%) were females. This implies that, the gender representation in Micro and Small business activities was found to be low and did not give attention for the participation of females. However, contradict with the objectives of ReMSEDA which emphasis on the participation and advancement of females in Micro and Small business activities. (ReMSEDA, 2006:8)

As shown in table 2 on page 32 the age of respondents, Out of 43 sample trainers, 21(48.9%) were below 30 years of age and 22(51.1%) were 31 and above years old. While out of 199 sample trainees 114(57.3%) were below 25 years and 85(42.7%) 25years and above years old. Where as out of 104 sample graduates 67(64.4%) of respondents were below 30 years and 37(35.6%) were 31 and above years old. From 269 sample MSE operators respondents 206(76.6%) were below 30 years and 63(23.4%) were 31 and above years old.

With regard to this, their educational background among the total number of 43 trainers, only 2(4.7%) of respondents have degree, 26(60.5%) of respondents have diploma, where as the remaining 13(30.2%) of respondents had certificate. Technical and Vocational Education and Training Policy (MOE, 2003:48) stated that, in Non-formal TVET the trainers ought to have a minimum of completion of grade experienced trainers were in the Non- formal TVET institutions. Then, more teaching experience with appropriate technology has a strong effect on quality of teaching. Regarding with the job experience of 104 graduates only 21(20.2%) of respondents have job experience where as the remaining 83(79.8%) of respondents have not job experience. This may lead to conclude that there was a serious unemployment problem in Non-formal TVET graduates.

From the total 269 MSE operators 241(89.6%) of respondents have below 5 years experience in business activities and the remaining 28(10.4%) of respondents have 6

and above years experience in business activities. This indicates that, the majority of MSE operator respondents start new Micro and Small business activities after the reform of Addis Ababa City Administration, since in 2003. In related to this, in Addis Ababa city administration TVET strategy the AAEB (2005:9) stated that, MSE development plan aimed at creating an enabling environment for the development of private sector and self-employment in Addis Ababa in order to reduce the problem of unemployment.

## **4.2. Analysis of Data on Important Issues**

This part of discussion presents the analysis of data that obtained from questionnaires, interviews and document analysis on the extent of training, employment opportunity, satisfying human needs of MSE, provision of supporting by MSE facilitator and the working in collaboration between Non-formal TVET and MSE in Addis Ababa City Administration. Relevance of Non-formal TVET program is to create appropriate and responsive learning outcomes that, to meet the needs of labor market. This program is to produce competent, capable and confident self-employee demandable in the labor market. Hence, the relevant of the program can facilitate to empower trainees in order to create self-employment and make their own business confidently. Therefore, important issues related to the relevance of training and employment opportunity are discussed here under:

### **4.2.1. Labour market information**

Labor market information is an instrument used to establish demand-oriented training program in Non-formal TVET. It provides information about current labor market status. This helps to design suitable market-oriented training programs, through identify the details of the required trainings in the labor market.

Table 3 – Ratings on the Availability of Labor Market Information

No.	Items	Trainers N=43							Trainees N=199							Graduates N=104							X ave	F- Value	Sig.		
		Rating Scale							Rating Scale							Rating Scale											
		5	4	3	2	1	X	SD	5	4	3	2	1	X	SD	5	4	3	2	1	x	SD					
I	Source of Information for labor Market Information	f	f	f	f	f			f	f	f	f	f			f		f	f	f							
1	Human resource requirement need by labor org.	1	3	13	16	14	2.35	1.3	10	28	51	56	54	2.41	.89	2	5	20	51	26	2.09	1.1	2.25	2.93	.05		
2	Training Need assessment	-	1	4	16	22	2.43	.93	3	12	40	77	67	2.03	.69	-	3	4	48	49	1.62	.95	2.03	9.71	.00		
3	MSE	-	1	2	14	26	1.85	.94	3	4	23	63	106	1.66	.72	1	3	3	28	69	1.43	.87	1.65	0.66	.03		
4	A.A. Education Bureau	-	-	-	14	29	1.35	.49	3	2	21	52	121	1.56	.80	1	4	2	30	67	1.48	.83	1.46		.51		
	Average Mean Values						<b>1.99</b>	<b>.92</b>						<b>1.91</b>	<b>.77</b>						<b>1.65</b>	<b>.95</b>	<b>1.86</b>				
II	Factors influencing the availability of labor market information																										
1	Financial Constraints	15	14	9	3	2	3.86	1.46	-	-	20	87	92	1.63	.65	-	-	3	51	50	1.54	.55	2.34		.00		
2	Absence of trained manpower	10	18	3	12	-	3.83	1.34	-	-	14	88	97	1.58	.62	-	-	16	46	42	1.75	.70	2.38		.00		
3	Lack of awareness	9	14	7	12	1	3.41	1.29	1	2	18	94	84	1.70	.71	-	-	8	50	46	1.63	.62	2.24		.00		
4	Absence of experience to do labor market research	7	19	12	3	2	3.60	1.02	-	-	11	91	97	1.56	.59	-	-	3	43	58	1.47	.55	2.21		.00		
	Average Mean Values						<b>3.67</b>	<b>1.27</b>						<b>1.61</b>	<b>.64</b>						<b>1.59</b>	<b>.60</b>	<b>2.29</b>				

5= Very good, 4= Good, 3= Medium, 2= Low, 1= Very low F= frequency N = Number of respondent  
 X = Weighted mean, X Ave. = Average mean values, SD = Standard Deviation, P=Significance level, P ≤ 0.05, F-value=Calculated value

To assess the implementation of labor market information in Non-formal TVET institution, the average means were calculated from the data was gathered from respondents by using likert scale. The calculated average mean value was interpreted as 0.05-1.49 = Very low. 1.50-2.49 = Low, 2.50-3.49 = Medium, 3.50-4.49 = High, and above 4.50 = Very High.

As indicated in the above Table 3 on page 35, the most influential factors between groups, among the sources of labor market information were human resources requirement needs from labor organization and training need assessment were found to be low rated with average mean value 2.25 and 2.03 respectively. Whereas the source of labor market information through Micro and Small Enterprise and Addis Ababa Education Bureau were found to be low.

While the responses of each group of respondents concerned, human resource requirement needs of labor organization was rated low with average mean value 2.35, 2.41 and 2.09 by the trainers, trainees and graduates respectively. Training need assessment as source of information also rated low with the mean value 2.41 and 2.03 and 1.62 by trainers, trainees and graduates respectively.

The source of labor market information through Micro and Small Enterprise found to be low. The same as true for the Labor market information used from Addis Ababa Education bureau. This shows that, MSE and Addis Ababa Education Bureau have no significant activity in disseminating information about labor market. This implies Micro and Small Enterprise and A.A. Education Bureau, does not give the necessary information to Non-formal TVET institution in order to focus on the demand-driven training and the reasons might be lack of awareness about labor market. From all the responses, found that the information of labor market was rating found to be low with the aggregate mean value 1.86.

Accordingly, in item No.2 of table 3 on page 35 the reasons given for the unavailability of labor market information, the most notable reasons were the financial constraints and lack of trained manpower sample trainer were rated high

with the mean value 3.86 and 3.83. While, the trainees and graduates rated low with mean value 1.63 and 1.54 respectively. Lack of awareness and absence of experience to collect and interpret the data of labor market research were rated low.

With regard to the mean differences within group of respondents, among the factors that influenced market information: a financial constraint and lack of trained manpower were rated high by trainers with mean values 3.86 and 3.83 respectively while trainees and graduates rated low with mean values 1.58 and 1.75 respectively.

The problem lack of awareness and absence of experience for doing labor market research, were found to be rated high by trainer while trainees and graduates rated low.

**Table 4- Summary of Two way ANNOVA for Labor Market Information**

No	Respondents	No.	Mean	SD	ANOVA Value				
					Source of variation	SS	MS	DF	Sig
1	Trainers	43	1.99	.92	Between groups	6.94	3.47	2	.05
	Trainees	199	1.91	.77	Within groups	261.43	.82	314	
	Graduates	104	1.65	.95					
	<b>Total</b>	<b>346</b>							
2	Trainers	43	3.67	1.27	Between groups	26.33	13.16	2	.00
	Trainees	199	1.61	.64	Within groups	127.01	0.50	343	
	Graduates	104	1.59	.60					
	<b>Total</b>	<b>346</b>							

SS= Sum of Square, MS= Mean Square Sig. = Alpha value (P<0.05)

To check the mean differences of responses between groups the sample values of the two-way ANOVA computation has been carried out. In this regard the source of labor market information all results and the reasons on the unavailability of labor market information were statically significant at 2 degree of freedom and  $P \leq 0.05$  level of significance.

During field visit on Non-formal TVET institutions it was observed that the trainings programs and content of trainings were not updated based on labor market needs. Moreover the interview with Non-formal TVET principal and TVET

team leaders it was mentioned that the problem was happened because of the unavailability of labor market information because of financial constraints and absence of experiences to carry out labor market research.

Basically, labor market information is used to raise the relevance of the training with appropriate skill development. That contributes to increase employment opportunity and to satisfy skilled manpower needs to enterprise as well as the nation. This information used to forecast the economic development of the nation through designing flexible and appropriate curriculum for labor market. Thus, lack of labor market information is seriously affecting the training program.

#### 4.2.2. Training Provision in Non-formal TVET

Non-formal TVET program delivered in two ways at Basic and Junior level. These programs are designed for unemployed people, dropout student, and school leaver with little hope.

The number of trainee registered in government Non-formal TVET institution in two years shows as follows:

Table 5: The Number of Trainees Registered in Non-formal TVET institution

No.	Item	2006	2007	Total
1	Basic Non-formal TVET	880	880	1760
2	Junior Non-formal TVET	1206	1206	2412

Source: Addis Ababa Education Bureau

As observed in Table 5, the number of Non-formal TVET trainees in 2006 and 2007 registered 4172 in 17 government institutions. But the number of trainees registered for each department was small. Fore instance, in 2007, it was found that up to 7 trainees were registered in one department (Annex P. 100- 103). This may conclude that there was wastage of material and time.

