



The Impact of Vocational education and Training on self-sustainability of ex-convicts: The Case of Federal Prison Administration

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CERTIFICATE

The undersigned certify that we have read and here by recommend to Addis Ababa University to accept the thesis submitted by Medreku Hizkyas entitled **The Impact of Vocational Education and Training on self-sustainability of ex-convicts: The Case of Federal Prison Administration** in partial fulfillment of the requirements for the award of Master Degree in Educational leadership and Management.

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DECLARATION

I, Medreku Hizkyas declare that this research paper is my original work and that all sources of the materials in the research paper have been accordingly acknowledged. The matter in material form in this research paper has not been submitted earlier for award of any master degree, degree or diploma to the best of my knowledge and belief.

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ABSTRACT

The purpose of this study was to explore the positive impact these vocational education training have on the inmate's self-sustainability once they exit these prison facilities. Federal prison administration is mandated to admit and ward prisoners, provide reformatory and rehabilitative service various lengths of sentences in the penal institutions. in order to enable them make attitudinal and behavioral changes, and become law abiding, peaceful and productive citizens .In order to achieve this objective, they engage the inmates in various technical and vocational training aimed at equipping them with adequate skills to become self-reliant, useful to the community and avoid reoffending once through with their penitentiary terms.. The study had five objectives which include: the technical and vocational educational training is organized and managed in prison positive impact on the self- sustainability of ex-convicts in federal prisoner administration, technical and vocational educational training accessible in prison makes worth impact on self-sustainability – employability, vocational training offered in prison makes wealth impact on self-sustainability - productivity in labor power, What attitude /perception of prison on the conducting technical and vocational educational training in ex-convicts makes worth impact on self-sustainability – sustain in engagement and the areas of training, major problem/challenges in the provision of technical and vocational training in prison impact on the self-sustainability of the prison ex-convicts in federal prisoner administration. This study aimed at investigating the positive impact of VET obtained in prison on self-sustainability of ex-convicts. And this research followed mixed-methods descriptive-design approach. Hence allows the researcher to describe record, analyses and report conditions that exist or existed. This study contacted 287 sample respondents (ex-convicts). This study applied mainly used survey, interview and observation as a data collection instrument. Accordingly, out of the total sample 287 ex-convicts 233 (81.23%) of them disagreed for VET obtained in prison is offering economic opportunities within the context of livelihood sustenance. out of the total sample 287 ex-convicts 218 (75.95%) of them strongly disagreed for VET obtained in prison enables them to solve work related problems. Based on these presentations still VET in prison is not at the appropriate position being conductive to sustain employment.

Based on the summary of the findings above this study concludes that VET obtained in prison and its worthiness in impacting self-sustainability less than average value. Even if providing inmates with vocational education and training is pathway to reduce recidivism. The study recommended that the government should improve on the technical and vocational education program offered and come up with modern, relevant, need based and market oriented courses, provide tools and startup capital to enable the ex-convicts carry out their trade after release from prison. In addition, it recommends that ex-convicts should be allowed to select courses of their choice which are within their ability. It is better to diversify areas of VET which can be established as of institutional based – formal education system setting.

Key words: VET, VET obtained in prison, TVET, Ex-convicts, Self-sustainability, Employability, Sustain in employment, productivity in labor power.

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ACRONYMS

TVE	Technical and Vocational Education
TVET	Technical and Vocational Educational and Training
TVSD	Technical and Vocational Skills Development
UNECSCO	United Nations Economic Cultural and Social Cooperation
EOS	Ethiopia Occupational Standards
NQF	National Qualification Frame Work
VET	Vocational Education and Training
VT	Vocational Training
VG	Vocational Guidance
PASDEP	Plan for Accelerated and sustainable Development to End Poverty
EOPP	Employer Opportunity Pilot Project
NLSY	National Longitudinal Survey of Youth

CHAPTER ONE; INTRODUCTION

1.1 Background of the study

The fundamental purpose of education is developing habits of the mind that will foster well-being. The purpose and justification of a sentence of imprisonment or a similar measure is ultimately to protect society against crime. This end can only be achieved if the period of imprisonment is used to ensure that upon the offender's return to society he/she is willing and able to lead a law-abiding and self-supporting life. To this end, the institution shall utilize appropriate and available remedial, educational, moral and spiritual forms of assistance.

Education and learning does not end when a person is arrested and imprisoned; even though, education in prisons is not required by law and prisoners do not have legal rights in that respect (UNESCO Institute for Education, 1995). Ethiopia federal prisoners administration service has continued to offer inmate's rehabilitation programs and technical and vocational education and training that would help them be reintegrated into the society and actively participate in positive socio-economic engagements upon release.

The skills gained enhance their chances of engaging in gainful employment and minimize their chances of returning to criminal activities. Even it has vital role to materialize code of corrections which is applied for rehabilitating the offender, if possible, and to restore him to useful citizenship According to Ross and Richard (2009) the major focus of the Prison rehabilitation Program should be to increase the inmates' education or skills level and thus improve their chances of success in life once they are released from the custody. In this regard Productivity Commission (as cited in Susan, 2007) announced that as part of prison program inmate education is intervention to reduce the risk of re-offending. At the same time this day technical and vocational aspect is becoming interesting for understanding of the technological nature of modern culture and an appreciation of work requiring. And it is believed that this initiation is a major concern in educational reform and democratization. The role of technical and vocational education and training (TVET) programs, science-based technology education, and general investment in human-capital development in developing and training a good stock of highly skilled technical manpower to drive economic growth and national development.

Technical and vocational aspect of inmate education broaden educational horizons by serving as an introduction to the world of work, and the world of technology and its products through the exploration of materials, tools, techniques, and the process of production, distribution and management as a whole, and to enrich the learning process through practical experience; orients those with the interest and ability in technical and vocational education towards preparation for an occupational field or training outside the formal education system (UNESCO, 2001). The main question however remains, how effective and relevant are these technical and vocational education training programs in impacts and preparing the inmates to face the challenges upon exit from prison and make them self-reliant, and useful to the society and consequently reduce their likelihood of reoffending. The life after prison and not only just an unproductive life but one that the ex-convict is able to enjoy and support self through gainful employment as a result of having gone through rehabilitative prison life.

For instance students who engage in vocational training in high school or technical school learn skills that are easily translated into a career. Opportunities for vocational training for inmates create these same benefits. Providing the practical work skills for inmates, to transfer into jobs outside of the prison, will reduce the changes of recidivating (Susan, 2007).

This day it is inevitable to study further the impact of vocational education and training on self-sustainability of ex-convicts, especially in case of those countries context which are becoming populated in youth. Especially in these countries it is common that adult offenders show delinquent behaviors when they are juveniles, and letting these kinds of behaviors go unresolved can lead to a higher risk of incarceration once in adulthood (Hill, 2015).

Among these countries Ethiopia is one of them. So, this study was aimed to reveal prison based Vocational Education and Training program's impact on self-sustainability of ex-convicts by being specific to Federal Prison Administration. Training of prison inmates in the modern society is crucial to achieving full rehabilitation and reintegration of the inmates into the society, studies carried out so far are yet to prove whether this key objective has been achieved world over.

Federal Prison Administration is regulated by the council of ministers pursuant to Article 5 of the Definition of Powers and Duties of the Executive Organs of the Federal Democratic Republic of Ethiopia Proclamation No 471/2005 and Article. 39(1) of the Federal Prison Commission

Establishment Proclamation No. 365/2003 (Federal Negarit Gazeta of the Federal Democratic Republic of Ethiopia, 13th Year No. 47 Addis Ababa 1st, June, 2007).

1.2 Statement of the problem

Lack of prison program for adult prisoners and offenders can cost the community in association with repeated criminal behavior. Released offenders who cannot find suitable work or a living wage are more likely to re-offend out of necessity. And the high prevalence of repeat offending creates enormous costs. Although inmates of federal prisons are trained to acquire employable skills, some of them usually return to their various homes without practicing the vocational skills they learned. Instead, they live idle lives and eventually, some of them go back to prison for committing the same or similar offences that sent them there. The problem of ex-convicts relapsing into criminal acts after release and being sentenced to jail again is termed recidivism. Finding a way of earning a decent living is the most important part of a prisoner's ability to reintegrate into society on release from prison.

The costs of which include the expenses of maintaining room and board for the increasing population, and expenses of victimization which rises significantly as increased recidivism translates to increased crime. So, without receiving adequate prison programming opportunities, incarcerated youth are more likely to be unemployed and/or on welfare in adulthood.

Even though, it is very few previous studies can show us empirical evidences on prison programming's impact on prisoners' life. Gordon & Weldon (as cited in Denise, 2013) have informed us that empirical studies demonstrated that a cost efficient approach to reducing recidivism is through a combination of career and academic education that will prepare inmates to gain lawful employment, hence improving their economic situations and deterring them from engaging in criminal behaviors.

Moreover, Lawrence, Mears, Dubin and Travis (2002) revealed that promising programs in terms of post-release outcomes include general characteristics, what also might be called principles of effective intervention: focusing on skills applicable to the job market; matching offenders' needs with program offerings; ensuring that participation is timed to be close to an offender's release date and providing programming for at least several months.

In addition Susan (2007) also recommended that intervention programs for offenders in the United States needs to focus on the community environment and the ex-offender's employment, education, health support and housing needs in that community in order to succeed in improving overall prisoners' life.

Callan and Gardner (2005) also pointed the value of vocational education and training as a major strategy for achieving the successful re-integration of released offenders back into the worlds of work, family and community.

However, the existing empirical evidence in contrast with more settled theoretical evidence show mixed results. One difficulty in assessing various programs is that they frequently do not state explicitly the theoretical foundations for anticipating various impacts. For this reason, it can be difficult to determine how exactly a given program is supposed to lead to a particular outcome or what broader goal it is supposed to achieve.

The aim of impact assessment in the public domain is to estimate accurately the largest possible extent to which interventions or actions achieve their objectives. So this study specifically has indicated the positive impact of prison based Vocational Education and Training by examining its worthiness on self-sustainability of ex-convicts. With the identification of a significant negative impact should be offered alternatives that could improve the situation. And the finding served as the tool to Prison Based Technical and Vocational Education & Training Reform Project of Federal Prison Administration which was initiated by Policy and Research Institute. And in the near future the reform could set logically sound objectively verifiable indicator in improving prison based TVET policy and implementation mechanisms.

1.3 Research questions

The study aimed at answering the following questions:-

1. How technical and vocational educational training is organized and managed in prison positive impact on the self- sustainability of ex-convicts in federal prisoner administration?
2. How technical and vocational educational training accessible in prison does makes worth positive impact on self-sustainability – engagement?

3. To what extent does vocational training offered in prison make positive impact on self-sustainability - productivity?
4. What is the attitude/perception of prisoners on the conducting technical and vocational educational training in ex-convicts in terms of their worth impact on self-sustainability – sustain in engagement?
5. What are the areas of training and the major problem/challenges in the provision of technical and vocational training in prison?

1.4 Objective of the Study

1.4.1 General Objective

The general objective of this study was to investigate the impact of TVET obtained in prison on self-sustainability of ex-convicts

1.4.2 Specific objective

1. To identify areas of technical vocational educational training obtained in prison
2. Investigate how technical and vocational educational training obtained in prison makes value impression on self-sustainability – employability
3. Examine how technical and vocational educational training obtained in prison makes worth impact on self-sustainability - productivity in labor power
4. Examine how technical vocational educational training obtained in prison makes worth impact on self-sustainability – sustain in employment
5. What are the areas of training and the major problem/challenges in the provision of technical and vocational training in prison?

1.5 Significance of Study

The prison service core mandate is to rehabilitate those sentenced to serve in their institutions and offer technical and vocational training program projected to prepare them to competently handle life upon release and be useful not only to self and others but also to the state by contributing in nation building. It is hoped that the information obtained through the study may

help in coming up with an education policy for convicts and also create rehabilitation programs relevant to the needs of individual convicts. Despite these limitations, the study could help in arousing more future advance research in the area. The realm of the study by ignoring the Regional Prison Administration, Research to date largely misses the major impacts that may (or may not) be associated with prison programming -Vocational Education and Training program. So, this study envisages providing relevant information with this regard to Federal Prison Administration. The study also will serve as the base line for other researchers who want to carry out further study. It will stimulate the Federal Prison Education and training officials and other concerned bodies to pay attention to the trends and magnitude of prisoner education problems and how to improve them, in a financially viable way.