From the total sample respondents of the trainer 9(20.9%) were responded moderate and 34(79.1%) were responded insufficient trainee in the sample non-

formal TVET institution. On the basis of the findings, they have insufficient trainee in Non-formal TVET institutions. The reasons for insufficient trainees presented here under:

**Table 6: Rating on the Reasons for Insufficient trainees in Non-formal TVET institutions**

No.	Items	Trainers N=43					
		Rating Scale					X
		5	4	3	2	1	
f	f	f	f	f			
1	Unemployment graduates of Non-formal TVET	-	17	20	5	1	3.23
2	Low employment opportunity	-	19	8	16	-	3.06
3	Time constraint	-	4	12	21	6	2.32
4	Lack of awareness	-	-	11	23	9	2.04
	Average mean value						2.66

5= Very good, 4= Good, 3= Medium, 2= Low, 1= Very low, f= Frequency, X= weighted mean  
 As indicated in Table 6, among the reasons for insufficient trainees in Non-formal TVET institutions were the unemployment of graduates and low job opportunity were found to be the most notable factors rated with mean value 3.23 and 3.06 respectively. Where as shortage of time for training and lack of awareness were relatively low factors with the mean value 2.32 and 2.04. Moreover, document analysis and the interview with Non-formal TVET principal revealed that the reasons for insufficient number of trainee in the Non-formal TVET institutions were lack of awareness about the importance of the program and increase unemployment of Non-formal TVET graduates year to year. Therefore, Non-formal TVET institutions need some interventions that facilitate their trainee transition in to employment, which initiate the new entrance trainee (UNESCO 2005:58). This calls for plan and integration of Non-formal TVET with the needs of enterprise.

### 4.2.3. Skill Development and Non-formal TVET

Skill development is providing skills, related to technology and practical knowledge for the trainees. This can be directly related, to preparing strong self-employment and the success of business activities in order to create employment opportunity and generating income.

The extent to which how Skill development helps for the preparation of self-employment is described below:

**Table 7 : Training and Self- Employment**

No.	Item	Trainers N=43		Trainees N=199		Graduates N=104	
		No. of Res.	%	No. of Res.	%	No. of Res.	%
1	The Contributions of Training in Non-formal TEVET for self-employment						
	1. High	4	9.3	44	22.1	11	10.6
	2. Medium	17	39.5	44	22.1	19	18.3
	3. Low	22	51.2	111	55.8	74	71.1
	Total	43	100	199	100	104	100

Table 7 presents the contributions of Non-formal TVET training for self-employment, of which 4(9.3%) trainers, 44(22.1%) of trainees and 11(10.6%) of graduates respondents were responded high. Where as, 22(51.2%) of trainers, 111(55.8%) of trainees and 74(71.2%) of graduates responded low.

The Non-formal TVET with short duration program has emphasis in acquisition of practical skill for direct employment. On the basis of the findings, the training of Non-formal TVET contributions was low to self-employment presented here under:

Table 8 : Rating on Factors for low Contributions of training to Self-employment

No.	Items	Trainers N= 22						Trainees N=111						Graduates N=74						X Ave	F-value	Sig.			
		Rating Scale						Rating Scale						Rating Scale											
		5	4	3	2	1	X	SD	5	4	3	2	1	X	SD	5	4	3	2				1	X	SD
f	f	f	f	f			f	f	f	f	f			f	f	f	f	f							
1	Absence of market-oriented training	2	5	5	7	3	2.81	1.22	36	53	15	3	4	4.00	.98	27	34	9	2	2	4.15	.84	3.65	16.74	.00
2	Not based on interest of the community	7	4	5	2	4	3.36	1.49	38	48	18	5	2	4.04	.92	22	35	17	-	-	4.05	.72	3.81	5.24	.00
3	Used out-dated technology	4	1	3	5	9	2.36	1.52	43	48	17	2	1	4.17	.81	29	26	17	-	2	4.12	.86	3.55	36.42	.00
4	Inadequate row material	2	3	4	4	9	2.31	1.39	38	46	17	5	5	3.97	1.04	26	27	17	2	2	3.97	.97	3.41	23.91	.00
	Ave. Mean Value						<b>2.71</b>	<b>1.40</b>						<b>4.04</b>	<b>.93</b>						<b>4.07</b>	<b>.84</b>	<b>3.61</b>		

5= Very high, 4= High, 3= Medium, 2= Low, 1= Very low F= frequency N = Number of respondent  
X = Weighted mean, X Ave. = Average mean values, SD = Standard Deviation, P=Significance level,  $P \leq 0.05$ , F-value=Calculated value

To assess the contributions of training to self-employment by Non-formal TVET, data was gathered from respondents using likert scale. Based on this calculated average mean value was interpreted as 0.05-1.49 = Very low. 1.50-2.49 = Low, 2.50-3.49 = Medium, 3.50-4.49 = High, and above 4.50 = Very High.

As indicated in Table 8 on page 41, among the factors for low training contributions, self-employment absence of market oriented training program, irrelevance of the training to the needs and interest of the community and using out-dated technology were the most influential factors rated with the mean value 3.55, 3.65 and 3.81 respectively. Whereas inadequacy of raw material was found with the mean value and 3.41. Low contributions of training in self-employment were found high with the aggregate average mean values 3.61.

The absence of market oriented training program trainees and graduates were rating high with mean value 4.0 and 4.15 respectively, whereas the trainers were rating with the mean value 2.81. Providing irrelevant training rated as the major influence factor. The trainees and graduates rated as with the mean value 4.04 and 4.05 respectively, which is greater than the trainers rating with mean 3.36. The other factor for low self-employment was using-out-dated technology. In this case, trainees and graduates were rating with the mean value 4.17 and 4.12 respectively. Finally, on the same table, inadequate materials were the other factors, the trainees and graduates rated high with mean value 3.97.

**Table 9: Summary of Two-way ANOVA for skill development and self-employment**

No.	Respondents	No.	Mean	SD	ANOVA Value				
1	Trainers	43	2.71	1.40	Source of variation	SS	DF	MS	Sig
	Trainees	199	4.04	.93	Between groups	39.42	2	19.71	.00
	Graduates	104	4.07	.84	Within groups	194.32	205	.95	
	<b>Total</b>	<b>346</b>							

SS= Sum of Square, MS= Mean Square Sig. = Alpha value

To check the difference of opinion between groups, the sample values the one-way ANOVA computation has been carried out. In this regard the result on the low

contributions of training to self-employment was statistically significant at 2 degree of freedom and  $P \leq 0.05$  level of significance.

The interview with Non-formal TVET principals revealed that, the type of training was not focused on current market. It is observed that, approach of the training could not be a bridge for a transition to self-employment, because the institutions offer the same course each year.

The above findings showed that the main factors for low contributions of the training to self-employment were absence of market-oriented training program. Then the Addis Ababa Education Bureau and MOE must be give attention and evaluate the current program of Non-formal TVET.

#### **4.2.4. Availability of Educational materials in Non-formal TVET Institutions**

Educational materials are Medias where trainees and trainers interact for the purpose of effective and communicative teaching and learning process. The uses of educational materials in various formats that will enrich and support the curriculum and personal needs of trainees their varied interests, abilities and learning styles. These educational materials stimulate growth in factual knowledge, to develop skills, encourage the development of a life-long appreciation for reading, listening, and viewing, and enable trainees to make intelligent judgments in their daily lives and creativeness. Under the educational material facilities, there were a number of factors such as machine tools, spare parts, row materials, Text and guide books, references, manuals, audio visuals and computers with internet services were rated by trainers and trainees

Table 10 : Ratings on the Availability of Educational Materials in sample institutions .

No	Items	Trainers N=43							Trainees N=199							X ave	T-value	Sig.
		Rating Scale							Rating Scale									
		5	4	3	2	1	X	SD	5	4	3	2	1	X	SD			
f	f	f	f	f			f	f	f	f	f							
1	Machines	-	14	14	15	-	2.97	.83	-	24	79	73	23	2.49	.83	2.73	45.23	.00
2	Spare parts	-	7	10	22	4	2.46	.88	-	10	56	92	41	2.17	.81	2.31	40.47	.00
3	Raw materials	6	13	20	4	-	3.48	.85	14	37	62	63	23	2.72	1.10	3.10	34.36	.00
4	Module and guide books	1	5	5	24	8	2.23	.97	-	5	16	61	117	1.91	.82	2.07	28.70	.00
5	Reference	2	11	6	12	12	2.51	1.27	-	6	32	65	96	1.73	.82	2.12	28.77	.00
6	Manuals	3	2	3	17	18	1.98	1.15	-	5	16	61	117	1.54	.72	1.72	38.35	.00
7	Audio visuals	-	-	1	13	29	1.34	.52	-	1	3	25	170	1.17	.46	1.25	43.97	.00
8	Computers	-	-	-	14	29	1.32	.47	-	1	1	14	183	1.09	.35	1.20	51.13	.00
9	Internet Service	-	-	-	9	34	1.20	.41	-	-	1	7	191	1.05	.28	1.12	70.06	.00
	Ave. Mean Value						2.16	.81						1.76	.68	1.95		

5= Very adequate, 4= Adequate, 3= Inadequate, 2= Very inadequate, 1= Not available F= frequency N = Number of respondent  
X = Weighted mean, X Ave. = Average mean values, SD = Standard Deviation, P=Significance level,  $P \leq 0.05$ , T-value=Calculated value

To assess the availability of educational material in Non-formal TVET, data was gathered from respondents by using a Likert scale. Based on this, the calculated average mean value was interpreted as 0.05-1.49 = Not available, 1.50-2.49 = Very inadequate, 2.50-3.49 = inadequate, 3.50-4.49 = Adequate, 4.50 and above = Very Adequate.

As indicated in the above Table 10 of page 44, the availability of educational material in Non-formal TVET institutions (machines, spare parts, raw materials, module and guide books and reference) was found inadequate with the mean values 2.73, 2.32, 3.13, 2.07 and 2.12 respectively. Whereas, the manual, audio visual, computer and internet service were found very inadequate with the mean values 1.76, 1.26, 1.21 and 1.13 respectively.

Respondents responded about machines, spare parts and raw materials, module and guidebooks, manual, Audiovisual, computer, and internet service, module and guide books, and references were not available and inadequate with the average mean value 1.95.

Respondents have found differences in rating the availability of educational materials between groups. The mean differences were computed with independent sample t-test. The result showed a statistically significant difference at  $P \leq 0.05$  significant level.

Moreover, information from interviews, observations and open-ended comments, the major problem of Non-formal TVET institutions was the scarcity of educational material. Quality of skills training requires appropriate workshop, equipment, adequate supply of training material and practice by trainees.

Therefore, obsolete training equipment, and lack of instructional material are some of the factors that combine to reduce the effectiveness of the training, in meeting the required knowledge and skills objectives.