As the nation research to date largely misses examining the extent VET makes worth impact on self-sustainability in a way being a tool for Federal Prison Administration and other co-workers could set logically sound objectively verifiable indicator in improving prison based TVET implementation mechanisms.

It means this finding gave direction for Prison Based Technical and Vocational Education and Training (TVET) Reform Project in the near future could set base line information.

So, this study predicts providing relevant information with this regard to Federal Prison Administration and other co-workers. It gave also strategic direction for the Federal Prison Administration could have a comprehensive package in VET undertakings that can favorably impact ex-convicts' ability to increase their skills, credentials, work experience, and wages.

1.6 Scope of the Study

This study was intended to investigate the application of vocational education and training obtained in prison in self-sustainability of ex-convicts. However due to time and budget constraints the scope of this study was limited to the information that was gathered from Federal Prison Administration a period of between 1-5 was had stayed out for more than six years. This means that the period is adequate to establish the impact of technical and vocational educational training (TVET) programs on the ex-convicts. Currently in Ethiopia; there are regional and federal prison administrations.

1.7 Delimitation of the Study

The study was conducted focusing on Federal Prison Administration. This is because positively impacts of vocational education training the ex-convicts were self-sustainable. This limits the realm of the study by excluding Regional Prison Administration. Hence it does not address all ex-convicts. So, the findings of this study might not be generalized to the entire population as only the views of selected prisons were taken. And the researcher used data obtained from “*Kaliti*”, “*Ziway*”, and Diredawa “and Shewarobit” prison administrations a period of between 1-5 was had stayed out for more than six years. The reason was; Lack of prison program for adult prisoners and offenders can cost the community in association with repeated criminal behavior. Released offenders who cannot find suitable work or a living wage are more likely to re-offend out of necessity. And the high prevalence of repeat offending creates enormous costs. Although inmates of federal prisons are trained to acquire employable skills, some of them usually return to their various homes without practicing the vocational skills they learned.

1.8 Limitation of the Study

The study was not totally free of limitations. One of the constraints was the reluctance of some ex-convicts to fill out and turn the questionnaires in time. Besides, a number of the respondents didn't give response for the open ended items which may an impact on the completeness of the study. However, the researcher has tried every possibility to convince the importance of the study for the participant in order to get their cooperation in filling the questionnaire and responding to the interview to access documents. Furthermore related literatures to this study area are very limited. Therefore, getting appropriate related literatures was very time taking. The researcher used March 2018 data obtained from “*Kaliti*”, “*Ziway*”, “*Diredawa*” and “*Shewarobit*” prison administrations. Which describes the feature of the prisoners being freed ranging between one to five year. Finding the ex-convicts within the projected area also posed some notable challenges.

1.9. Operational Definition of Terms

Prison Program- It encompasses academic training, vocational training, work experience, employment services, life skills training, mental health treatment, drug abuse treatment, faith-based programs and other programs.

Recidivism –it refers to re-offending which may be defined in many different ways, including re-arrest, re-conviction or re-incarceration

Stable employment - it is shaping prisoners' future seeks to redress the disadvantage experienced by them in the employment market by ensuring that VET provision meets the needs of a broad range of prisoners and leads to sound employment outcomes

Vocational training – training of offenders in certain skill sets to be used in future jobs upon release. In context to this paper it is a broad category encompassing training for specific vocations, prison industries work, and instruction in how to obtain and retain a job - “employment services” training

Aftercare support- any assistance given materially, referral or otherwise to those who have served and completed jail terms.

Ex-convict – a person male or female who has been convicted in a court of law and has fully served a jail term in prison.

Incarceration – the state remaining in detention in prison to serve a sentence.

Rehabilitation programs – various programs offered in prison by prison service to serving convicts to help them transform.

Reoffending – the act of committing a repeat offence after release from prison to serve an offence.

Self- sustainability – the state of being able to provide livelihood to self and dependents and through self- employment, getting a job or even furthering education.

Employability Skills (Job Skills) – Also “known broadly as generic skills or generic capabilities, enabling skills or even key skills” include “non-technical skills and competencies [abilities] that play a significant part in contributing to an individual’s effective and successful participation in the workplace”

1.10 Organization of the Study

This chapter is organized classified in to five chapters. Chapter one is dedicated for introduction. Under this chapter, background of the study, statement of the problem, objective of the study, scope of the study, limitation of the study are discussed. Chapter two embarks on reviewing theoretical literature on such topics as concepts and definition of Technical and Vocational Education and Training (TVET), Components of Technical and Vocational Education Training (TVET), Benefits of technical and vocational education training program to self –sustainable of ex-convicts, organization and management of TVET convicts, employment and self-sustainability and prison based programs & empirical 1), current state of TVET in Ethiopia, employment and self-sustainability, vocational education and literatures on empirical evidence on vocational education and training for self-sustainability of ex-convicts till the study leads towards the frame work of analysis.

Research design and methodology are embedded in chapter three. Chapter four encompasses data presentation, analysis and discussion. Lastly chapter five organizes summary, conclusion and recommendation.

CHAPTER TWO; REVIEW OF RELATED LITERATURE

2. Introduction

This chapter embarks on reviewing theoretical literature on such topics as Chapter two embarks on reviewing theoretical literature on such topics as concepts and definition of Technical and Vocational Education and Training (TVET), Components of Technical and Vocational Education Training (TVET), Benefits of technical and vocational education training program to self –sustainable of ex-convicts, organization and management of TVET convicts, employment and self-sustainability and prison based programs & empirical 1), current state of TVET in Ethiopia, employment and self-sustainability, vocational education and literatures on empirical evidence on vocational education and training for self-sustainability of ex-convicts till the study leads towards the frame work of analysis.

2.1 Concepts of Technical and Vocational Education and Training (TVET)

2.1.1. The Concept and Definitions of TVET

Technical and vocational education training this term has been given different definitions, and looked at through different lenses depending on what the writer is trying to portray. TVET is described as ,a comprehensive term referring to those aspects of the educational system involving, in addition to general education, the study of technological and related sciences and the acquisition of practical skills, attitudes understanding and knowledge related to the world of work (UNESCO, 2002). Although regionally other terms are still being used and the term TVSD is considered to replace it (Shengsheng, 2012). The original role division and interests conflict especially between ILO and UNESCO undermines the process of building TVET conceptual framework, so that even UNESCO places itself in the leadership position of TVET but still mainly address TVET within its TVE scope when it comes to build TVET concept, and no joint position paper ever been made in this issue though the strategy of TVET has required explicitly in this point.

This difficulty in conceptual clarification casts real challenge to UNESCO's monitoring of TVET for global comparison when TVET seems developing faster than UNESCO's researching pace

and ILO has its own independent researching and well-designed supervisory mechanism Vocational and technical education can easily be traceable to the different interpretations attached to them. It is common to find the terms used compositely when they should be used in a restricted sense and vice versa (Common Wealth Secretariat, 2013).

Sometimes, where the terms are used separately, conjointly or interchangeably, some individual (including intellectuals) interpret ‘vocational’ to mean business subjects or studies, and ‘technical’ to mean technical subjects or studies, or that which has to do with engine or metals (Kehinde and Adewuyi, July, 2015,).

Actually, vocational education is defined as the activities which aim at acquiring the skills, knowledge and attitudes that are required for employment in a particular occupation, cluster of related occupations or a function in a field of economic activity including business, agriculture, hotel, catering, fine and applied arts, tourist industries, private and public services, etc. In a nutshell, vocational education is concerned with the skills, understandings, attitudes, knowledge, abilities and competences which a person needs to acquire in order to do or carry out a particular job. It is also a form of education that emphasizes the development of occupational and procedural skills needed as preparation for work (Susan, 2007)

Maduka (as cited in Victor, 2013) defined vocational education “a type of education deliberately designed for the development of skills and knowledge which can be useful to both the individual concerned and the society.”

By contrast, technical education prepares students for acquisition of skills as well as basic scientific knowledge. Maclean and Wilson (as cited in Victor, 2013) noted one of the primary objectives of technical education is providing employability and workplace skills to prepare trainees for occupations above skilled crafts but below the scientific or engineering professions. Such programs prepare graduates for continuing education and often involve mastery of a body of knowledge and skills that can be applied in a practical way

The provision of education and training can be divided into three main categories 1) general educations (i.e. courses in subjects such as mathematics, sciences, history, geography, foreign languages, literacy etc.), 2) vocational education and training (i.e. education and training which aims to equip people with knowledge, know-how, skills and/or competences required in

particular occupations or more broadly on the labor market; and 3) non-formal learning, for example (but not restricted to) vocational training activities not typically leading to certification, some art and craft activities (Ilona, Hawley and Manuel, 2013, 23-25).

2.1.2. Vocational Education and Training (VET)

According to European Commission (2016, p.12-26) Vocational Education and Training (VET) refers to ‘learning pathways which aim to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly in the labor market for the jobs of today and tomorrow.

High-quality vocational education and training systems that have a strong work-based learning element facilitate young people’s transition to work and can contribute to reducing unemployment and supporting economic development.

VET is also a powerful means of empowering people to develop their full capabilities, enabling them to seize social and employment opportunities, and increasing the productivity of both workers and enterprises.

Better education and training is also necessary for (although it does not guarantee) decent work and socially sustainable, fair growth. VET and skills policies include formal, non-formal and informal vocational learning, workplace and work-based learning, and other learning opportunities in the formal and informal economies

2.2. Components of Technical and Vocational Education and Training (TVET)

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them. In the Ethiopian context is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standards (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification

Framework (NTQF). They are national Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopia Occupational Standard which comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises: Occupational title and NTQF level, Unit title, Unit code, Unit descriptor, Elements and Performance criteria, Variables and Range statement, Evidence guide.

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this The Ethiopia Occupational Standards (EOS) document comprise a description of the occupation with all the key components of a Unit of Competence: a) chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit Titles b) contents of each Unit of Competence (competence standard) c) occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career.

According to Nana et al. (2015, p.20) each phases of TVET (choice of vocation and training, apprenticeships, track selection and career development) need to incorporate the following components: (Ministry of Education August 2008)

- 1) **Gender Equity** to ensure that youth regardless of gender; 2) **Monitoring and evaluation** to monitor program implementation and evaluate program effectiveness; **Market-Based Solutions** grounded in research of local TVET trends; **Vocational Career Guide** to inform students of career prospects and opportunities within each vocation, to better guide vocation selection; **Life Skills Training** to equip students with the interpersonal skills to be effective practitioners and leaders; **Industry Linkages** to ensure growing sectors incorporating to TVET program as well as encourage matching between training

in school and labor market skill demand; **Quality Training Centers** to ensure that students are taught industry-relevant material that improves their employability upon program completion and **Entrepreneurship Training** to better ensure that students are equipped with the business development skills required to open and maintain small businesses.

2.3 Benefits of technical and vocational education training program to self –sustainable of ex-convicts

Technical and vocational education training program has been noted that developing skilled, disciplined, motivated, adaptable and innovative human resource is vital for ensuring sustainable economic competitiveness; it is believed that the development of necessary human resource can be achieved through the provision of demand-driven technical and vocational education and training.

Benefits can take various forms and arise at different points in time, during or (much) after the course or training. Individuals enjoy benefits from improved earnings, employment chances, mobility, capacity for lifelong learning, measures of working conditions and job satisfaction. Employers' benefits arise mainly from apprentices' productivity increases. The state yields net benefits both in terms of social rents (both individual and public costs plus positive externalities from increased productivity due to better education) and in fiscal terms (education expenses versus increase in tax income from higher earnings from better educated individuals) (Wolter and Weber, 2005). Some benefits such as greater general openness and ability to learn and upgrade skills later in life are not easily quantifiable. One alternative way to assess benefits beyond an economic analysis of the material labor market benefits is to survey satisfaction both of employers and of individuals. **Beicht and Walden (2005)** have carried out a survey to assess subjective current and future benefits for further VET. This include issues like: personal development, improvements in efficiency on the job, networking, improved perspective for better or more interesting employment, chances to move up the career ladder, better earnings etc.

2.3.1. Determinants of VET benefits

Individual returns from vocational education training depend on the individual students, their abilities and family background. Students in VET systems differ systematically from those in

general programs so that labor market outcomes cannot be directly compared. Meer (2007) argues that students with practical abilities are better off with a VET degree than academically oriented individuals and vice versa. Moreover, whether or not certain VET qualifications and related skills reap benefits depends on the nature of the demand for skills in the labor market. Looking at skills in isolation from context variables can lead to misinterpretations or over-evaluations as “up skilling a workforce without a corresponding improvement in the equipment they use or the markets they service will rarely achieve more than a marginal improvement in overall productivity, and little more in profit for the business” (Davis, 2007: 7).

Another determinant of VET benefits is the orientation (general versus occupation specific) of the program. Using data from the US Employer Opportunity Pilot Project (EOPP) survey and the National Longitudinal Survey of Youth (NLSY), Loewenstein and Spletzer (1999) assess the degree of specificity and generality of employer-provided training. They analyze how direct measures of specific and general training affect wage growth and mobility. In spite of the emphasis that labor economists have placed on specific training they find that employers in the EOPP and workers in the NLSY indicate that most of the skills obtained through employer provided training are useful quite generally. Although companies might be leery of providing general training for fear of poaching, it seems to have a greater effect on productivity than has specific training. Barrett and O’Connell (2001) used data from enterprises in Ireland and find that although statistically significant positive outcomes in productivity growth were realized for general and all sorts of training, this was not true for specific training. However, Lankard Brown (2001) argues that to be successful, training must be targeted toward a business need, in partnership with the employers.

The benefits of TVET also depend on how it is provided (Gospel and Foreman, 2002). Single-employer training, if it can integrate training into the broader human resource planning and the objective of staff retention, can be an advantage because actual employers should be best placed to assess training needs and outcomes. At the same, time individual firms may not train for fear of poaching and especially medium or small firms may lack in-house capacity. Colleges provide wide access and national coverage but they can be somewhat remote from the changing needs of employers, and their teaching and equipment can be out of date, especially in high technology sectors. Private providers (especially for-profit companies) have of necessity to be flexible and

responsive to market demands. However, quality varies and they may have limited employer links and be reluctant to train in more expensive areas. Multi- employer training reduces administrative costs. At the same time it stays close to employers. Theoretically, group provision can overcome some of the poaching and market failure problems. Multi-employer provision may ensure training in broad skills of a potentially transferable kind which makes it more attractive for young convicts. Finally, looking at the employer point of view, whether or not a firm can recoup their investments in human capital is heavily dependent on several environmental variables such as turnover or staff mobility which in turn depend on the flexibility of labor market regulation.

2.3.2. Employer perspective

The benefits accruing to employers can be measured in different ways. They arise from: returns from productive performance of trainees, (saved) costs of recruiting external skilled workers, (saved) outage costs when skilled workers are in short supply, performance differences between company trained and external skilled workers, supply benefit (e.g. image improvement). Ex-convicts gain benefits by saving costs they would incur if they had to hire new employees, including the recruitment process, integration of new employees and the risk of hiring a person that is not known to the company from previous experience.

Vocational training or career technical education programs in prison are designed to teach prisoners about general employment skills, or skills needed for specific professions and industries. The overall goal of vocational training is to reduce prisoners' risk of committing further offences by teaching them marketable skills which they can use to find and retain employment upon release. Vocational and technical training programs can also benefit the overall atmosphere in prisons by replacing idle time with constructive work. In addition, some vocational training programs can assist in the operation of prisons by having prisoners assist in institutional maintenance tasks. Evidences from (observation and document analysis)

2.4. Organization and management of technical and vocational education training for convicts

Ethiopia is signatory to a number of international convention and agreement that have implication for the management and treatment of individual in custody. Typically international

standards tend to very general statements of universal value as they have accepted by country which have extremely different practical challenges in adhering them. It is unlikely that there will be any requirements in these conventions that Ethiopia cannot meet but they will have consulted to ensure that their requirements are also captured the new national standards and that there is nothing in conflict between the two. Away from each other from changing the attitude and behaviour of convicts, education is a ladder of progress and development that can determine the future of the detainees and their country. With regard to the significant value of education for detainees, for Treatment of Detainees provide that detainees should have access to academic education, vocational training and social work services to facilitate their post release rehabilitation. Regulation No. 138/2007 Article 23 (1) stipulates that prisoners should be provided with the opportunity to attend academic and different vocational training classes. In the same article, it puts emphasis on illiterate people, women and juveniles to get priority and the education and training need to be delivered according to the curriculum approved by competent body and detainees completing education or training should get certified certificates. Universal Declaration of Human Rights, Article 26; everyone has the right to education and this education should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

The standards developed are to be the basic minimum requirements that are necessary to meet the objectives outlined in the federal prison proclamation. This means that the standards developed must be achievable by any and every prison in Ethiopia regardless of difference in culture, language or resources. The key issues that standards outlook are; prisoners' are treated with respect for their human dignity, prisoners are able, and expected, to engage in activity that is likely to benefit them, prisoners are prepared for release into community and helped to reduce the of reoffending. Standards in prison managed into reception, induction and categorization; rehabilitation (technical and vocational educational training), basic needs supply, safety and security, and human resource. Reception, induction and categorization are core area of prison service is critically important to check, based on legal procedure, that are coming to prison have the appropriate warrant. Then prisoners should be categorized them, made ready for security and rehabilitation (TVET) and administration (paster daniel g/selase 2012. The federal prison administration service main objective is to rehabilitate offenders in who have been sentenced to serve various lengths of sentences in the penal institutions. In order to achieve this objective,

they engage the inmates in various rehabilitation programs aimed at equipping them with adequate skills to become self-reliant, useful to the community and avoid reoffending once through with their jail terms .Prisons have existed in most societies for many centuries. Usually, they have been places where individuals were detained until they underwent some legal process (UN, 2005). The main purpose for establishing the prison centers in all parts of the world is to provide rehabilitation enable them show attitudinal and behavioral changes, and become law-abiding, peaceful and productive citizens when integrated into the community. The effectiveness of rehabilitation and reformation processes is largely determined by the prison facilities, services and treatment of prisoners during their time of incarceration.

Prison management and prison treatment practices and rights of prisoners have their roots in different international and national laws and conventions. Accordingly human rights instruments such as Universal Declaration of Human Rights, The Standard Minimum Rules for the Treatment of Prisoners, and The Body of Principles for the Protection of All Persons under, Any Form of Detention or Imprisonment, or The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment and The International Covenant on Economic, Social and Cultural Rights Convention provide a set of rules that help prison administrations and staff perform their duties through policies and practices that are lawful, humane and disciplined manner. According to FDRE Constitution in Article 9(4) all international agreements ratified by Ethiopia are an integral part of the law of the land. In Ethiopia, for a prolonged period of time, the public perception of the country described prisons served only as places of confinement and harsh disciplining. The constitution of the Federal Democratic Republic of Ethiopia (FDRE) guarantees respect for people's rights and freedom, and provides that federal and regional government organs at all levels and their respective officials have the responsibility and duty to respect and enforce said rights and freedoms. According to Regulation No.138/2007 on the Treatment of Federal Prisoners, the condition of premises in which prisoners live or work should have large windows which are enough to allow adequate light for reading and fresh air to circulate; as well as required to allow adequate artificial light for reading during the night without causing hazard to the eyesight.

Further proclamation no.365/2003, A Proclamation to provide for the Establishment of Federal Prisons Commission has also stipulated conditions under which prisoners should be treated.

Therefore, the objective of prison administrations now set as to admit and ward detainees and provide them with reformatory and rehabilitative services in order to enable them show attitudinal and behavioral changes, and become law-abiding, peaceful and productive citizens. In general, Ethiopian laws provide prisoners with inviolable and inalienable right to life, except as a punishment for a serious criminal offence determined by law. They have also the right to get health services, education, vocational training and education. Therefore, prisons required to having education and training facilities such as such as schools, workshops, laboratories, books, adequate number and quality of teachers etc. equivalent to other public schools and TVETs. It is also necessary for any detention centers, to the extent possible, to have health service station, complete medical equipment, qualified professionals and medication. Facilitating conditions for the maintenance of personal and environmental hygiene, besides helping detainees to become citizens conscious of their health, also prevents the possibility of the outbreak of diseases given the congested and suffocated conditions in the detention centers. The federal prison administration as the responsibilities to manage, control and coordinate prison center at Federal prison administration encompasses “*Kaliti*”, “*Ziway*”, and “*Diredawa and Shewarobit*” prisons. Basically these establishments located at different place, a place where people convicted of crime and have court decision are kept with. The major responsibility of each penitentiary center is to keep prisoners under custody (the document data). Technical and vocational educational training in useful trade is an essential element in prisoner’s rehabilitation particularly for the young.

2.5. Current State of TVET in Ethiopia

Public TVET institutions under the education sector were concentrating on producing middle level technical graduates at post Grade 10 level. In parallel with this, public and private companies have had their own TVET programs, as have NGOs and private TVET providers (Ministry of Education, August, 2008).

Meanwhile, in non-formal TVET programs, public institutions, NGOs, and private schools offer employment-oriented TVET programs to various target groups, including school leavers, people in employment, school drop outs and marginalized groups in the labor market. Unlike formal TVET, these programs are not yet systematically delivered.

In addition still as of other developing countries Ethiopia is too far in respect of implementing TVET effectively. According to Danielle et al. (2018, p.18-25) the nation is not at the position of identifying labor market indicators are lacking.

Even the nation is in evaluating its TVET program. And the country is also still yet to carry out can TVET program in line with youth employment interventions. It means the government is still yet in combining an appropriate and integrated mix of education, occupational skills, work-based learning and supportive services to young people.

The Government is also too far in promoting a more friendly investment climate for those who create their own employment, where skills are concerned their role in policy development and reforms to promote a more equitable, market-responsive training system.

Government and other stakeholders involvement in creating healthy economy and labor market, well organized pathways from initial education to work and further study, opportunities to combine study and workplace experience, safety nets for those at risk, effective information and guidance systems, and policy processes involving is still yet (Common Wealth Secretariat, 2013)

2.6. Employment and self-sustainability

Self-sufficiency by definition is a state in which someone or something can self-sustain oneself without using outside resources. If you take that statement literally, it is impossible to obtain. Each and every living creature on this planet is dependent upon outside resources in order to survive.

For instance, all animals need food to live. Anyway, employment is the key to economic self-sufficiency. Thousands of low-income individuals may enter in to the labor market in recent years; meanwhile, few have made the gains necessary to become economically self-sufficient. Many people are considered low income despite full-time employment. This suggests that finding a job is not always enough and that individuals and families benefit from having access to a continuum of support on the path to achieving self-sufficiency. A way of providing that long-term support is to organize program services within a self-sufficiency continuum framework.

2.6.1 Vocational Education and Training (VET), Employment and Self-sustainability

According to Ayo and Mashood (2016) VET programs organized by considering livelihood sustenance they have positive impact on self-sustainability of those participated in the program; because, these programs have power in improving the employability of participants and also to empower them with work readiness skills. In line with this Common Wealth Secretariat (2013, p.13-18) also strengthened this concept by saying that vocational education and training had power to raise productivity of workers, and ameliorating their lifetime earning ability. To contribute to the employment

Even European Commission (2016) goes further in detailing the linking between Vocational Education and Training (VET), self-sustainability and employment by reminding us that the problem of widespread poverty and unemployment could only be solved if priority is given to VET with greater attention to empowering the youth through this aforementioned educational training.