#### 4.2.5. Employment condition of Non-formal Graduates

Evaluation of the training is the part of the training that feed back lead to new knowledge and rearranges the existing training program. It is used for producing well skilled and confident manpower. In Non-formal TVET system the graduates feed back is very important to tailor the program. Because the program is always needs adjustment and flexibility.

Table 11 : Responses on Employment condition of Non-formal TVET graduates

No.	Item	Graduates	
		No. of Res.	%
1	Are you employed in your field of study		
	1. Yes	23	22.1
	2. No	81	77.9
	<b>Total</b>	<b>104</b>	<b>100</b>
2	Types of Employment		
	1. Self employed by own self	4	17.4
	2. Self employed through MSE	4	17.4
	3. Employed in organization	15	65.2
	<b>Total</b>	<b>23</b>	<b>100</b>

As shown in the above table 11, out of the total of 104 graduates respondents 23(22.1%) were employed and 81(77.9%) were unemployed. From the 23 employed graduates respondents, 4(17.4%) respondents were employed by own self, 4(17.4%) of respondents were employed through MSE, and remain 15(65.2%) respondents were employed in the organization that is (government and non-government organization). This shows that the training has not responsive to labor market need and there is no strong link between Non-formal TVET and MSE.

#### 4.2.6. The Relevance of Non-formal TVET Program for MSE

Successful business requires an awareness of one's knowledge, skill, abilities, and aptitudes confident and capable in their activities. The Non-formal TVET programs are encouraged and empowered to develop self-reliance in Micro and Small business activities. Therefore, the relevance of Non-formal TVET program to MSE is presented below.

Table 12: Responses on the Relevance Non-Formal TVET to the Needs of MSE

No.	Item	Trainers N=43		Trainees N=199		Graduates N = 104	
		No. of Res.	%	No. of Res.	%	No. of Res.	%
1	Yes	30	69.8	75	37.7	26	25
2	No	13	30.2	124	62.3	78	75
	Total	43	100	199	100	104	100

As depicted in Table 12 on the relevance of the training for satisfying human needs of MSE, 30(69.8%) of trainers and 75(37.7%) of trainees were rated high. where as. 13 (30.2%) of trainers, 124(62.3%) of trainee and 78(75%) of graduates respondents asserted the low relevance of the training. This shows that the training program is being implemented against the objective of TVET strategy that stated the TVET program must be given relevant training for the promotion of self-employment and the development of Micro and Small business activities AAEB (2005:8).

Table 13-- Ratings on Factors that Hinder the Participation of Graduates to MSE

No	Items	Trainers N=13						Trainees N=124						Graduates N=78						X Ave	F-Value	Sig.					
		Rating Scale						Rating Scale						Rating Scale													
		5	4	3	2	1	X	SD	5	4	3	2	1	X	SD	5	4	3	2				1	X	SD		
		f	f	f	f	f			f	f	f	f	f			f	f	f	f	f							
1	Access of credit and lack of organizing	2	6	4	1	-	3.69	.85	26	49	37	-	12	3.70	.91	18	39	14	7	-	3.87	.87	3.75	.88	.41		
2	Lack of self confidence	-	-	6	7	-	2.46	.52	39	41	40	4	-	4.0	.82	12	54	7	5	-	4.06	.49	3.50	30.07	.00		
3	Low relevance of training	4	7	2	-	-	1.85	.69	41	47	16	17	3	3.83	1.12	37	19	13	8	1	4.06	1.08	3.25	23.15	.00		
4	Low attitude towards MSE	-	-	-	3	10	1.23	.44	41	50	23	3	7	3.92	1.06	23	34	8	8	5	4.00	.91	3.05	47.09	.00		
	<b>Ave. Mean Value</b>						<b>2.30</b>	<b>.62</b>						<b>3.86</b>	<b>.97</b>							<b>3.99</b>	<b>.83</b>	<b>3.38</b>			

5= Very high, 4= High, 3= Medium, 2= Low, 1= Very low F= frequency N = Number of respondent

X = Weighted mean, X Ave. = Average mean values, SD = Standard Deviation, P=Significance level,  $P \leq 0.05$ , F-value=Calculated value

Responses on the factors that hinder Non-formal TVET graduates to participate in MSE activities were gathered from respondents using likert scale. Based on this calculated average mean value was interpreted as 0.05-1.49 = Very low. 1.50-2.49 = Low, 2.50-3.49 = Medium, 3.50-4.49 = High, and above 4.50 = Very High.

According to table 13 on page 48, the factors that hinder the participation of Non-formal TVET graduates to MSE respond by trainers, trainees and graduates. Among the factors lack of organizing and access of credit and lack of self-confidence were the most notable factors with the average mean value 3.75 and 3.5 respectively. While relatively low relevance of the training and low perception of the training was found to be low factors that rated as with the average mean value 3.25 and 3.05.

Non-formal TVET graduates did not have access to participate in MSE activities found to be high with the average mean value 3.99. With regard to lack of organizing and credit access, trainers, trainees and graduates were rating with the mean value 3.69, 3.70 and 3.87 respectively. This indicated that all groups had the same opinion on important factors to the problem of participation in MSE activities.

Other reason that influenced not to participate in MSE activities were lack of self-confidence of the Non-formal TVET graduates. The low relevance of training in the labor market was found to be high with the mean value 3.83 and 4.06 respectively. Other factors that determine participation is earning low income. Graduates expect they might get job at low status of income.

**Table 14- Summary of Two\_way ANOVA on factors that hinder the participation of TVET graduates on MSE activities.**

Item No.	Respondents	No.	Mean	SD	ANOVA Value				
					Source of variation	SS	DF	MS	Sig
1	Trainers	43	2.3	.62	Between groups	44.43	2	22.21	.00
	Trainees	199	3.86	.97	Within groups	184.23	214	.86	
	Graduates	104	3.99	.83					
	<b>Total</b>	<b>346</b>							

SS= Sum of Square, MS= Mean Square Sig. = Alpha value

The Two-way ANOVA computation has been carried out to compare mean differences. In this regard, the result statistically significant was at 2 degree of freedom and  $P \leq 0.05$  level of significance, except access of credit and lack of organization.

Moreover, in the field visit and interview with MSE facilitator and team leader indicated that graduates had lack of confidence, expect more income at a time and expect smooth work environment that challenged them to enter in the Small business activities. On the other hand, the interview with the Non-formal TVET team leader and Non-formal TVET principal showed that one of the main problems that hinder the participation of Non-formal TVET graduates was lack of awareness about the training, access of finance without credit guarantee and the absence of the responsibility to organize and assigned the graduates.

Effective TVET system will produce better-suited labor market entrants, and facilitates training and retraining of those switching or between with jobs. The Non-formal TVET programs are designed to consider the work environment and local business sector.

#### **4.2.7. Training and Support Provision to MSE Operator**

Training must be provided on work creativeness and skill development to facilitate the growth of business activities in order to help for employment opportunity and generating income. This facilitates economic growth, bring development and create long-term jobs. In addition to this, facilitators can support the MSE operators by providing infrastructure, financial facilities, and supply of raw materials, training and other consultancy services. The MSE operator aims to start their own business, as a result of their expectation for better generating income. In order to perform this expectation pre-employment and on-the-job training are necessary to small business activities to provide current technology and easily access profitable market and to use proper planning for business activities.

Table 15 – Responses on Status of the training for MSE operator

No.	Item	MSE Operator	
		No. of Res.	%
1	Did you get any training before started your business?		
	1. Yes	62	23
	2. No	207	77
	<b>Total</b>	<b>269</b>	<b>100</b>
2	Where do you attend your training?		
	1. Government Non-formal TVET	8	12.09
	2. Private Non-formal TVET	16	25.8
	3. MSE Bureau	38	61.2
<b>Total</b>	<b>62</b>	<b>100</b>	
3	Did you get on-the-job training		
	1. Yes	68	25.3
	2. No	201	74.7
	<b>Total</b>	<b>269</b>	<b>100</b>
4	How much you satisfy on business activities after training		
	1. High	2	.7
	2. Medium	52	19.21
	3. Low	215	79.9
	<b>Total</b>	<b>269</b>	<b>100</b>

As can be shown on table 15, among the total 269 MSE operator respondents 62(23%) rated as getting training before starting the business activities, while 207(77%) of respondents have not get training before starting the business activities. This indicates that, most of them, working in their own experience.

In item No. 2 the responses on getting training before starting the business activities, from the total 269 MSE operator 8(12.9%) of respondents attend in government Non-formal TVET, 16(25.8%) in private Non-formal TVET and 38(61.2%) in MSE offices. This indicates that, the participation of the government Non-formal TVET was very low. Among the total 269 MSE operator respondents 68(25.3%), getting on-the-job training from MSE office, and 201(74.7%) of respondents they did not getting on-the-job training.

Regarding the satisfaction of MSE operator on business activities after getting training rated by 269 MSE operator respondents high were rated 2(.7%), and 52(19.21%) of respondents were medium and 215(79.9%) rated low satisfaction. This reveals that, training provided to them has not brought a change in their business activities.

**Table 16 – Rating on the benefits of training to Small Business Operators**

No.	Items	MSE Operator N= 269					
		Rating Scale					
		5	4	3	2	1	X
		f	f	f	f	f	
1	Generating sufficient income	-	3	8	127	108	1.61
2	Getting employment opportunity	-	1	15	124	129	1.74
3	Knowing about current market	-	3	6	122	138	1.55
4	Giving a chance to other to be employed	-	-	22	105	142	1.41
5	Used for proper business planning	-	3	8	108	127	1.61
6	Can be solve managerial problem	-	-	20	107	142	1.48
	<b>Average mean value</b>						<b>1.56</b>

5= Very good, 4= Good, 3= medium, 2= Low, 1= Very low, F= frequency N = Number of respondent

Responses from MSE operators were gathered using likert type scale. Based on this the calculated mean value was interpreted as 0.05-1.49= Very low, 1.50-2.49=Low, 2.50-3.49=Medium, 3.50-4.49= High, and above 4.49= Very High.

As indicated in table 16, about generating sufficient income, getting employment opportunity, used for proper planning and being aware of current market and new technology was rated low with mean value 1.61, 1.74,1.61 and 1.55 respectively. While giving a chance to other when to be employed and solve the managerial problems in business activities was rating very low with mean value 1.41 and 1.48 respectively. This indicated that the training was low supporting for the improvement of business activities, which is with the average mean value 1.56.