Because, high-quality vocational education and training systems that have a strong work-based learning element facilitate young people's transition to work and can contribute to reducing unemployment and supporting economic development. It means VET is necessary for (although it does not guarantee) decent work and self-sustainable, fair growth. Moreover, Ayo and Mashood (2016) cited that vocational and technical education has positive impact on livelihood sustenance and economic development.

2.6.2. Prison based Programs

To assist ex-prisoners and ex-offenders to return to the community as law-abiding citizens, correctional services deliver (to high-risk offenders in particular) learning programs which target the behavior directly related to the offence, for example, substance abuse and anger management. Especially, offenders' lack of educational attainment negatively has impacts on their employment prospect which also negatively has effect on their physical and mental issues. Providing motivated offenders the opportunity to educate themselves, the offender's life can improve through the experiences of discipline, instilling confidence and stability (Steven, 2015).

Incarceration impacts employment and earnings through a number of channels. First, with few exceptions, institutionalized men do not participate in the non-institutionalized economy. In the sense that prison may incapacitate inmates from committing further crimes, it also incapacitates inmates in all other domains of life, including employment. To be sure, the extent of this employment incapacitation effect depends on the likelihood that the incarcerated would be employed.

So, there are various prison based programs this day given to inmates in prison. As of education program Adult and remedial educational programs and educational development project are given to inmates in prisons (Asokhia and Osumah, 2013). In the form of Skills Acquisition Programs inmates carpentry, tailoring and so on are conducted to inmates in prisons. As of counseling services inmates attend Educational /Academic service, Vocational/Career service and Social-personal service. Even there are prisons religious services such as Christian religious service and Islamic religious service are delivered to the inmates.

According to Jennifer and Len Engel (October 31, 2006,) VET contribution to employability fills a vital need for most individuals; it provides income, social connection, and feelings of societal contribution and self-worth.

For ex-offenders returning to the community after a period of incarceration, employment can make the difference between succeeding and returning to prison. Ministry of Justice (2014) also aired that Prisoners who had attended vocational training in prison were more likely to securing employment shortly after release.

Especially the introduction of vocational education and training as part of the prisoner rehabilitation offers opportunities for offenders to increase the likely hood of successful reintegration in to the community and reducing the risk of reoffending. Providing offenders with Vocational education and training will provide significant benefit in addressing issues that caused offences as well as reduces their recidivism rate (Hadi and Wan, November, 2014, p.13-23).

2.7. Empirical evidences

2.7.1 Empirical evidence on vocational education and training for self-sustainability of ex-convicts

The widely held view among criminologists was that prisons had failed to rehabilitate offenders. When released, prisoners work on the outside world. Unfortunately, the ex-prisoners find that the equipment and techniques used in prison are obsolete and that few acquired skills were transferable in the world of sophisticated technology.

Furthermore, their work habits are highly inappropriate. In the prisons, there are no qualified personnel to train prisoners in the needed skills which would enable ex-prisoners compete effectively in today's highly competitive job market.

Existing routes into employment for prisoners are important because they indicate the types of intervention that are likely to lead to increases in the proportion gaining employment. In addition to assisting in increasing post-release employment prospects, prisoners and offenders with vocational skills are also more likely to be able to assist in the development of their communities (Australian National Training Authority, 2015).

Petersilia finds that programs that prepare prisoners for work or, even better, actually put them to work in paid jobs, help to reintegrate convicts into society. She also observes that prison programs appear to have the greatest impact on younger offenders, and she recommends that drug treatment again become a correctional-system priority (Eli, 2000, p.212-229).

Federal Ministry of Health (as cited in Joseph, 2013:16-23) revealed study on justice systems in Nigeria reveal that, prison facilities were established for the purpose of reformation, rehabilitation and reintegration of prisoners and as such facilities for vocational and formal educational instruction were put in place in order to realize these goals.

Davis also (as cited in Joseph, 2013, p.16-23) reminded us that within the custodial institutions, the situation was only slightly better with a high proportion of prisoners reporting subjection to mental or psychological torture by threats of beating (45.9%), denial of food (30.0%) and long detentions (31.7%),

2.8. Towards the Frame Work of Analysis

Basically theoretical framework serves as the guide on which to build and support this study, and also provides the structure to define how the researcher will philosophically, epistemologically, methodologically, and analytically approach the dissertation as a whole; so, the following issues are seen as part of theoretical frame work (Cynthia, 2010).

Education cannot discontinue when a person is arrested and imprisoned. And this day it is applied for materializing Code of Corrections in paving the way of restoring the prisoner to useful citizenship (Alison, 2015, p.1-3). Education and training is not only a means of supporting offenders in their transition from prison to the outside world. It is “an imperative in its own right” and prisoners should not penalization this right to access education while in prison.

That is why nowadays education and training is deployed in prison. It encompasses 1) general educations 2) vocational education and training and 3) non-formal learning (Ilona, Hawley and Manuel, 2013, p.23-25). Meanwhile from impacting prisoners’ overall life aspect i.e. recidivism, stable employment, stable housing, physical/mental health, healthy family relationships, sobriety; prison programs needs to go beyond education and training.

Prison programs encompasses academic training, vocational training, work experience, employment services, life skills training, mental health treatment, drug abuse treatment, faith-based programs and other programs. At the same time this day technical and vocational aspect of education and training is becoming interesting for understanding of the technological nature of modern culture and an appreciation of work requiring. And it is believed that this initiation is a major concern in educational reform and democratization (Alison, 2015, p.1-3).

Especially VET contribution to employability fills a vital need for most individuals; it provides income, social connection, and feelings of societal contribution and self-worth. For ex-offenders returning to the community after a period of incarceration, employment can make the difference between succeeding and returning to prison.

Meanwhile research to date largely misses the major impacts that may (or may not) be associated with prison programming. That said, our review of the evaluation literature suggests that in-

prison programming can affect a wide range of outcomes and, in turn, can contribute to an equally wide range of longer-term goals (Jonathan and Benjamin, 2016).

So this study investigated the impact of vocational education and training obtained in prison on self-sustainability of ex-convicts by being specific to the application of vocational education and training obtained in prison in respect of employability and sustaining self-employment of ex-convicts. Actually, receptivity to ex-convicts' entry into the workforce is also important.

That receptivity is especially important from employers, employment assistance program staff, corrections workers, and offenders themselves. It is also obvious that the problem of widespread poverty and unemployment in respect of prisoners could only be solved if priority is given to revitalizing technical and vocational education and training with greater attention to empowering the youth through this aforementioned educational training (Ayo and Mashood, 2016, p.15-28).

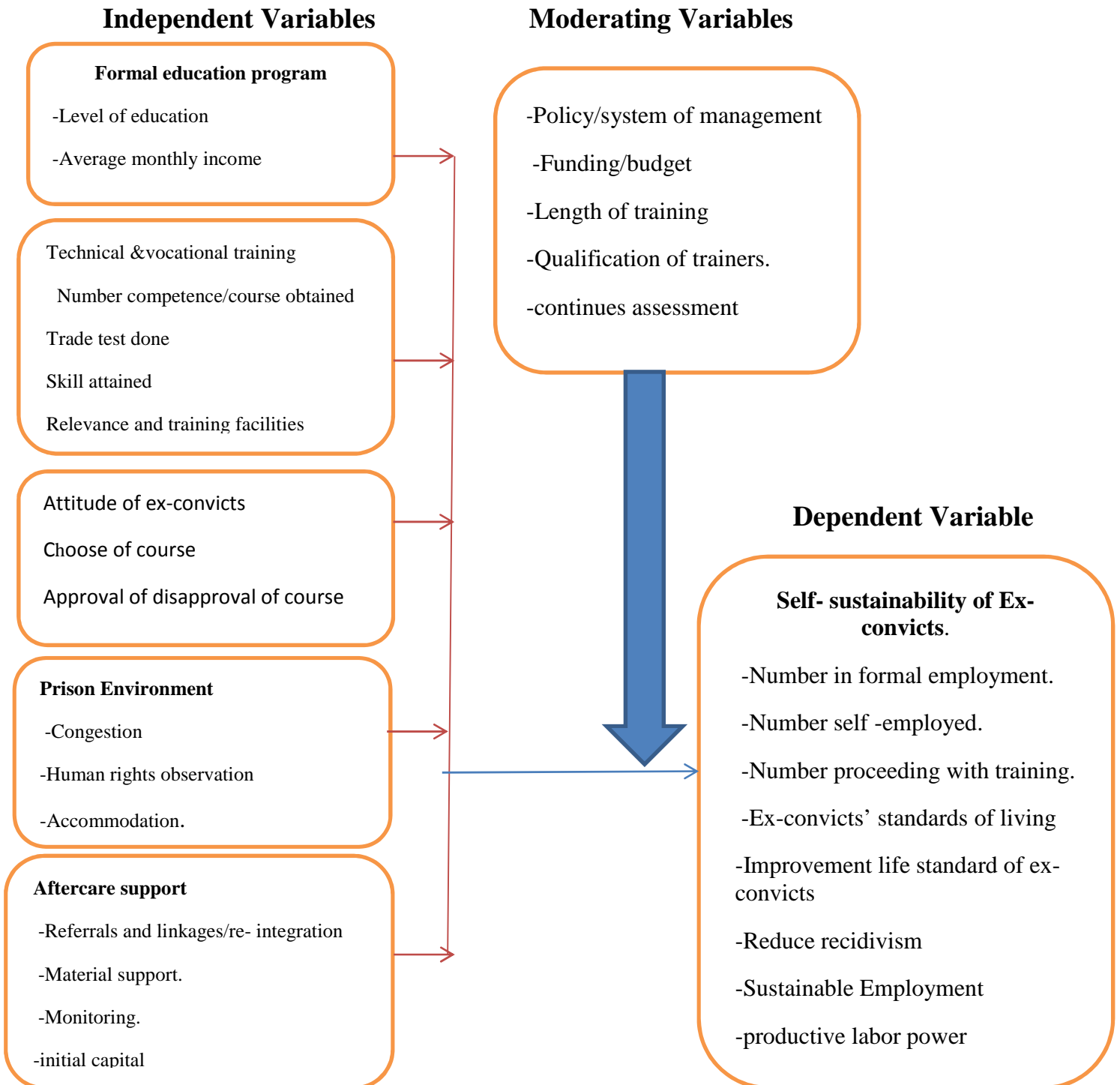
It refers to 'learning pathways which aim to equip ex-convicts with knowledge, know-how, skills and/or competences required in particular occupations or more broadly in the labor market for the jobs of today and tomorrow. Moreover, it can be reiterated that the need to link vocational and technical education program to economic opportunities within the context of livelihood sustenance is highly imperative in academic scholarship (Ayo and Mashood, 2016).

Based on the aforementioned concepts this study has given attention to Ayo and Mashood (2016) understanding about how vocational education and training obtained in prison makes worth impact on self-sustainability – employability, productivity in labor power and sustain in employment.

And it also derived likert scale questionnaires to what extent VET makes worth impact on self-sustainability – employability, productivity in labor power and sustain in employment as graphically presented in the framework served as a guide and lens for analysis of evidence mentioned in figure 3.1 (Cynthia, 2010, p. 2-5). It is clear this framework provides the structure to define how the researcher approaches the thesis as a whole.

2.8.1 Conceptual Framework of the study

The goal of conceptual framework is to categorize and describe concepts relevant to the study and map relationships among them and also defining how variables interrelate. The conceptual framework for this study is figuratively shown in figure 1



Source: own synthesis from literature review

2.11.1. Summary of the Conceptual Framework

The conceptual framework shows the relationship between the independent variables which are the Educational programs, the vocational trainings, attitude of the inmates towards the offered programs, the environment under which they are held and the Aftercare support and how they all correlate with the self-sustainability of the ex-convicts which is the dependent variable. There are some moderating factors which include government policy in the prison service, the funding received, the duration of training and the level of qualification of the prison trainers.