This implies the training in providing to satisfy human needs were very low. Used for proper business planning rated with the mean value 1.58 this is below the average mean value. This means, supporting of the training appropriately lead by business planning was at very low level. It implies that the training effectiveness was very low.

Respondents were asked to write their comments through open-ended questions the main problems of the dissatisfaction of the MSE operator, financial constraints with high collateral requirement, infrastructure with lack of show room, tax rate and administration, lack of raw material and MSE computing among other import goods inadequate skill are the top.

In support of the above explanation, the interview with MSE facilitator and leaders indicated that all MSE operators when enter into the business activities were well trained, this can be shown by increasing the number of MSE operators. However, the researcher, observed in all site a plenty of shading was closed and made slow business activities. For instance, in construction bricks manufacturing activities depend on Low Cost Housing Construction. With out this agency activity did not work other market or activities. This restriction was one of the main problems to slow in the business activities. In addition to this, the MSE operators were lack of knowledge to asses the market to use their business activities. Then the MSE office to solve this problem provides appropriate training and responsible to asses the current market for leading the business activities confidently.

#### **4.2.8. Provision Support by MSE facilitator to MSE operators**

MSE operator should get necessary assistance and supervision by MSE facilitators and leaders. The supportive environment for the development of MSE are addressing marketing problems of MSE operators, giving training for adequate skills. The quality work and production and to initiate the creation of work is the main ways to provide the development of Micro and Small business activities.

Table 17– Rating on the Types of Support Provision by MSE facilitator

No.	Items	MSE Operator (N=269)					
		Rating Scale					
		5	4	3	2	1	X
		f	f	f	f	f	
1	Initiation on the creation of work and self employment	-	-	68	200	1	1.75
2	The quality of work and service	-	-	68	116	85	2.06
3	The development of business activities	-	-	81	107	81	2.0
4	About the problem of MSE operator	-	-	65	67	137	1.73
	Average mean value						1.88

5= Very good, 4= Good, 3= medium, 2= Low, 1= Very low

As can be shown on the above table17, Out of the total 269, MSE operator respond about the supporting of MSE facilitators used to the development of Micro and Small business activities incompetence. The types of support about the quality of work and services and the development of business activities were found to be low with mean value 2.06 and 2.0 respectively. Initiate for creation of work and self-employment and solving the problem of MSE operator found to be low with mean value 1.75 and 1.73 respectively. In general, supporting of MSE facilitator to operators was rating found to be low with average mean value 1.88.

The facilitators are responsible to help participants or operators to understand and develop attitudes using their inherent skills to build livelihoods. The aim of facilitator should make participants effective and develop to their own business. These developing to make the chance to graduates easily to get enter to MSE activities.

From observation in site and comments from MSE operators in open-end questions, the facilitators have not visited effectively and timely. Most of the time the visiting purpose was to exchange the information about financial status and other reports.

Based on the findings the facilitator to support the operators in Micro and Small business activities was a serious problem. Then the MSE officer to be refined and evaluate the training in continued practice.

#### 4.2.9. The Relationship between Non-formal TVET and MSE

Non-formal TVET and MSE are commonly emphasized the immediate or remedial action for reducing unemployment and alleviation of poverty. Non-formal TVET serves to create employment opportunity to those who were enabling to avail in MSE lives that is by creating self-employment. Then, the link between Non-formal TVET and MSE plays a key role in driving the productivity and competitiveness of industries and contributing in facilitating and creating employment opportunity. Thus, the working collaboration between Non-formal TVET and MSE in sample sub-cities is presented in the following table.

Table 18- Responses on the integration between MSE and Non-formal TVET

No.	Item	Trainers		Trainees		Graduates	
		No. of Res.	%	No. of Res.	%	No. of Res.	%
1	Sufficient	-	-	-	-	-	-
2	Moderate	9	20.9	38	16.3	17	16.3
3	Not sufficient	34	79.1	161	83.7	87	83.7
	<b>Total</b>	<b>43</b>	<b>100</b>	<b>199</b>	<b>100</b>	<b>104</b>	<b>100</b>

As presented in table 18, 9(20.9%) of trainers, 38(16.3%) of trainees and 17(16.3%) of graduates responded moderate. In open-end questions graduates confirmed that there is no sufficient integration between Non-formal TVET and MSE. On the bases of respondents, those were rated moderate is presented in the following table.

Table 19 : Interaction between MSE and Non-formal TVET

No	Items	Trainers N= 9							Trainees N=37							Graduates N=17							X ave	F-value	Sig
		Rating Scale							Rating Scale							Rating Scale									
		5	4	3	2	1	X	SD	5	4	3	2	1	X	SD	5	4	3	2	1	X	SD			
1	Giving awareness about self-employment	-	2	6	1	-	3.1	.60	-	5	9	20	3	2.43	.83	-	1	6	8	2	2.35	.78	2.62	16.10	.00
2	Organizing and assigning the graduates	-	2	1	3	3	2.2	1.20	-	2	2	19	14	1.78	.78	-	-	1	9	7	1.64	.60	1.88	4.25	.01
3	Promoting about current market activities	-	2	1	1	5	2.0	1.32	-	-	-	14	23	1.37	.49	-	-	-	-	17	1.00	.00	1.46	7.79	.00
4	Enhancing income generating activities	-	1	5	2	1	2.6	.86	-	-	-	13	24	1.35	.48	-	-	1	2	14	1.23	.56	1.73	23.71	.00
	Ave. Mean Value						2.4	.99						1.73	.64						1.55	.48	1.92		

5= Very good, 4= Good, 3= Medium, 2= Low, 1= Very low F= frequency N = Number of respondent  
X = Weighted mean, X Ave. = Average mean values, SD = Standard Deviation, P=Significance level, P ≤ 0.05, F-value=Calculated value

Responses from Trainers, Trainees, and Graduates were collected using likert type scale. Based on this the calculated average mean value was interpreted as 0.05-1.49= Very low, 1.50-2.49=Low, 2.50-3.49=Medium, 3.50-4.49= High, and above 4.49= Very High.

Table 19 shows the relationship between MSE and Non-formal TVET awareness creation about self-employment was found high with the mean value 2.62. Where as organizing and assigning the graduates, promoting about current market activities and enhancing income generating activities was found to be low with the mean value 1.88, 1.46 and 1.73 respectively

With regard to the differences within groups of respondents forwarded their responses, awareness creation about self employment responded by trainers, trainees and graduates was found to be high with mean value 3.1, 2.43, and 2.35 respectively.

In addition, data from open-ended questions and interviewee responses shows that the awareness given by facilitators before graduation was not enough to be organized and to start the business activities. Where as, response on the organization and assigning of Non-formal TVET graduate to MSE found to be low with the mean value 2.22 1.78 and 1.64 by trainers, trainees and graduates respectively. Promoting about the current market activities and enhancing in the income generating activities were also found to be low.

Table 20- Summary of Two-way ANNOVA for the relationship between MSE and Non-formal TVET

Respondents	No.	Mean	SD	ANOVA Value				
				Source of variation	SS	MS	DF	Sig
Trainers	43	2.4	.99	Between groups	13.61	6.80	2	.00
Trainees	199	1.73	.64	Within groups	34.27	.56	60	
Graduates	104	1.55	.48					
Total	346							

SS= Sum of Square, MS= Mean Square Sig. = Alpha value

As the above table revealed that there is statistically significance mean variation and difference between groups of the sample respondents values of the Two-way ANOVA computation has been carried out. In this regard the result was spastically significant at 2 degree of freedom and  $p < 0.05$  significant level.

The interviewer and document analysis also revealed that there was no one to take responsibility and accountability for Non-formal TVET graduates. Moreover, the researcher observed lack of communication and loose link between the Non-formal TVET and MSE and lack of awareness in MSE officers.

In general, the working in collaboration between MSE and Non-formal TVET was found to be low. Therefore, the Addis Ababa City Administration should give attention and make guideline between them.

## CHAPTER FIVE

### Summary, Conclusions and Recommendations

#### 5.1. Summary

This chapter deals with an overview of the purpose and procedures of the study, major findings, conclusions and recommendations forwarded.

The purpose of this study was, to identify the contributions of Non-formal TVET on the development of MSE in Addis Ababa City Administration. It was also aimed at to identify the relevance of training in employment opportunity, and to identify the relationship between Non-formal TVET and MSE as generating and dynamic entrepreneur employees and sustainable income creation. To this end, this study has the following specific objectives.

- To investigate the contributions of Non-formal TVET program towards Micro and Small Enterprise.
- To identify the common initiatives to be considered between Micro and Small Enterprise and Non-formal TVET.
- To identify the constraints for the development of Micro and Small Enterprise in terms of training.

The study tried to assess the following basic questions.

1. What are the contributions of Non-formal Technical and Technical and Vocational and Training programs to the development of Micro and Small Enterprise in connection with Satisfying manpower needs, Employment Opportunity and Enhancing the Economy?
2. What are the common initiatives to be considered between Micro and Small Enterprise and Non-formal Technical and Vocational Education in relation with Labor Market and Information, Skill Development, Relevance of the Training and Provision of Support?
3. What are major constraints regarding the contributions of Non-formal Technical and Vocational Education in their effectiveness of Micro and Small Enterprise in terms of training?

The study employed descriptive survey method. Relevant literatures were reviewed and data collecting instruments were designed and used to collect information from different sources. Questionnaire was the major instrument of data collection. To increase the clarity of the questionnaires, check the clarity of language and ambiguity pilot testing has been carried out. After collecting the responses from respondents, necessary correction and modification were made before distribution of the actual data gathering.

Five sub-cities (Bole, Kirkos, Kotebe, NEfas-silk and Akaki) of Addis Ababa City Administration were included in the sample area of the study. The subjects of the study were selected from 10 Non-formal TVET institutions. 10 Non-formal TVET principals, 43 trainers, 199 trainees, 104 graduates, 5 MSE team leaders and 5 MSE facilitators at sub-city level, 269 MSE Operators were included as a source of information for the study.

Respondent sampling was carried out through purposive, availability, random and stratified cluster sampling techniques. Non-formal TVET Principals, trainers, TVET team leader and MSE team leader were selected through availability sampling techniques. Trainees, MSE facilitators were selected through purposive sampling technique; graduates were selected random sampling techniques and finally, MSE operators selected through stratified cluster sampling techniques.