CHAPTER THREE; RESEARCH METHOD AND MATERIAL

3.1 Introduction

In this chapter the researcher outlines the type of research methodology which was applied. It covers the type of research design, sample and sampling procedure method, target population, accessible population and sample size. The researcher further discusses on the data collection procedure and analysis, and research instruments the study adopted. It has also focused on validity and reliability of instruments and ethical issues.

3.2. Research Method and Materials

3.2.1. Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy procedure. It is the conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurement and analysis of data. The research adopted a descriptive survey design. According to Kothari, (2004), descriptive design allows the researcher to describe record, analyses and report conditions that exist or existed.

This research followed mixed-methods descriptive-design approach. Although there are different types of mixed-methods descriptive-design studies, the type adopted for this study was “convergent parallel design” (Victor, 2013). However, the purpose of adopting a mixed-methods descriptive design for the study was to enable the researcher to have a balanced and complete opinion about the impact of VET on self-sustainability from ex-convicts and long tenured professionals’ perspective in this area of work. Moreover, this method was chosen because it enabled the researcher “to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem”

3.2.2. Population, sample and sample size of the study

The target population is that which a researcher wants to generalize the results of the study. According to records obtained from Federal Prison Administration there are 9028 ex-convicts who have been released after serving their penitentiary terms in prisons for the last 5 years. Out of these 1028 attended skill and/or VET (in Institution-based-formal education system) setting. Based on compiled secondary data (January, 2017) population size distribution in respect of the four prison administrations is shown below.

Table3.1. Distribution of population size

Distribution of Population size (1028)			
“Kaliti”	“Ziway”	“Diredawa”	“Shewarobit”
510	110	210	198
Total=1028			

Source: Compiled Secondary data (February, 2018)

By considering population size-1028, this study contacted 287 sample respondents (ex-convicts). And sample size distribution to each prison administration was calculated by using ratio of its population and total population in percentage and multiplying the result by 287 i.e. “**Kaliti**” 142; “**Ziway**” 32; “**Diredawa**” 58 and “**Shewarobit**” 55

3.2.3. Sampling technique

This study applied two stage sampling - a cluster sampling. A cluster sample is a simple random sampling of the primary units (the clusters- Federal prison administrations) followed by a census of the secondary units (ex-convicts in each selected primary unit). Systematic random sampling was also used to select ex-convicts previously attending VET from the lists found in Report of the Mission of the Special Rapporteur on Prisons and Conditions of Detention in Federal Prison Administration.

3.2.4. Research instrument

A questionnaire was used as data collection instrument. It was comprised of both open ended and closed ended questions. The questionnaire was divided into six segments, each dealing with questions to address each particular variable. Section A addressed the characteristics of the respondents, section B then dealt with how technical and vocational educational training is organized and managed in prison impact on the self- sustainability of ex-convicts in federal prisoner administration; section C How does technical and vocational educational training offered in prison makes worth impact on self-sustainability – employability? Section D to what extent vocational training offered in prison makes wealth impact on self-sustainability - productivity in labor power? Section E what attitude /perception of prison on the conducting technical and vocational educational training in ex-convicts makes worth impact on self-sustainability – sustain in engagement? The last section that is, section F addressed What are the areas of training, major problem/challenges in the provision of technical and vocational training in prison impact on the self- sustainability of the prison ex-convicts in federal prisoner administration? Both closed and open-ended questions were used, the open-ended aimed at getting opinion and more information of the respondents. The choice of the questionnaire was based on the fact that it is easy to analyze the collected data statistically. Furthermore, prison policy documents, strategies and guidelines from Federal Prison Administration recorded document from the prison TVET were assessed and analyzed as necessary to get secondary data.

Both the questionnaires and interviews were prepared based on the basic questions and review of related literature. After the instruments prepared appropriately, they were provided to the advisor for comments and suggestions; and, then improved accordingly.

3.2.5. Method of data collection

According to Wimmer and Dominick (2011), method is a specific data collection process in accordance with the assumption of the selected methodology. Therefore, this study applied mainly the following information gathering tool, i.e. survey, interview and observation

3.2.4.1. Survey/ Questionnaire

A questionnaire is used as data collection instrument. It is comprised of both open ended and closed ended questions. Especially self-administered structure questionnaires were designed by paying attention to Mashood (2016,) theoretical concepts about the impact of VET on self-sustainability. And the study designed likert scale questionnaires to what extent VET makes worth impact on self-sustainability – employability, productivity in labor power and sustain in employment. A five -point Likert scale (degree of agreement) from “1” to “5” was used to measure likert scaling items. And after then the study translated the questionnaire in to Amharic and distributed it with soliciting letter to ex-convicts identified as the sample by their personal and peer e-mail address which was cited in Report of the Mission of the Special Rapporteur on Prisons and Conditions of Detention in Federal Prison Administration.

3.2.4.2. In-depth interview of long tenured professionals

To triangulate the information gathered from ex-convicts this study carried out in-depth interview with long tenured professionals serving as instructor in Addis Ababa Prison Administration. To interview was four of the respondents the study designed open ended questionnaires regarding to how VET obtained in prison makes worth impact on self-sustainability – employability, productivity in labor power and sustain in employment.

3.2.4.3. Observation

For strengthening what the study gathered as primary information and observing the current situation of prison based VET program; the researcher physically observed “Zuway” and “Shewarobit”; meanwhile, for the rest especially “Kaliti” the researcher himself is the staff no need of him to undertake frequent visit.

3.2.6. Data analysis technique

Data was collected from the study participants to initially manage in way that enables data entry simple. In this research the Statistical Package for Social Sciences (SPSS) software any one of recent version was used for analysis. Data was analyzed by using descriptive statistics methods. Regarding to qualitative case it was analyzed thematically.

3.2.7. Instrument Reliability and Validity

Reliability is the degree of consistency that the instrument or tool demonstrates on repeat trials, that is, whether scores resulting from repeated use of the instrument are consistent.

Reliability answers the question, “Are scores stable over time when the instrument is administered a second time?”(Creswell,2003). To ensure reliability, the researcher used split half technique. The measure was split into two equal parts and each part was treated as a separate measure. Each part was then scored accordingly and the scores correlated. The spearman- Brown Prophecy formula was then used to estimate the reliability, which achieved a score of 0.85. The general convention in research is that one should strive for reliability Testing goodness of data (especially for the case of likert scale questionnaires) is testing the reliability and validity of the measures. Since the statements have been generated from an extensive review of academic and practitioner's literatures, it is assumed that the construct validity will hold.

According to Ticehurst and Veal (2000), reliability is the extent to which research findings would be the same if the research were to be repeated at a later date, or with a different sample of subjects. This research used the most popular test of inter-item consistency reliability that is the Cronbach’s coefficient alpha and has been used to identify the validity of items used in survey. To ensure content validity the instrument was discussed and reviewed by researcher’s peers. Content validity yields a logical judgment as to whether the instrument covers what is supposed to cover. Content validity ensures that all the correspondents understand the items on the questionnaire. The validity of the instrument was therefore enhanced through appraisal of the tools and verification by the supervisor who is an expert and the necessary improvements were made to ensure that the research questions measure what they were expected to.

According to Sekaran (2000), reliabilities less than 0.6 are considered to be poor, those in the range of 0.7 are acceptable, and those over 0.8 are good. According to Hendrickson et al (1993) and McGraw and Wong (1996) the alpha of a scale should be greater than .700 for items to be used together as a scale. Therefore minimum 0.700 coefficient alpha values accepted to finalize the item validity. So Cronbach’s Alpha tests were 0.71, 0.704 and 0.71 for Likert Scale

Questionnaires to what extent VET makes worth positive impact on self-sustainability – employability, productivity in labor power and sustain in employment respectively.

3.2.7. Ethical Consideration

Respondents were approached and informed about the intent of the research. Furthermore the ex-convicts were informed that their response would be kept confidential and would be used for academic purpose only, in verbal communication. After getting the consent of the respondents, self-administered questionnaires were designed for the purpose of this study.

CHAPTER FOUR; DATA, ANALYSIS, DISCUSSION AND PRESENTATION

Introduction

This chapter of the descriptive mixed-methods design study presents the outcomes of the survey research titled impact of technical and vocational education on self-sustainable of ex-convicts in the federal prison administration. The results are made to relate to the key considerations discussed in the literature review sections. At the same time, the data is analyzed in association with the research questions raised in chapter one. The center of focus of the presentation and analysis of data was to investigate how vocational education and training obtained in prison makes worth impact on self-sustainability – employability, productivity in labor power and sustain in employment for ex-convicts. Finally, summary of findings with respect to these same issues were presented and discussed in a way the researcher could grasp ideas leading to the next conclusion section.

4.1 Sample and Response Rate

In case of quantitative survey from 1028 ex-convicts attending the study targeted 287 respondents, 142 from kality, 32 from zaway, 58 from *Diredawa* municipality and 55 from *Shewarobit* Division Are in the federal prison administration. A total of 287 questionnaires were returned which is 84.6% of the total sample and considerably adequate for analysis. The 243 returned questionnaires. Mugenda (2003) suggested that for generalization, a response rate of 50% is adequate for analysis and reporting, 60% is good and a response rate of 70% and over is excellent. In addition, this was a high rate considering that the respondents were ex-convicts long released from prison and therefore posing a challenge to trace them upon release. TVET 287 was selected as sample respondents. Questionnaire were designed and administered for this purpose.

4.2. Brief Description of the Study area

The Federal Prison administration (FPA) is established under the Ministry of Federal Affairs with proclamation No. 365/2003. The institution is mandated to admit and ward prisoners, provide reformatory and rehabilitative service in order to enable them make attitudinal and behavioral changes, and become law abiding, peaceful and productive citizens and provide technical support for regional correctional facilities. Its head quarter which is headed by chief commissioner in Addis Ababa which encompasses “*Kaliti*”, “*Ziway*”, “*Diredawa* and *Shewarobit*” prisons, “*Kaliti*” prison one of a number of prison centers in Ethiopia, Serves as the main prison of the country. It is located 11 km south of central Addis Ababa, in “*Akaki Kaliti*”, the southernmost sub city of the nation's capital (Report of the Mission of the Special Rapporteur on Prisons and Conditions of Detention in Africa to the Federal Democratic Republic of Ethiopia, March, 2004, p.5-30). “*Ziway*” Prison is another federal prison in the Addis Ababa region situated about 150 kilometers away from the capital, Addis Ababa. The most of the inmates are pass judgment come from *Kaliti*, “*Diredawa*” Prison is also another federal prison located in the eastern part of the country situated about 515 Kilometers far from Addis Ababa. Technical and vocational training (TVET) program is headed by general educational and training directorate at the head office which manages, organizes, leads and control the entire training center (observation and analysis data).

4.3. Socio Demographic Characteristics of Respondents Be consistent

The ex-convicts population is comprised of both gender and therefore it was important to capture the distribution of the respondents accordingly this gave findings on how either gender has fared as far as self-sustenance is concerned since their release, also analyzed and presented is the age of the respondents which gave more information on the kind of individuals being dealt with in different stages and ages of life.

Prison ex-convicts range from young people to the middle aged, this is the most active age and the time young adults begin to shoulder various responsibilities in their lives some of which may force them to engage in illegal activities in order to support themselves.

In order to understand whether the ex-convicts had any means of survival or livelihood, it was important to find out their levels of income as it will give a bearing on how much each earned on monthly basis and whether it was enough to enable him/her provide for self and others.

Table 4.1 shows the distribution of Ex-convicts Gender, Age, time taken since release and averagely monthly income.

The major indicators	Frequency distribution	Percentage
Gender		
Male	250	87
Female	37	13
Age categories		
27 to 28 years	35	12.2
28 to 33 years	160	55.7
34 to 45 years	52	18.1
46 to 58 years	20	6.98
Above 58 years	20	6.98
Average Monthly Income of Ex-Convicts		
0 to 950 ET birr	140	49
951 to 1050 ET birr	84	29.27
1051 to 1850 ET birr	25	8.71
1851 to 2010 ET birr	20	6.96
>2010 ET birr	18	6.2
Time taken since release		
Year 1	52	18.11
Year 2	60	20.9
Year 3	50	17.42
Year 4	60	20.9
Year 5	65	22.65
Engagement since release from prison		
Self-employment	94	32.7
Formal employment	47	16.37
Unemployed	147	51.23

Source: own survey (March, 2018)

According to Table, 4.1 250 (87%) of the gender were males. This indicates that there are more male prisoners than there are female prisoners. One possible explanation for high number of males is that males traditionally commit more crimes than female. Only 37(13%) of the respondents were Females. Prison ex-convicts range from young people to the middle aged, this is the most active and productive age and the time young grown-ups begin to shoulder various responsibilities in their lives some of which may force them to engage in illegal activities in order to support themselves. *Table 4.1:* above presented percentage and frequency distribution of ex-convicts by age Accordingly, The findings that most offenders and hence prisoners were middle aged can be explained by the fact that they were able bodied people seeking conventional means of livelihood but who in the process may have been frustrated by lack of the same due to prevailing economic hardships. Out of the total sample 287 ex-convicts 35(12.2%) of them were with 27 to 28; 160(55.7%) of them 28 to 33; 52(18.1%) of them 34 to 45; 20(6.98%) of them 46 to 58 and 20(6.98%), and above 58 years of age. Most of ex-convicts are among 28 to 33 years of age. This finding is reasonable for the country like Ethiopia this day which is becoming dominated by youth. At the same time it sounded the significance of this study; because in developing countries like Ethiopia it is common that adult offenders show upsetting behaviors when they are youngsters, and letting these kinds of behaviors go unresolved can lead to a higher risk of incarceration once in adulthood (Hill, 2015, p.1-3). The table also presents the percentage of ex-convicts that was found to be out of prison for a period of between 1-5 years had stayed out for more than six years. This means that the period is adequate to establish the impact of technical and vocational educational training (TVET) programs on the ex-convicts. The table shows Frequency distribution of ex-convicts by the times since release. Accordingly, out of the total sample 287 ex-convicts 65 of them were with one years since release; 60 of them were with two years since release; 50 of them were with three years since release; 60 of them and of them were with four years since release, and 52 of them were with five years since release years since release . Here it can be observed that regarding to “times since release” sample taken during the study was with fair distribution. It means almost all ex-convicts in respect of “times since release” were included in the sample of the study. And this also gave relatively better opportunity to elicit analyzable information and data on the impact of VET obtained in prison on self-sustainability of ex-convicts in respect of times taken since release.

Quantitative survey of this study also assessed average monthly income of ex-convicts and presented in the table 4.1 In order to understand whether the ex-convicts had any means of

survival or livelihood, it was important to find out their levels of income as it will give a bearing on how much each earned on monthly basis and whether it was enough to enable him/her provide for self and others. Table 4.1 shows the average monthly income of ex-convicts. Above presented percentage and frequency distribution of ex-convicts by average monthly income. Accordingly, out of the total sample 287 ex-convicts 140, 84, 25, 20 and 18 of them were with 0 to 950 Eth birr, 951 to 1050 Eth birr, 1051 to 1850 Eth birr, 1851 to 2010 Eth birr and > 2010 Eth birr average monthly income respectively. Most of ex-convicts are with average monthly income of less than 1050 Eth birr. And this paves the way for this study will see in detail in next sections and it gives relatively better opportunity to elicit analyzable information and data on the impact of VET obtained in prison on self-sustainability of ex-convicts.

4.4. Technical and vocational educational training is organized and managed in prison positive impact on the self- sustainability of ex-convicts

4.5. The Federal Prison Administration has different departments under which several services are provided to inmates. Rehabilitation & Development Division with three Directorates (Correction & Rectification Directorate / CRD/, Education & Training Directorate / ETD/ is among the departments responsible to provide rehabilitation service for inmates.

Under ETD, Integrated Functional Adult learning / IFL/, formal education & Technical Vocational & Educational Training / TVET/ are provided to inmates aiming at career planning to achieve independent living and self-sufficiency upon their discharge from prison.

Inmates in thousands are incarcerated in the four federal correctional facilities where the FPA is directly mandated. Of these inmates most of them are on pretrial. The FPA is working to get inmates in the four correctional facilities develop certain TVET skills while serving their sentences in prison to ensure that they have the ability to get into work immediately upon their release. The respondents were asked whether they had undertaken any rehabilitation program while serving their sentences in prison. This was aimed at finding out the programs each was taken through and whether there are others who had not engaged in any rehabilitation program during their stay in prison. In order to establish whether the ex-convicts undertook any programs while serving their sentences in prison, they were given an option of the available programs like Formal education, Vocational training and Life skills to confirm the ones they were taken through. The impacts of TVET on prison self-sustainability of ex-convicts in the federal prisoner administration in all centers.(document analysis)

In this regard, though the demand is high, the division offers technical, vocational & Educational Training / TVET/ for around 3000 inmates yearly. The Vocational fields of training going to be provided with in kality ,ziway shewaroibit and Dire Dawa Correctional. The areas of trainings are Accounting, ICT, Wood-Work, Metal-work, Basic Computer, Animal Husbandry, Hair Dressing, Auto Mechanical Work, Leather, Clothing and Textiles, Catering Craft Practice & Weaving. On the other hand, vocational training programs designed for only female inmates Catering Craft Practice, (from educational and training expert)

4.5.1. Areas of Basic Skill and/or TVET previously ex-convicts attended

Various vocational courses are offered in prison. Table 4.2 shows the courses that ex-convicts undertook while in prison. This study surveyed areas of VET previously ex-convicts attended and presented below

Table 4.2: Frequency distribution of ex-convicts by Areas of Basic Skill and/or VET

<i>Frequency distribution of ex-convicts by Areas of Basic Skill and/or VET</i>			
	Basic Skills or VET	Frequency	Percent
	Accounting (**)	44	15
	ICT(**)	40	14
	Wood-Work (*)	30	10.47
	Metal-work(*)	26	9
	Basic Computer (*)	25	8.7
	Animal Husbandry (*)	32	11.149
	Hair Dressing (*)	22	7.7
	Auto Mechanical Work (*)	22	7.7
	Leather (*)	13	4.5
	Clothing and Textiles (*)	12	4.18
	Catering Craft Practice (*)	11	3.84
	Weaving (*)	10	3.48
	Total	287	100

Source: Compiled Primary data

*Note: (**) indicates VET in Institution-based-formal education system setting (from level 1 to Level 4)*

() indicates basic skills given for six months*

The table 4.2 above presented percentage and frequency distribution of ex-convicts by Areas of Basic Skill and/or VET. Accordingly, out of the total sample 287 ex-convicts 44 of them previously attended Accounting; 40 of them previously attended ICT; 30 of them previously attended Wood-Work; 25 of them previously attended Metal-work; 32 of them previously attended Basic Computer ;22 of them previously attended Animal Husbandry; 11 of them previously attended Hair Dressing; 22 of them previously attended Auto Mechanical Work; 13 of them previously attended Leather; 12 of them previously attended Clothing and Textiles, and 10 of them previously attended Catering Craft Practice, 10 of them previously attended Weaving.

Most of ex-convicts attended VET in institution-based-formal education system setting (from level 1 to Level 4) and this gave relatively better opportunity to elicit analyzable information and data on the impact of VET obtained in prison. From physical observation the study also could identify that Animal Husbandry is given “Ziway” and “Shewarobit” prisons; whereas, accounting and ICT are given in Addis Ababa prison administration.

4.6.The positive Impact of technical and vocational educational training offered in prison makes worth on self-sustainability – employability

The impact of TVET offered in prison self sustainably employment as greater general openness and ability to learn and upgrade skills later in life are not easily quantifiable. While the Correction staffs are little pleased with the employment outcomes being gained by prisoners, they have two major concerns. One is that, the Centre was not fully abreast with information on the types of job opportunities that exist in the prisoners local communities. A related concern is also the difficulty faced by prisoners after release in re-adjusting to the world of work. The second concern is heightened by the return of prisoners to their communities where very few job opportunities exist. It is believe that upon release, many prisoners get into luggage carrying employment which involved unskilled work, head porter and trolley pushing. It is clear that this work will not provide longer-term solutions to their employment needs as dose the training. It can however, be deduced that inmates who take full advantage of skilled training would integrate in their communities better and avoid recidivism than those who do not. One alternative way to assess benefits beyond an economic analysis of the material labor market benefits is to survey satisfaction both of employers and of individuals. Beicht and Walden (2005) have carried out a survey to assess subjective current and future benefits for further VET. This

include issues like: personal development, improvements in efficiency on the job, networking, improved perspective for better or more interesting employment, chances to move up the career ladder, better earnings

4.5.1. VET obtained in prison and its impact on self-sustainability– employability

This study surveyed ex-convicts’ degree of agreement on VET’s impact on self-sustainability– employability and presented below

Table 4.3: Distribution of Ex-convicts by Training Contribution to Employment

S/ N	Likert Scale Questionnaires to how VET obtained in prison makes worth impact on self-sustainability– employability	Number (%) of Respondents		Degree of Agreement				
				5	4	3	2	1
1	Training obtained in prison enables me self-sustainable in leads to professions demand on the labor market respect of offering economic opportunities within the context of livelihood sustenance	No	287	-	-	54	123	110
		%	100	-	-	18.83	42.85	38.32
2	TVET obtained in prison enables me self-sustainable in esteem of widely accepted to play a role in reducing unemployment ex-convicts	No	287	-	-	54	113	120
		%	100	-	-	18.83	39.37	41.81
3	TVET obtained in prison assists me self-sustainable in deference of securing high paying jobs	No	287	-	-	53	34	200
		%	100	-	-	18.82	11.5	69.68
4	Training obtained in prison qualifies me self-sustainable in respect of being competent in labor market	No	287	-	-	22	78	187
		%	100	-	-	7.68	27.17	65.15
5	VET attained in prison assists me self-sustainable in respect of taking access to suitable employment	No	287	-	-	52	67	168
		%	100	-	-	18.13	23.34	58.53

6	VET obtained in prison enables me self-sustainable in respect of acquainting with appropriate technologies	No	287	-	-	53	34	200
		%	100	-	-	18.46	11.86	69.68
7	VET obtained in prison enables me self-sustainable in respect of using standard operating procedures	No	287	-	-	21	43	223
		%	100	-	-	7.32	14.98	77.7
8	VET obtained in prison enables me self-sustainable in respect of solving work related problems	No	287	-	-	31	38	218
		%	100	-	-	10.8	13.24	75.95
9	VET obtained in prison enables me self-sustainable in respect of acquiring knowledge/know how of the increasing complexity of technology.	No	287	-	-	29	33	225
		%	100	-	-	10.12	11.49	78.39
10	VET obtained in prison enables me self-sustainable in respect of handling stress and pressure on the job	No	287	-	-	16	53	218
		%	100	-	-	5.59	18.46	75.95
11	VET obtained in prison enables me self-sustainable in respect of having experience in effective and successful participation in the workplace	No	287	-	-	25	48	214
		%	100	-	-	8.72	16.72	74.56
12	VET obtained in prison enables me self-sustainable in respect of gaining experience of the demands and disciplines of a working environment	No	287	-	-	18	28	241
		%	100	-	-	6.28	9.75	83.97
13	VET obtained in prison enables me self-sustainable in respect of utilizing of skills acquired	No	287	-	-	13	43	231
		%	100	-	-	4.54	14.98	80.48

Source: Compiled Primary data

Note: 5 = Strongly Agree, 4= Agree, 3= Indifferent, 2 = Disagree and 1 = Strongly Disagree

The Table 4.3 above presents percentage and frequency distribution of ex-convicts by their degree of agreement on VET's impact on self-sustainability– employability. While corrections staff was pleased with the employment outcomes being gained by prisoners upon release, they had two major concerns. One was the view that, despite their best efforts, centers were not fully in touch with the types of job opportunities that existed in local or regional communities. Accordingly, out of the total sample 287 ex-convicts 233 (80.17%) of them displayed disagreement for VET obtained in prison is offering economic opportunities within the context of livelihood sustenance. In addition 233 (80.17%) of them displayed disagreement for VET obtained in prison is helping them to understand the vicinity where they live in making money. Moreover, from among the sample 265 (92.33%) of them displayed disagreement for VET obtained in prison is making them competent in labor market.