Qualitative information was obtained from interviews, observation, document analysis and open-ended questionnaires. The data obtained were analyzed using percentage, frequency, mean, average mean, and two-way ANOVA statistical tools.

From the data analysis the major findings obtained are summarized as follows:

1. The participation of females in Non-formal TVET teaching and learning activities and in Micro and Small business activities was low.
2. Findings showed that majority of the respondents, from the total 104 respondents 21(20.2%) were employed and 83(79.8%) graduates were unemployed only 6(2.2%) graduates were supported by MSE. This indicates that when the participation of graduates in MSE was very low.

3. The availability of labor market information was found to be low with the average mean values 1.86, the source of labor market information, through Micro and Small Enterprise office and Addis Ababa Education Bureau was rated very low. This indicated that MSE and Addis Ababa Education Bureau have insignificant activity in disseminating information about labor market.
4. The reasons for unavailability of labor market information: financial constraints and lack of experiences in doing labor market research were found the most notable reasons that rated with mean value 3.86 and 3.83 respectively.
5. With regard to the problem of insufficient trainee in the sample Non-formal TVET institutions; this was caused by problem of graduates unemployment and low job opportunity in the current market and low relevance of training.
6. Findings showed that Non-formal TVET program has no much contribution for self-employment because it is not based on demand of community and the labor market, which was rated with mean value 3.65 and 3.81 respectively. Institutions offered the same course each year and the curriculum was not flexible and demand-driven. The two-way ANOVA result indicated that, there were mean differences between respondents.
7. Findings indicated that educational materials were not available in Non-formal TVET institutions including manuals, Audiovisuals, computer and internet service in all samples Non-formal TVET institutions, which were rated with mean value 1.76, 1.26, 1.21 and 1.13 respectively. Hence it reduces the effectiveness of the training, in meeting the required knowledge and skills objectives.
8. With regard to the relevance of Non-formal TVET program in satisfying human needs of MSE it was found low. The factors for such problem were found absence of organizing and access for credit by MSE office and lack of confidence of graduates, rated with mean value 3.75 and 3.5

respectively. Lack of confidence by graduates was caused by expecting more income at a time and smooth work environment was a serious problem.

9. Findings showed that majority of MSE operators did not get training before start business activities. This affects the development of MSE.
10. Regarding the satisfaction of MSE operator on business activities after getting training was found to be low. This implies that, there was a problem in improvement of business activities.
11. Regarding to the effectiveness of training on Micro and Small business activities in terms of Generating sufficient income, getting employment opportunity and being aware of current market and new technology rated low with mean value 2.01, 1.74 and 1.74 respectively. Then the effectiveness of the training was found to be low.
12. Findings indicated that, the MSE facilitator supporting to MSE operator was found to be low.
13. Findings also indicated that working in collaboration between Non-formal TVET and MSE was found to be low. Based on the responses, that there was moderate relationship between Non-formal TVET and MSE were organizing and assigning the graduates, promoting about current market and enhancing income generating activities were the types of working in collaboration were rated low with mean value 1.88, 1.46 and 1.73 respectively. This shows lack of communication and absence of link between Non-formal TVET and MSE. In addition, lack of awareness about Non-formal TVET program in MSE officer was that influenced the activity to organize and working in collaboration between them.

## **5.2. Conclusion**

The main objective of Non-formal TVET is creating self-employment opportunity through developing skills. This program must have linked in to labor market; hence, it should focus on the socio economic relevance and satisfying human needs of the country. Non-formal TVET program can be addressed the main issues of employability, relevance collaboration between training and enterprise like MSE. This program can be facilitate relevant training, for the promotion of self-employment and integrated with the development of MSE. When the business enterprises are developed and expand, additional labor market demand for Non-formal TVET emerged, new job opportunities are created, more people get employed and finally the incidence of poverty can be reduced. Thus, on a sustainable basis, the Non-formal TVET program based on labor market, relevant skill development, with flexible and market oriented training highly contributed to creating employment opportunity and satisfying human needs.

However, according to the findings of the study showed that, the Non-formal TVET lack availability of labor market information, absence of relevance and effectiveness of training for self employment for MSE operator, lack of supporting the Non-formal TVET graduates and insufficient working in collaboration between Non-formal TVET and MSE. In general, the contribution of Non-formal TVET on the development of MSE in Addis Ababa City Administration was not significant.

## **5.3. Recommendation**

1. Any training can be successful and effective if it is based on the need and interest of the individual as well as the need of the organization. Therefore, for realization of their objectives, Non-formal TVET institutions should design market-oriented relevant curriculum based on the need of the labor market through decentralization system or sub-cities level of management.

2. As findings indicated, there is a problem in market information system. So those TVET institutions have limitation in addressing the needs of training. Therefore, it is recommended that, Non-formal TVET should establish labor market information in order to get valuable feed back about the need and interest of the community and design training program to be demand oriented.
3. The aim of creating employment opportunity is a way to promote and increase of the potential of MSE. Therefore, it is recommended that, Non-formal TVET should restructure the training program to serve the training needs of MSE.
4. Finding revealed that there were awareness problems at all levels on the working in collaboration and integration of Non-formal TVET and MSE. Therefore, awareness creation should be given priority through workshops meetings, panel discussion about non-formal TVET as well as MSE for their contributions employment opportunity and poverty reduction.
5. It is not only designing a policy that makes the program effective. Hence, the government should be design implementing guidelines and manuals that helps to guide the what, how and by whom of activities to be carried to facilitate MSE development to establish competitive local and international market.
6. Findings show that, the programs of Non-formal TVET were not based on the needs and interest on the community and obsolete curriculum with limited educational material availability. Therefore, it is suggested that the Non-formal TVET curriculum should give more scope to inculcate entrepreneur attitude specifically self-employment opportunities and the government should provide support in facilitating to design flexible training programs.
7. It was founds that most MSE operators had no training. Therefore, to facilitate their activities arranging training programs based on their needs

and practical problems through pre-employment training and on-the job training is mandatory. Then the Addis Ababa Education Bureau and MOE must be give attention and evaluate the current program of Non-formal TVET.

8. The effectiveness of the working in collaboration between Non-formal TVET and MSE is important. There fore, it is suggested that, their communication should be strengthen by formulating guidelines that helps them to exchange labor market information in addressing their needs and to assign and organize graduates in MSE activities.

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**Appendix A**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Business Education Department**

➤ A questionnaire to be field by Non-Formal Vocational Education **trainer**  
 The aim of this questionnaire is to collect information for the research. The researcher relied towards the contribution of Non-formal Technical and Vocational Education and Training on the development of Micro and Small Enterprise. This study is useful to identify the current status, and will suggest the collaboration of Non-formal Technical and Vocational Education and Training on the development of Micro and Small Enterprise. In this regard, you are the right person to provide relevant information for the study. Therefore, you are kindly requested to devote your time in answering the questionnaire genuinely.

Thank you for your Cooperation,

**N.B. :-** No need to write your name

- Make tick (√) in the box
- Write brief comment/suggestion in the space provided

**I - Personal and General Information**

1. Name of your institution \_\_\_\_\_
2. Your present job title \_\_\_\_\_
3. Field of Specialization \_\_\_\_\_
4. Sex :- 1) Male       2) Female
5. Age :- 1) below 25       2) 26-30   
           3) 31-35       4) 36 and above
6. Service Years in Your Current Position  
     1) 0-4       2) 5-9   
     3) 10-14       4) 15 and above
7. Qualification  
     1) 12<sup>th</sup> grade Complete       4) 10+3/Dip   
     2) T.T.I.       5) BA/Bsc   
     3) 10+1 and 10+2       6) MA/Msc

**II. Relevance of the Program and Employment Opportunity**

8. Training Provided in the institution based on the labor market information is:-  
     1) High       2) Medium   
     3) Low
9. If your answer for question No. 8 is 'High/Medium', the information deals on from (1-5)  
     (1=Very high, 2=high, 3=medium, 4=low, 5= Very low)

S. No	Reasons	5	4	3	2	1
1	Human resource requirement need by labor org.					
2	From A.A. Education Bureau					
3	Training Need Assessment					
4	From MSE					

Others (*specify*) \_\_\_\_\_

10. If your answer for question No. 8 is 'Low' please give your reason in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Financial Constraints					
2	Lack of awareness					
3	Lack of trained manpower					
4	Absence of experience to do labor market research					

Others (*specify*) \_\_\_\_\_

11. Do you think, the institution have necessary trainee?

1) Yes  2) No

12. If your answer for question No. 11 is 'No' Why do you get the trainee deals on from (1-5) 1=Very high, 2=high, 3=medium, 4=low, 5= Very low

S. No	Reasons	5	4	3	2	1
1	Unemployment graduates on Non-formal TVET					
2	Low employment opportunity					
3	Time constraint					
4	Lack of awareness					

Others (*specify*) \_\_\_\_\_

13. If your answer for question No. 11 is 'No' please give your reason in the space provided.

14. How much the contribution of Non-formal TVET for Satisfying Human Needs of MSE?

1) High  2) Medium  3) Low

15. If your answer for question No. 14 is 'Low' what are the reason the hindrance of participation in MSE give reason in order of priority from (1-4) 1=Very high, 2=high, 3=medium, 4=low

S. No	Reasons	5	4	3	2	1
1	Access of credit and lack of organizing					
2	Lack of self confidence					
3	Low relevance of training					
4	Low perception on MSE					

Others (*specify*) \_\_\_\_\_

16. How much in the training programs that trainees are studying to provide the necessary skills for self-employed?

1) High  2) Medium  3) Low

17. If your answer for question No. 16 is 'Low', please give your reason in order of priority from 1-5 (1=Very high, 2=high, 3=medium, 4=low, 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Absence of market-oriented training					
2	Not based on interest of the trainees					
3	Giving training by fixed curriculum					
4	Inadequate row materials					

18. Availability of education material in your institution?

Item	Very adequate	Adequate	Inadequate	Not available
Machine tools				
Spare parts				
Raw materials				
Module and guide books				
Reference				
Manuals				
Audio visuals				
Computers				

**III. The Relationship between Non-formal Technical and Vocational Education and Training and Micro and Small Enterprise**

19. How do you rate, the opportunity of working in collaboration with Micro and Small Enterprise and your institution?

1) Sufficient  2) Moderate  3) Not sufficient

20. If your answer for question No. 19 is 'Sufficient/Moderate' put the types of working in collaboration in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Giving awareness about self-employment					
2	Organizing and assigning the graduate trainee					
3	Promoting about new technology					
4	Enhancing income generation activities					
5	Giving information about unemployment trainee for training institution					

Others (Please specify) \_\_\_\_\_

21. If your answer for question No. 19 is 'Not sufficient' please give your reason in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Absence of information about Non-formal Vocational Education					
2	No guideline on information communication					
3	Micro and Small Enterprise give priority for other unemployment					
4	Lack of confidence about skill of Non-formal TVET					

Others (Please specify) \_\_\_\_\_

22. How much the Micro and Small Enterprise facilitator organize and assist the graduate students?

1) High  2) Medium  3) Low

23. If your answer for question No. 22 is 'Sufficient/Moderate' put the types of assistance in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Giving awareness about self-employment					
2	Organizing and assigning the graduate student					
3	Promoting about new technology and availability of market					
4	Enhancing income generating activities					

Others (Please specify) \_\_\_\_\_

24. If your answer for question No. 22 is 'Not sufficient', please give your reason in the space provided?

25. Is there any system uses the institution follows-up the status of the graduates about their employment?

1) Yes  2) No  3)

26. If your answer for question No. 25 is 'Not Sufficient' put the types of assistance in order of priority from(1-5) (1=Very high, 2=high,3=medium,4=low, 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Unsystematic recording					
2	Absence of communication channel					
3	Unmanageable graduate number					

Others (Please specify) \_\_\_\_\_

#### IV General Comment

27. Are there constraints that you identified about the contribution of the Non-formal Technical and Vocational Education and Training on the effectiveness of Micro and small Enterprise?

28. What are the major problems do you observe about the relationship between your institutions and Micro and Small Enterprise?

**Appendix - B**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**

**Business Education Department**

➤ A questionnaire to be field by Non-Formal Technical and Vocational Education graduate

The aim of this questionnaire is to collect information for the research. The researcher relied on the contribution of Non-formal Technical and Vocational Education and Training on the development of Micro and Small Enterprise. This study is useful to identify the current status, and will suggest the collaboration of Non-formal Technical and Vocational Education and Training on the development of Micro and Small Enterprise. In this regard, you are the right person to provide relevant information for the study. Therefore, you are kindly requested to devote your time in answering the questionnaire genuinely.

Thank you for your Cooperation,

**N.B.** :- No need to write your name

- Make tick (√) in the box
- Write brief comment/suggestion in the space provided

**I - Personal and General Information**

1. Name of your institution graduated from \_\_\_\_\_
2. Field of Training \_\_\_\_\_
3. Sex :- 1) Male  2) Female
4. Age :- 1) below 20  2) 21-25   
 3) 26-30  4) 31 and above
5. Levels of education
  - 1) Basic TVET
  - 2) Junior TVET

**II. Relevance of the Program and Employment Opportunity**

6. Do you assess the labor market information in your field of study before joining in the training institution?
  - 1) Yes
  - 2) No
7. If your answer for question No. 6 is 'Yes', Put your assessment deals on from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5= Very low)

S. No	Reasons	5	4	3	2	1
1	Human resource requirement need by labor org.					
2	From A.A. Education Bureau					
3	Training Need Assessment					
4	From MSE					

Others (*specify*) \_\_\_\_\_

8. If your answer for question No. 6 is 'No', put your reason in the space provided.

9. How much the relevance training for you on the basis Self-employment?

- 1) High  2) Medium  3) Low

10. If your answer for question No. 9 is 'Low', Put your reason in order of priority from (1-5)  
(1=Very high, 2=high, 3=medium, 4=low, 5= Very low)

S. No	Reasons	5	4	3	2	1
1	Limited Employment opportunity					
2	Limited field of study					
3	Technological backwardness					
4	Low status in future economy					
5	Use fixed curriculum					

Others (specify) \_\_\_\_\_

11. How much the contribution of Non-formal TVET for Satisfying Human Needs of MSE?  
1) High  2) Medium  3) Low

12. If your answer for question No. 11 is 'Low', Put your reason in order of priority from (1-5)  
(1=Very high, 2=high, 3=medium, 4=low, 5= Very low)

S. No	Reasons	5	4	3	2	1
1	Access of credit and lack of organizing					
2	Lack of self confidence					
3	Low relevance of training					
4	Low perception on MSE					

Others (specify) \_\_\_\_\_

13. Are you employed in your field of study?

1) Yes  2) No

14. If your answer for question No. 13 is 'Yes', who employed you?

1) Self employed by own-self

2) Self employed through Micro and Small Enterprise

3) Employed in an organization

15. If your answer for question No. 13 in 'No' Put your reason in order of priority from (1-5)  
(1=Very high, 2=high, 3=medium, 4=low, 5= Very low)

S. No	Reasons	5	4	3	2	1
1	Absence of market-oriented training					
2	Do not easily getting available work by field of study					
3	Technological backwardness					
4	Lack of proper skill and confidence					

Others (specify) \_\_\_\_\_

10. How do you rate, the competency of trainers at your institution?

1) High  2) Medium  3) Low

11. If your answer for question No. 16 is 'Low', Put your reason in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5= Very low)

S. No	Reasons	5	4	3	2	1
1	Lack of confidence					
2	Not based on interest of the trainees					
4	Use out dated technology					
5	Lack of proper training methodology					

Others (specify) \_\_\_\_\_

12. Availability of education material in your institution?

Item	Very adequate	Adequate	Inadequate	Not available
Machine tools				
Spare parts				
Raw materials				
Manuals and guide books				
Reference				
Manuals				
Audio visuals				
Computers				

### III. The Relationship between Non-formal Technical and Vocational Education and Micro and Small Enterprise

13. How do you rate, the opportunity of working in collaboration with Micro and Small Enterprise and your institution?

1) Sufficient  2) Moderate  3) Not sufficient

14. If your answer for question No. 19 is 'Sufficient/Moderate' put the types of working in collaboration in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Giving awareness about self-employment and skill development					
2	Organizing and assigning the graduate trainee					
3	Promoting about new technology					
4	Enhancing income generation activities					
5	Giving information about unemployment trainee for training institution					

Others (Please specify) \_\_\_\_\_

15. If your answer for question No. 19 is 'Not sufficient' please give your reason in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Absence of information about Non-formal Vocational Education					
2	No guideline on information and communication					
3	Micro and Small Enterprise give priority for other unemployment					
4	Lack of confidence about skill of Non-formal Vocational Education graduate					

Others (Please specify) \_\_\_\_\_

16. How much do you got support from the Micro and small Enterprise?  
 1) High  2) Medium  3) Low

17. If your answer for question No. 22 is 'High/Medium' put the types of assistance in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Giving awareness about self-employment					
2	Organizing and assigning the graduate student					
3	Promoting about new technology and availability of market					
4	Enhancing income generating activities					
5	Giving awareness about self-employment					

Others (Please specify) \_\_\_\_\_

18. If your answer for question No. 22 is 'Low', please give your reason in the space provided?

\_\_\_\_\_

\_\_\_\_\_

**IV General Comment**

19. What are the major problems have you observed about the relationship between graduate students and Micro and Small Enterprise?

\_\_\_\_\_

\_\_\_\_\_

**Appendix - C**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Business Education Department**

➤ A questionnaire to be field by Non-Formal Vocational Education **trainee**  
 The aim of this questionnaire is to collect information for the research. The researcher relied on the contribution of Non-formal Technical and Vocational Education and Training on the development of Micro and Small Enterprise. This study is useful to identify the current status, and will suggest the collaboration of Non-formal Technical and Vocational Education and Training on the development of Micro and Small Enterprise. In this regard, you are the right person to provide relevant information for the study. Therefore, you are kindly requested to devote your time in answering the questionnaire genuinely.

**Thank you for your Cooperation,**

**N.B.** :- No need to write your name

- Make tick (√) in the box
- Write brief comment/suggestion in the space provided

**I - Personal and General Information**

1. Name of your institution \_\_\_\_\_
2. Field of Training \_\_\_\_\_
3. Sex: - 1) Male  2) Female
4. Age: - 1) below 20  2) 21-25   
 3) 26-30  4) 31 and above
5. Levels of education before you have joined to the institution?
  - 1) Read and Write  4) Grade 9-10
  - 2) Grade 1-4  5) Complete 10 and above
  - 3) Grade 5-8

**II. Relevance of the Program and Employment Opportunity**

6. Do you assess the job opportunity of your field of study before joining in the training institution?
  - 1) Yes
  - 2) No
7. If your answer for question No. 6 is 'Yes', Put your assessment deals on from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5= Very low)

S. No	Reasons	5	4	3	2	1
1	Human resource requirement need by labor org.					
2	From A.A. Education Bureau					
3	Training Need Assessment					
4	From MSE					

8. If your answer for question No. 8 is 'Low' please give your reason in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Financial Constraints					
2	Lack of awareness					
3	Lack of trained manpower					
4	Absence of experience to do labor market research					

9. How much the contribution of Non-formal TVET for Satisfying Human Needs of MSE?  
 1) High  2) Medium  3) Low
10. If your answer for question No. 14 is 'Low' what are the reason the hindrance of participation in MSE give reason in order of priority from (1-4) 1=Very high, 2=high, 3=medium, 4=low

S. No	Reasons	5	4	3	2	1
1	Access of credit and lack of organizing					
2	Lack of self confidence					
3	Low relevance of training					
4	Low perception on MSE					

Others (specify) \_\_\_\_\_

11. How do you rate, the training provided the necessary skills to self-employed?  
 1) High  2) Medium  3) Low
12. If your answer for question No. 10 is 'Low', Put your reason in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5= Very low

S. No	Reasons	5	4	3	2	1
1	Absence of market-oriented training					
2	Not based on interest of the trainees					
3	Giving training by fixed curriculum					
4	Inadequate raw materials					

- How do you rate, the competency of trainers at your institution?  
 1) High  2) Medium  3) Low

13. Availability of education material in your institution?

Item	Very adequate	Adequate	Inadequate	Not available
Machine tools				
Spare parts				
Raw materials				
Modules and guide books				
Reference				
Manuals				
Audio visuals				
Computers				

### III. The Relationship between Non-formal Technical and Vocational Education and Micro and Small Enterprise

14. How do you rate, the opportunity of working in collaboration with Micro and Small Enterprise and your institution?  
 1) Sufficient  2) Moderate  3) Not sufficient
15. If your answer for question No. 19 is 'Sufficient/Moderate' put the types of working in collaboration in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Giving awareness about self-employment					
2	Organizing and assigning the graduate student					
3	Promoting about new technology					
4	Enhancing income generation activities					
5	Giving unemployment trainee for training institution					

Others (Please specify) \_\_\_\_\_

16. If your answer for question No. 19 is 'Not sufficient' please give your reason in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Giving awareness about self-employment					
2	Organizing and assigning the graduate trainee					
3	Promoting about new technology					
4	Enhancing income generation activities					

Others (Please specify) \_\_\_\_\_

17. How much do you know the Micro and small Enterprise facilitator organize and assist the graduate students?

1) High  2) Medium  3) Low

18. If your answer for question No. 18 is 'High/Medium' put the types of assistance in order of priority from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5=Very low)

S. No	Reasons	5	4	3	2	1
1	Giving awareness about self-employment					
2	Organizing and assigning the graduate student					
3	Promoting about new technology and availability of market					
4	Enhancing income generating activities					
	Giving awareness about self-employment					

Others (Please specify) \_\_\_\_\_

19. If your answer for question No. 18 is 'Low', please give your reason in the space provided?

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**IV General Comment**

20. What are the major problems have you observed about the relationship between your institutions and Micro and Small Enterprise?