It means still most ex-convicts are deprived of persistent unemployment, a proliferation of temporary jobs and growing youth discouragement in advanced economies as well as poor-quality and informal subsistence-level jobs. For instance, in this quantitative survey almost 85% of among the sample said “No” to “Q - Does the application of vocational education and training obtained in prison enable you to acquire formal employment?” Even 90% of them also said “No” to “Q - Does the application of vocational education and training obtained in prison enable you to get involved in self-employment?”

Actually, according to Jo, Ilona and Manuel (2013, p.13-23) if training is provided with no real prospect of securing employment after release, this can be damaging for prisoners. It means with growing prison populations and limited resources, identifying and supporting opportunities to combine VET and work can be seen as one way of preparing prisoners for employment following their release but also as a way of overcoming resource constraints. Even Ayo and Mashood (2016, p.15-28) strengthened this idea by saying that it is inevitable to link vocational to economic opportunities within the context of livelihood sustenance. The table above presents percentage and frequency distribution of ex-convicts by their degree of agreement on VET's impact on self-sustainability– employability. Accordingly, out of the total sample 287 ex-convicts 34 (11.86%), 200 (69.68%), of them disagreed and strongly disagreed respectively for VET obtained in prison is acquainting them with appropriate technologies.

In addition 43(14.98%), 223 (77.7%) among the sample also disagreed and strongly disagreed respectively for VET obtained in prison enables them to use standard operating procedures. Moreover, from among the sample 38 (13.24%) and 218 (75.95%) of them disagreed and strongly disagreed respectively for VET obtained in prison enables them to solve work related problems. Based on the aforementioned presentation still VET in prison is not at the appropriate position being conducive to sustain employment.

Meanwhile, according to Jo, Ilona and Manuel (2013, p.13-23) prison based VET should present an opportunity for prisoners to positively engage in meaningful activities within the prison environment, gain experience of the demands and disciplines of a working environment and to gain self-respect as well as skills and competences to improve their employability.

Any way to triangulate the response given by ex-convicts this study also carried out in-depth interview with long tenured professionals in Addis Ababa Prison Administration. Among these professionals answered interview question code T.N (2018) explained about VET and its impact on self-sustainability – employability by strengthening the information gathered from ex-convicts. He said that

“It is still yet to see the impact of VET on self-sustainability- employability of ex-convicts; because, the program by itself is not institutionalized yet”

“Still we have not diversified areas of VET by considering economic opportunities within the context of livelihood sustenance of ex-convicts.”

“Still we are yet in designing areas of VET paying attention to the vicinity of ex-convicts.” code (T.1n)

Moreover, as the researcher visited physically he can observe that areas of TVET were undergone on demonstration areas with shortage of facilities.

This study found that the participants really in on the fact that financing survives there was a foremost constant worry. Many of them believed that finding stable employment would remedy a lot of their daily challenges. Some participants wanted to go to school, but could not afford to pay tuition. Some participants wanted to closure their criminal records to pursue better employment, but they did not have the money to pay the fees that it cost to seal their records. Other respondents discussed the lack of felon friendly jobs and how there are very

few employers that do higher offenders. The participants were asked to respond to a question identifying one perceived need in employment. Of the 287 participants, five participants reported that they needed their criminal record to be removed. During interview question the respondent says that, “Having a record discontinues me from having a job; once they see that they are done with you” code R2 K (Personal interview, February 2018).

“If the course and vocational trainings are given by qualified professional in level that reveals excellent with national standards and yet more focus is given to practical aspects in due course if will be source for competent trainers” “finally he said that technical and vocational training it means basic skill training that provided for convicts have wide range of important after release. It helps me to have some skill, which makes me to be permanent employee or I can work with self-employment with the skill acquired from training”. (Code RK2)

4.5.2. Technical and vocational training obtained in prison and its impact on self-sustainability– productivity in labor power

An explanation for such variation in productivity has been put forward by Wolter (2005) who argues that firms which operate in a flexible Swiss labour market have to make sure that apprentices are productive because they cannot be sure to keep their apprentices as employees once the apprenticeship period is over. He however stresses that even though labour market regulations determine employee mobility and hence firms’ willingness to invest in their training, these aggregate results cover a heterogeneous picture in the two countries pointing to the fact that despite a common legislative and economic framework, firms have scope to render training productive.

This study surveyed ex-convicts’ degree of agreement on VET’s impact on self-sustainability– productivity in labor power and presented below

Table 4.4: technical and vocational training (TVET) impact on self-sustainability– productivity in labor power)

S/ N	Statements	Number (%) of Respondents		Degree of Agreement				
				5	4	3	2	1
1	VET obtained in prison enables me self-sustainable in respect of acquiring occupational skill	No	287	-	-	43	64	180
		%	100	-	-	15	22.29	62.71
2	VET obtained in prison enables me self-sustainable in respect of gaining self-respect as well as skills and competences to improve my employability	No	287	-	-	23	74	190
		%	100	-	-	8.02	25.78	66.2
3	VET obtained in prison enables me self-sustainable in respect of acquiring vocational skills necessary for agricultural, industrial, commerce and economic development	No	287	-	-	26	83	178
		%	100	-	-	9.07	28.91	62.02
		%	100	-	-	11.2	15.67	73.17
4	VET obtained in prison enables me self-sustainable in respect of acquiring skill needed to the current job	No	287	-	-	23	72	192
		%	100	-	-	8.03	25.08	66.89

Source: Compiled Primary data

The Table above presents percentage and frequency distribution of ex-convicts by their degree of agreement on VET's impact on self-sustainability– employability. Accordingly, out of the total sample 287 ex-convicts 244 (85%) and 180 (62.71%) of them disagreed showed encountered for VET obtained in prison enables them to acquire occupational skill. In addition 72 (25.08%) and 192 (66.89%) among the sample also disagreed and strongly disagreed respectively for VET obtained in prison enables them acquire skill needed to the current job. Any way to triangulate the response given by ex-convicts this study also carried out in-depth interview with long tenured professionals in zaway prison Administration. Among these professionals Code B.D3 (February, 2018) explained about VET and its impact

on self-sustainability – productivity by strengthening the information gathered from ex-convicts.

“The impact of VET on self-sustainability- productivity of ex-convicts; as why age is in the range of productive age, vocational training I obtained in prison helps me to own some skill that makes me more productive labor in the economy with a competent knowledge.He attends in Kality prison technical and vocational education when he was in convicted. It articulates studied basic leather product training that was purely for practical application on the job. Our Workshop was properly equipped and maintained so that helps me self-employed and productive. They were making things the society needed....and contributing to the wellbeing of the society.” (CodeB3D)

Accordingly his explanation most of the ex-convicts are in the range of productive age, acquired vocational and educational training is positive impact on self-reliant.as researcher observes especial in leather and leather product training was properly equipped and maintained. So that helps me self-employed and productive.

4.5.2.1 Mean value of VET worthiness in impacting self-sustainability - productivity in labor power

This study also described VET worthiness and presented below

Mean value of VET worthiness in impacting productivity in labor power

	N	Minimum	Maximum	Mean	Std. Deviation
<i>VET worthiness in impacting employability</i>		1	2	2.205	0.12
Valid N (list wise)	287				

The Mean value of VET worthiness in impacting self-sustainability productivity in labor power with 2.205, Based on this value VET worthiness in impacting self-sustainability - productivity in labor power is far less than average value - 3.00.

4.7. Attitude /perception of prison on the conducting technical and vocational educational training in ex-convicts makes worth impact on self-sustainability – sustain in engagement?

The attitude of the inmates towards the offered technical and vocational educational training and how it impacted on their self-sustainability was also studied because how an individual perceives and shows commitment towards a particular cause has some bearing on overall

mutual benefit from the same. The motivation towards these programs and fervor in taking them could be guided by how the inmates feel about them or the value they attach to them or whether they own the entire training process. Freedom to choose or select is vital as this can make an individual like or hate or attach some importance towards something. In the prison scenario hence, the inmates either choose the Programs on offer or the same were chosen for them by the prison the system. Individual opinion of the inmates can give a bearing on how they feel about the programs offered and more so if they are good and beneficial to them in the long run. This will indicate the kind of attitude they have towards the programs and thus if they will benefit from them and acquire the projected skills. During interview question Code T W 4 (February 2, 2018) respondent's ex-convict said that

“The TVET is extremely important for prisoners as it is means to get mind change and attitude. one of the reasons why people commit crime is simply due to lack of appropriate knowledge and know how to survive generating income sufficient for themselves and tier dependent as I observed when I was in prison many of the prison have not enough income to bring in prison. the basic level of education have alone vocational training so what is important for prison providing TVET in addition to basic needs, thus providing vocational training service being essential to prisoner, the following suggestion is given to improve TVET offers in prison center. The prison center has to take training and coaching prisoners as one of the tasks to be performed. As is done official recognition by TVET agency should be regularly renewed. Regarding facility to be available efforts is made to equip the training center with required machine, material and accessories” (Code TW4)

Based on his explanation, it is suggested that more competitive vocational programs must be introduced in order to make inmates more marketable so that they will earn more income from their vocations. The law forbidding ex-convicts from being employed in public institutions should be reviewed. The public education on the need to accept ex-convicts should be continued. This will ensure that ex-convicts are not stigmatized. Thus equip the training center with required machine, material and accessories.

4.8. The major problem/challenges in the provision of technical and vocational training in prison impact on the self- sustainability of the prison ex-convicts in federal prisoner administration?

Offenders confined in correctional institutions are confronted by a range of social, economic and personal challenges that tend to become obstacles to a crime-free lifestyle (Borzycki and Baldry, 2003; Visher, Winterfield, and Coggeshall, 2005). Some of these challenges are a result of the offenders' past experiences and others are more directly associated with the consequences of incarceration and the following difficult transition back to the community (Borzycki, 2005). Offenders may have a history of social isolation and marginalization, physical or emotional abuse, poor employment or unemployment, and involvement in a criminal lifestyle that began at an early age. So too may offenders be challenged by physical and mental disabilities and health issues that may be related to substance abuse and drug addiction. Many offenders are challenged by skills deficits that make it difficult for them to compete and succeed in the community: poor inter-personal skills, low levels of formal education, illiteracy or innumeracy, poor cognitive or emotional functioning, and/or a lack of planning and financial management skills. There are also several practical challenges that must be faced by offenders at the time of their release, including finding suitable accommodation with very limited means, managing financially with little or no savings until they begin to earn some lawful remuneration, accessing a range of everyday necessities, and accessing services and support for their specific needs.

The period of transition from custody to community can be particularly difficult for offenders and contribute to the stress that is associated with being supervised in the community. The period of incarceration may itself have had several "collateral effects" (Borzycki, 2005: 36; Borzycki and Makkai, 2007:10) upon many offenders: they may have lost their livelihood, their personal belongings, their ability to maintain housing for themselves and their family; they may have lost important personal relationships and incarceration may have damaged their social networks; they may have experienced mental health difficulties or acquired self-defeating habits and attitudes. Homelessness, in particular, may place youth at risk of offending (Arnall, et al., 2007) the failed reentry of prisoners into society involves some significant costs for society, both financial and in terms of public safety. The costs of programs to support the reintegration of offenders must be assessed against the benefits of avoiding these significant future social and financial costs.

The findings of the descriptive mixed-methods study are presented in this section, three main themes emerged from the data collected and analyzed from the transcripts of the semi-structured focus-group sessions, personal interviews, and the structured survey questionnaire as perceived by federal prison administration ex-convicts. The three main themes emerging

from the findings are as follows: (1) training obtains Poor status of technical and vocational education and skills training (TVET) schools and programs in Prison; (2) allocation of budget limited and less supervision level of support for TVET schools and programs; and (3) Shortage of highly-skilled technical manpower, Poor infrastructure and institutions, Lack of employability and entrepreneurial skills among the youths.