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## Appendix - D

Addis Ababa University  
School of Graduate Studies  
College of Education

Business Education Department

➤ A questionnaire to be field by Micro and Small Enterprise Operator

The aim of this questionnaire is to collect information for the research. The researcher relied on the contribution of Non-formal Technical and Vocational Education and Training on the development of Micro and Small Enterprise. This study is useful to identify the current status, and will suggest the collaboration of Non-formal Technical and Vocational Education and Training on the development of Micro and Small Enterprise. In this regard, you are the right person to provide relevant information for the study. Therefore, you are kindly requested to devote your time in answering the questionnaire genuinely.

Thank you for your Cooperation,

N.B. :- No need to write your name

- Make tick (✓) in the box
- Write brief comment/suggestion in the space provided

### I - Personal and General Information

1. Name of Sub-city \_\_\_\_\_  
Kebele \_\_\_\_\_
2. Type of business \_\_\_\_\_
3. Sex :- 1) Male  2) Female
4. Age :- 1) below 20  2) 21-25   
3) 26-30  4) 31 and above
5. Levels of education  
1) Read and write and 1-4  2) Grade 5-8   
3) Grade 9-10  4) Basic TVET   
5) Junior TVET  6) 10+1 and 10+2   
7) Other (Please specify)
6. How long is it since the establishment of your business?  
1) Below 2 years  2) 3-5 years   
3) 6 and above years

### II. Relevance of the Program and Employment Opportunity

7. Do you assess training institutions that provide training before starting a business?  
1) Yes  2) No
8. If your answer for question No. 7 is 'No', please give your reason in the space provided.  
\_\_\_\_\_
9. Did you get any training before you started your business?  
1) Yes  2) No
10. If your answer for question No. 9 is 'Yes', where did you attend your training?  
1) Government Non-formal Technical Vocational Education institution   
2) Private Non-formal Vocational Education institution   
3) Micro and Small Enterprise Bureau   
4) Others (Please Specify) \_\_\_\_\_
11. Do you get on-the-job-training from Micro and Small Enterprise?  
1) Yes  2) No

12. If your answer for question No. 11 is 'No', please Put the relevancy of training deals on from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5= Very low)

S. No	Reasons	5	4	3	2	1
1	Increase the business Income					
2	Knowing new technology					
3	Making business by proper planning					
4	Solving the management problem of the business					

Others (*specify*) \_\_\_\_\_

13. If your answer for question No. 11 is 'No', please give your reason in the space provided.

### III. The Relationship between Non-formal Technical and Vocational Education and Micro and Small Enterprise

14. How much the Micro and Small Enterprise facilitator creates awareness on you before starting your business?

1) High  2) Medium  3) Low

15. If your answer for question No. 14 is 'High/Medium', please Put the types of awareness deals on from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5= Very low)

S. No	Reasons	5	4	3	2	1
1	Information about self-employed and skill development					
2	Provision of financial statement					
3	Promotion of new technology and available of market					
4	Information about the linkage between Micro and Small Enterprise and training institution					

Others (*specify*) \_\_\_\_\_

16. How do you rate, your satisfaction on business activities after getting the training?

1) High  2) Medium  3) Low

17. If your answer for question No. 16 is 'High/Medium', please put the causes your satisfaction in order from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5= Very low)

S. No	Reasons	5	4	3	2	1
1	Generating sufficient income					
2	Getting employment opportunity					
3	Knowing about new technology and available of market					
4	Giving a chance to other to be employed					
5	Used for Proper Business Planning					
6	Can be Solve Managerial Problem					

Others (specify) \_\_\_\_\_

18. Have you got any support from Micro and Small Enterprise?

1) Yes

2) No

19. If your answer for question No. 19 is 'Yes', please put the of support in order from (1-5) (1=Very high, 2=high, 3=medium, 4=low, 5= Very low)

S. No	Reasons	5	4	3	2	1
1	Giving awareness about on-the-job-training					
2	Facilitate credit opportunity					
3	Promoting about new technology and market accessibility					
4	Giving guidance about the growth of the business					

Others (specify) \_\_\_\_\_

#### IV. General Comment

20. Are there constraints that you identified about the contribution of the Non-formal Technical and Vocational Education and Training on the effectiveness of Micro and small Enterprise?

\_\_\_\_\_

21. What are the major problems do you observe about the relationship between the training institutions and Micro and Small Enterprise?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Appendix - E**  
**Interview**  
**For Non-Formal Vocational Education and Training Principal**  
**and Sub-city Technical Vocational Education leader**

1. Do their institution for establishment of sustainable program based on the labor market information system?
2. Do you think there are sufficient employment opportunities for Vocational Education and Training graduates?
3. Would you comment on the academic competency and interest of trainees to attend this program? If the answer is 'No' please give the reason.
4. Do you think programmes that the Non-formal Vocational Education and Training is relevant with both the world of work and the Micro and Small Enterprise development?
5. Is there any guideline about the communication between your institution and Micro and Small Enterprise?

**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Business Education Department**

**Structured Interview**

- **An interview to be field by Micro and Small Enterprise Facilitator and Expert**

The aim of this structured interview is to collect information for the research. The researcher relied on the contribution of Non-formal Vocational Education and Training on the development of Micro and Small Enterprise. This study is useful to identify the current status, and will suggest the collaboration of Non-formal Vocational Education and Training on the development of Micro Small Enterprise. In this regard, you are the right person to provide relevant information for the study. Therefore, you are kindly requested to devote your time in answering the questionnaire genuinely.

Thank you for your Cooperation,

- Write brief comment/suggestion in the space provided

1. How do you select and organize small business operators?  
\_\_\_\_\_
2. Do you give trainee for Non-formal Vocational Institution?  
\_\_\_\_\_
3. In what way do you support to unemployment and non-formal Vocational Education graduate?  
\_\_\_\_\_
4. How do you facilitate pre-employment training and on-the-job training for small business operators?  
\_\_\_\_\_
5. Do you belief the training institution satisfies the manpower needs?  
\_\_\_\_\_

6. Is there any guideline for the relationship between Micro and Small Enterprise and Non-formal Vocational Education and Training?  

---
7. If your answer for question No. 5 is 'No', what are the major problems you observe about the communication between Micro and Small Enterprise and Non-formal Vocational Education and Training?  

---
8. What do you suggest about the contribution of the Non-formal Vocational Education and Training on the effectiveness of Micro and Small Enterprise?  

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9. What do you suggest about the skill of Non-formal Vocational Education graduate in order to perform the self-employment?  

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10. Do you follow up system to know whether your training contributes to the development of business firms?  

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## Check list for Non-formal 'TVEIT' Institution

No.	Description		
1	Work shop conditions		
	Enough space for students		
	Ventilation two entrance		
	Safety precaution, first aid kit		
	Floor (concrete)		
	Space for storage		
2	Class room conditions		
	Class room size		
	Black/white board		
	Tables		
	Natural and artificial Ventilation, clean lines		
	Display corner		
3	Adequacy of workshop facilities		
	Equipment/machines		
	Basic measuring instruments		
	Raw materials		
	Teaching aids		
	Computers		
4	Conditions of Equipments Machines with respect to Relevance the world of work		
	Appropriateness to the content of the modules		
	Appropriateness to the capacity of the trainer		
	Appropriateness to the capacity of the trainee		
	up-to-date in technology advancement		
5	Library conditions		
	Tables		
	Chairs		
	Books		
	Reference Materials		
	Professional Journals		
	News paper		
	Computers		
	Reader Section		
Teacher reading room Student reading room			

ADDIS ABABA CITY GOVERNMENT EDUCATION BUREAU  
NON-FORMAL TVET DEPARTMENT  
GOVERNMENT BASIC TRAINING CENTERS TRAINEES, TRAINERS AND ADMINISTRATIVE STAFF  
STATSTICAL DATA 1999

S.N	Training Center	Trainees			Trainer			Administrative Staff			Total		
		M	F	T	M	F	T	M	F	T	M	F	T
1	Gulelé	130	176	306	-	-	-	-	-	-	130	176	306
2	Yeka K.17	6	80	86	-	3	3	4	5	9	10	88	98
3	Yeka K.12	1	66	67	-	3	3	4	8	12	5	77	82
4	Addis Ketema No.1	27	70	97	2	3	5	4	5	9	33	78	111
5	Addis Ketema No.2	18	43	61	1	2	3	5	5	10	24	50	74
6	Kirkos	53	37	90	5	2	7	4	5	9	14	99	113
7	Bole	5	92	97	-	5	5	4	6	10	9	103	112
8	N/Lafto	2	31	33	1	1	2	1	7	8	4	39	43
9	Akaki	1	42	43	-	1	1	5	5	10	6	48	54
	Total	243	637	880	9	20	29	31	46	77	105	582	687

**በመደበኛ ያል/ቴ/ሙ/ት/ሥ/መምሪያ የ1999ዓ.ም የመለስተኛ ቴክኒክና ሙያ ትምህርት ሥልጠና ማዕከላት የሠልጣኞች ብዛት**

ተ.ቁ	የማሠልጠኛ ተቋሙ ስም	የሠልጣኞች ብዛት በዎታና በሙያ አይነት																	
		የብረታ ብረት ሥራ			የባንቧ ሥራ			አናዲና ቀለም ቀበ.			የኮንስትራክሽን ሥራ			የኢ.ሊ.ክትሪክ ሥራ			ድምር		ድምር
		ወንድ	ሴት	ድምር	ወንድ	ሴት	ድምር	ወንድ	ሴት	ድምር	ወንድ	ሴት	ድምር	ወንድ	ሴት	ድምር	ወንድ	ሴት	
1	ፊት በር መ/ሙ/ማ/ማእከል	17	-	17	7	1	8	30	3	33	16	1	17	-	-	-	70	75	
2	ኮልሬ መ/ሙ/ማ/ማእከል	28	1	29	-	-	-	28	3	31	13	2	15	23	2	25	92	8	100
3	ልደታ መ/ሙ/ማ/ማእከል	29	1	30	42	-	42	37	1	38	25	4	29	82	16	98	215	22	237
4	አዋሬ መ/ሙ/ማ/ማእከል	9	-	9	24	1	25	-	-	-	7	-	7	30	3	33	70	74	144
5	ፊረንሃይ መ/ሙ/ማ/ማእከል	23	-	23	30	4	34	31	-	31	13	-	13	29	6	35	126	10	136
6	ኮተቤ መ/ሙ/ማ/ማእከል	26	-	26	31	3	34	14	5	19	17	1	18	-	-	-	88	9	97
7	አቃቂ መ/ሙ/ማ/ማእከል	-	-	-	-	-	-	11	-	11	12	-	12	27	8	35	50	8	58
8	ጉፋ መ/ሙ/ማ/ማእከል	17	4	21	-	-	-	19	3	22	9	5	14	22	10	32	67	22	89
9	ሽሮሚዳ መ/ሙ/ማ/ማእከል	22	-	22	21	1	23	19	1	20	10	3	13	69	18	87	143	23	166
10	ቦሌ መ/ሙ/ማ/ማእከል	10	-	10	-	-	-	8	6	14	9	3	12	-	-	-	27	9	36
	ድምር	181	6	187	155	10	165	197	22	219	131	19	150	282	63	345	828	378	1206

በመደበኛ ያል/ቴ/ሙ/ት/ሥ/መምሪያ የ1999ዓ.ም የመለስተኛ ቴክኒክና ሙያ ትምህርት ሥልጠና ማዕከላት የሠልጣኞች፣ የአሠልጣኞችና የአስተዳደር ሠራተኞች ዝርዝር ሁኔታ

ተ.ቋ	የሰላሳዎች ተቋሙ ስም	የሠልጣኞች ብዛት			የአሠልጣኞች ብዛት			የአስተዳደር ሠራተኞች ብዛት		
		ወንድ	ሴት	ድምር	ወንድ	ሴት	ድምር	ወንድ	ሴት	ድምር
1	ፊት በር መ/ሙ/ማ/ማእከል	70	75	145	4	1	5	3	6	9
2	ኮልፌ መ/ሙ/ማ/ማእከል	92	8	100	4	2	6	6	5	11
3	ልደታ መ/ሙ/ማ/ማእከል	215	22	237	10	-	10	4	5	9
4	አዋሬ መ/ሙ/ማ/ማእከል	70	74	144	7	1	8	5	4	9
5	ፈረንሳይ መ/ሙ/ማ/ማእከል	126	10	136	7	1	8	5	6	11
6	ኮተቤ መ/ሙ/ማ/ማእከል	88	9	97	7	1	8	4	7	11
7	አቃቂ መ/ሙ/ማ/ማእከል	50	8	58	5	-	5	5	5	10
8	ጉፋ መ/ሙ/ማ/ማእከል	67	22	89	5	1	6	5	6	11
9	ሸሮሜዳ መ/ሙ/ማ/ማእከል	141	23	164	9	1	10	6	5	11
10	ቦሌ መ/ሙ/ማ/ማእከል	27	9	36	6	-	6	4	6	10
	ድምር	828	378	1206	64	8	72	47	55	102

19998(2005/6)  
**Addis Ababa City Government Education Bureau**  
**NON-FORMAL TVET DEPARTMENT**  
**Government Junior Level Training Centers**

S.N	Training Center	TRAINEES																	
		Metal Work			Plumbing			Carpentry & Painting			Construction			Electricity			Total		
		M	F	Σ	M	F	Σ	M	F	Σ	M	F	Σ	M	F	Σ	M	F	
1	Fitber J.TVET TC	17	-	17	7	1	8	30	3	33	16	1	17	-	-	-	70	75	145
2	Kolfe J.TVET TC	28	1	29	-	-	-	28	3	31	13	2	15	23	2	25	92	8	100
3	Lideta J.TVET TC	29	1	30	42	-	42	37	1	38	25	4	29	82	16	98	215	22	237
4	Aware J.TVET TC	9	-	9	24	1	25	-	-	-	7	-	7	30	3	33	70	74	144
5	Ferensay J.TVET TC	23	-	23	30	4	34	31	-	31	13	-	13	29	6	35	126	10	136
6	Kotebe J.TVET TC	26	-	26	31	3	34	14	5	19	17	1	18	-	-	-	88	9	97
7	Akaki J.TVET TC	-	-	-	-	-	-	11	-	11	12	-	12	27	8	35	50	8	58
8	Gofa J.TVET TC	17	4	21	-	-	-	19	3	22	9	5	14	22	10	32	67	22	89
9	Shiromeda J.TVET TC	22	-	22	21	1	23	19	1	20	10	3	13	69	18	87	143	23	166
10	Bole J.TVET TC	10	-	10	-	-	-	8	6	14	9	3	12	-	-	-	27	9	36
	Total	181	6	187	155	10	165	197	22	219	131	19	150	282	63	345	828	378	1206

ከ1996 ዓ.ም - 1998 ዓ.ም በጀት ዓመት ዕቅድ ክንውን ሪፖርት ማጠቃለያ

ተ.ቁ	የሥራው ዝርዝር	መለኪያ	1996 ዓ.ም		%	1997		%	1998		ጠቅላላ ድምር ክንውን	
			ዕቅድ	ክንውን		ዕቅድ	ክንውን		ዕቅድ	ክንውን		
1	የማምረቻ ቦታ ዝግጅት	ቡድን	155,992	222,299	143	770,550	977,777.87	127	-	-	-	1,200,076.87
	የተጠቃሚ ብዛት	በሰው	19,588	37,554	194	217,641	93,298	43	-	-	-	
2	የብድር አቅርቦት	በማ/ብር		44,062,450	-	238,000,000	109,559,000	46	198.012	36,049,897	181	189,671,347
	የተጠቃሚ ብዛት	በሰው	8469	21,223	251	218,150	26,944	13	-	8,995	-	57,162
3	የተፈጠረ የገበያ ትስስር	በሰው	-	1,322	-	52,800	30,662	58	11,400	7,500	65.8	39,484
4	የተሰጠ ሥልጠና	በሰው	4,934	2,990	61	133,531	40,435	30	91,775	8,375	9	51,800
5	የBDS አገልግሎት	በሰው	3,168	1,920	60	-	5,353	-	6,445	4,848	75	12,121
6	የማደራጀት አገልግሎት	በሰው	7,254	19,134	264	200,159	74,941	37	140,826	8,225	6	102,300
7	የተፈጠረ የሥራ ዕድል	በሰው	-	45,351		113,670	107,283	94	112,153	20,131	18	172,765

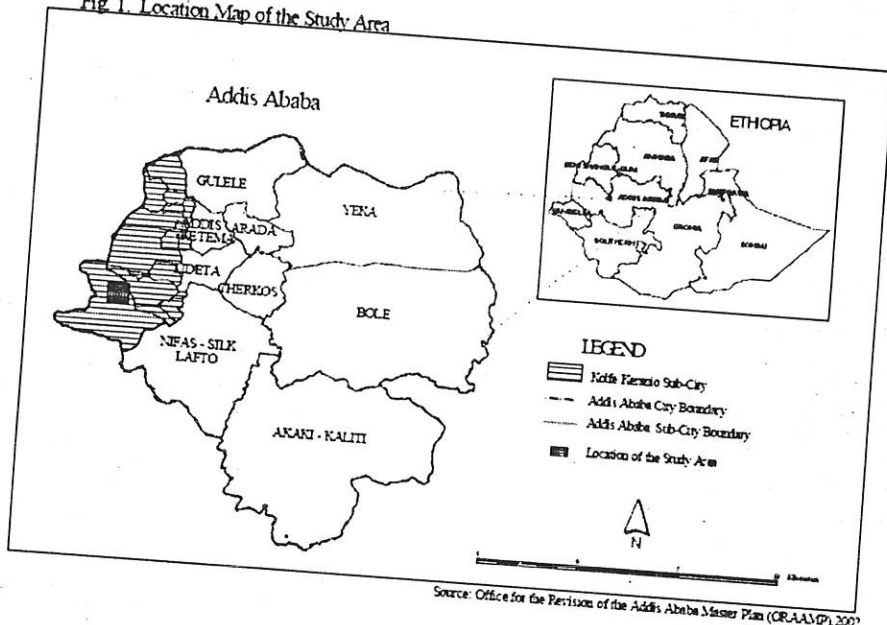
≡



ተ.ቁ	ክ/ክተማ	የብድር አቅርቦት	የገቢዎች ትኩረት	ስልጠና	የBDS አገልግሎት	አደረጃጀት	የተፈጠረ የሥራ ዕድል
0.	ጉሰሌ	11488000	5066	5245	2410	803	16112
0.	ቁርቆስ	3515694	542	249	480	221	645
0.	አዲስ ክተማ	1988135	1071	705	230	160	7323
0.	የካ	3240920	672	972	157	725	1102
0.	አራዳ	3111022	295	1083	237	474	1433
0.	ኮልፌ ቀራንዮ	5917900	540	555	-	625	1402
0.	ን/ላዳቶ	3201580	7203	943	1351	934	9225
0.	ቦሌ	4288715	992	1581	-	643	1000
0.	አቃቂ ቃሊቲ	2653540	701	1672	-	690	2500
	ድምር	4037510	261	779	925	539	471
		43443016	17343	13784	5790	5814	41213


*(Handwritten mark)*

Fig. 1. Location Map of the Study Area




## Declaration

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

Name Fasika kebede  
Signature   
Date of submission 22-08-2007

This Thesis has been submitted for examination with my approval as a University Advisor.

Name Wubeke Kassa  
Signature   
Date of Approval 22-08-2007