To produce quality graduates, the TVET schools must be well-equipped...and staffed with highly qualified teachers. But as everyone knows, corruption is a problem here: the money allocated to these schools is being mismanaged. Another problem here is lack of supervision...Students sent out on industrial attachments to various corporations and agencies around the country are not being properly supervised by those assigned to do that. The students end up just hanging out there for one year doing nothing...at the end of the period...some of the trainee would forge paper[s] claiming that they have completed their industrial attachment....The institutions or agencies responsible for this should properly monitor the students' progress and endeavor to verify the documents they claim to have been issued them by the corporations where they did their industrial attachment. (Code AD4)

4.8.1. Data analysis of Strengths and Weakness of technical and vocational educational training(primary data analysis and observation)

The following section explains the strengths and weaknesses of the TVET program on the self-sustainability of ex-convicts offered by the prison and how this can ensure independence to livelihood.

Strengths of the TVET

Below are the strengths of the TVET training centre of federal prisoner's administration.

- a. The actual final project materials used to produce attractive and marketable furniture products for the local and staff members are used to receipts the product.
- b. products produced in the prisons by the inmates are sold to generate income for institution.
- c. The training serves as a character reformation strategy which helps to transform the behaviour of inmates while in Prison.
- d. The training centre serves as an entertaining, education and inspiring centre for the inmates to develop social, interpersonal and community relationships.
- e. The inmates are exposed to foreign and local visitors who visit the Prison and see the technical and vocational training project products displayed at the exhibition centre.

f. Socially, the inmates get the opportunity to relate with other relatives, which of course, enhances their network.

g. The training programme creates the enabling environment for the prison officers to relate with the inmates and share life experiences with and counsel them towards living outside the prisons.

Weakness of technical and vocational educational training

The following are some of the weakness of TVET training centre of federal prisoner's administration.

a. The programme receives inadequate financial assistance to provide more materials for the skills training.

b. Instructors are not intrinsically motivated enough to give their best because the monthly income are not enough

c. There is poor coordination between the Department of Social Welfare and the training centre.

d. The instructors' lack in-service training to enable them learns new things and imparts new ideas into the inmates during the course of training. This limits the knowledge base of the instructors about other aspects of the vocational training.

e. Due to inadequate tools, machineries and materials for production, the prices of the inmates' products are not competitive on the open market. Consequently they earn little income for the development and management of affairs in the training centre.

It can be seen that the advantages inmates derive from the Training far outweigh the disadvantages observed in the programme. This suggests the need to strengthen the programme to make it more beneficial to the inmates. (Document data analysis and observation)

4.8.2. Teaching and learning problems confronting the instructors and inmates of the TVET training centre of federal prisoner's administration.

Identified problems faced by the instructors and inmates of the TVET training centre of federal prisoner's administration are as follows;

a. The space allocated for the Training programme is too small. There is the need to create enough space to contain all the inmates under the Training programme and enable them work efficiently.

b. The work environment is not shaded enough and some of the trainees are left under the mercy of the scorching sun. When it rains, work stops to and protects the materials to be protected from getting soaked and destroyed. The result is destructive learning, and lack of concentration on the part of inmates especially in Kality centre.

c. Tools and materials supplied by the training centre to train the inmates are not enough for all of them to do practical works at the same time. The schedule of training set to train the inmates is not flexible enough for them to acquire the identified learning modules.

d. Instructors do not have adequate prerequisite knowledge to handle the entire practical works as trainers, which of course, affects the output of the trainee inmates in the respective work areas.

e. Inmates do not have the opportunity to develop their skills from design to production.

Table 4.5 challenges in the provision of technical and vocational training in prison impact on the self- sustainability

S/N	Statements	Number (%) of Respondent s		Degree of Agreement				
				5	4	3	2	1
1	Inadequate funding for TVET schools and programs obtained in prison enables me self-sustainable in respect of acquiring occupational skill	No	287	180	64	43	-	-
		%	100	22.29	62.71	15	-	-
2	Poor leadership, lack of vision and proper planning for TVET schools and programs.	No	287	190	74	23	-	-
		%	100	66.2	25.78	8.02	-	-
3	Lack of equipment/teaching and learning materials for TVET that enables me self-sustainable in respect of acquiring vocational skills necessary for agricultural, industrial, commerce and economic development	No	287	178	83	26	-	-
		%	100	62.02	28.91	9.07		
		%	100	73.17	15.67	11.2	-	-
4	VET obtained in prison is Lack of proper training and motivation for TVET teachers/instructors.enables me self-sustainable in respect of acquiring skill needed to the current job	No	287	192	72	23	-	-
		%	100	66.89	25.08	8.03	-	-

Source: Compiled Primary data

The table above presents percentage and frequency distribution of ex-convicts by their degree of agreement on challenges in the provision of technical and vocational training in prison impact on the self- sustainability of the prison ex-convicts in federal prisoner administration Accordingly, out of the total sample 287 ex-convicts 244 (85.02%) of them replies that agreed for Inadequate funding for TVET schools and programs obtained in prison enables me self-sustainable in respect of acquiring occupational skill. In addition 267 (93.08%) among the sample also agreed for Poor leadership, lack of vision and proper planning for TVET schools and programs.

4.8.3. Challenges faced by ex-convicts since release from prison.

The ex-convicts gave several challenges which they had faced since their release from prison as all the ex-convicts felt that lack of capital to start up their own enterprises as the biggest challenge. Lack of tools and materials and also training are the next challenge. The challenge is to the Ethiopian federal prison Departments to not only provide training skills and knowledge to the convicts but also startup capital, tools and materials to set-up their own ventures and enable them become sustainable (primary data from ex-convicts).

4.9.TVET impact Suggestion forwarded by ex-convicts

To contribute to the employment and learning pathways which can support the successful reintegration of offenders into the community, all jurisdictions are providing education and training for young prisoners that contributes to industry-recognised certificates, such as those encompassed by national training package qualifications. Most jurisdictions have implemented programs for transition from prison to community and provide pre- and post-release assistance and support for adult prisoners.

Some jurisdictions are:

- ◆ providing social and life skills education as well as career counselling
- ◆ providing prisoners with personal work references
- ◆ Developing partnerships with industry and employers to provide work experience in the community.

Table4.6 Suggestion forwarded by ex-convicts for improvement

Suggestion forwarded by ex-convicts for improvement	Frequency	Percentage %
Provide tools for their trade	287	100
Providing start-up capital	287	100
Continued support after release	134	47
Market personalized progresses	177	61.7
Incorporation of ICT in training	123	42.8
Training done by professionals	98	34.14
Allowing convicts make own Choices in training	277	96.6
Diversify the area of training program	287	100
Modernizing courses	231	80.4
Exposing inmates to practical experience	287	100

Source: Compiled Primary data

All the ex-convicts Suggestion to improve that the government should provide support in form of tools and other logistics to enable carry out their trade after release. In addition, all (100%) recommended that the ex-convicts should be provided with start-up capital, courses should be market tailored, allowing the convicts chose the courses they like and exposing inmates to practice experience while being trained so that they can be employable or have the required experience to start their own enterprises upon release.

“The TVET is extremely important for prisoners as it is means to get mind change and attitude.one of the reasons why people commit crime is simply due to lack of appropriate knowledge and know how to survive generating income sufficient for themselves and their dependent as I observed when I was in prison many of the prison have not enough income to bring in prison. the basic level of education have alone vocational training so what is important for prison providing TVET in addition to basic needs, thus providing vocational training service being essential to prisoner, the following suggestion is given to improve TVET offers in prison center. The prison center has to take training and coaching prisoners as one of the tasks to be performed. As is done official recognition by TVET agency should be regularly renewed.”
(Code T.W1)

CHAPTER FIVE; SUMMARY OF FINDINGS, CONCLUSION AND Recommendation

5.1 Summary of major Findings

This study mainly assessed to investigate the impact of VET obtained in prison on self-sustainability of ex-convicts. To this end, the study tried to answer the following research questions: 1) dealt with how technical and vocational educational training is organized and managed in prison impact on the self- sustainability of ex-convicts in federal prisoner administration;2) How does technical and vocational educational training offered in prison makes worth impact on self-sustainability – employability? 3) To what extent vocational training offered in prison makes wealth impact on self-sustainability - productivity in labor power? 4) What attitude /perception of prison on the conducting technical and vocational educational training in ex-convicts makes worth impact on self-sustainability – sustain in engagement? The last section that is, addressed what are the areas of training, major problem/challenges in the provision of technical and vocational training in prison impact on the self- sustainability of the prison ex-convicts in federal prisoner administration? The study employed mixed-methods descriptive-design approach to answer the questions and achieve the research objectives. The information was obtained from sample respondents through questionnaires. The data were analyzed using measures of central tendency and dispersion. Based on the data analysis the following major findings were obtained.

1. The study established that, 250 (87%) of the respondents were males. This indicates that there are more male prisoners than there are female prisoners. Accordingly, out of the total sample 287 ex-convicts 65 of them were with one years since release; 60 of them were with two years since release; 50 of them were with three years since release; 60 of them and of them were with four years since release, and 52 of them were with five years since release years since release . Here it can be observed that regarding to “times since release” sample taken during the study was with fair distribution. And this also gave relatively better opportunity to elicit analyzable information and data on the impact of VET obtained in prison on self-sustainability of ex-convicts in respect of times taken since release.
2. Out of the total sample 287 ex-convicts 35(12.2%) of them were with 27 to 28 age; 160(55.7%) of them 28 to 33 age; 52(18.1%) of them 34 to 45 age; 20(6.98%) of them 46 to 58 age and 20(6.98%), and above 58 years of age. Most of ex-convicts are

among 28 to 33 years of age. This finding is reasonable for the country like Ethiopia this day which is becoming dominated by youth.

3. Accordingly, out of the total sample 287 ex-convicts 140, 84, 25, 20 and 18 of them were with 0 to 950 Eth birr, 951 to 1050 Eth birr, 1051 to 1850 Eth birr, 1851 to 2010 Eth birr and > 2010 Eth birr average monthly income respectively. Most of ex-convicts are with average monthly income of less than 1050 Eth birr. And this paves the way for this study will see in detail in next sections and it gives relatively better opportunity to elicit analyzable information and data on the impact of VET obtained in prison on self-sustainability of ex-convicts.
4. Accordingly, out of the total sample 287 ex-convicts 44 of them previously attended Accounting; 40 of them previously attended ICT; 30 of them previously attended Wood-Work; 25 of them previously attended Metal-work; 32 of them previously attended Basic Computer ;22 of them previously attended Animal Husbandry; 11 of them previously attended Hair Dressing; 22 of them previously attended Auto Mechanical Work; 13 of them previously attended Leather; 12 of them previously attended Clothing and Textiles, and 10 of them previously attended Catering Craft Practice, 10 of them previously attended Weaving. Most of ex-convicts attended VET in institution-based-formal education system setting (from level 1 to Level 4) and this gave relatively better opportunity to elicit analyzable information and data on the impact of VET obtained in prison. From physical observation the study also could identify that Animal Husbandry is given “Ziway” and “Shewarobit” prisons; whereas, accounting and ICT are given in Addis Ababa prison administration.
5. Accordingly, out of the total sample 287 ex-convicts 233 (80.17%) of them displayed disagreement for VET obtained in prison is offering economic opportunities within the context of livelihood sustenance.
6. In addition 233 (80.17%) of them displayed disagreement for VET obtained in prison is helping them to understand the vicinity where they live in making money.
7. Moreover, from among the sample 265 (92.33%) of them displayed disagreement for VET obtained in prison is making them competent in labor market.
8. Any way to triangulate the response given by ex-convicts this study also carried out in-depth interview with long tenured professionals in Addis Ababa Prison Administration. Among these professionals Tiya Nigussei (2018) explained about VET and its impact on self-sustainability – employability by strengthening the information gathered from ex-convicts.

9. Mean value of VET worthiness in impacting self-sustainability - employability with 2.4. Based on this value VET worthiness in impacting self-sustainability - employability is less than average value - 3.00.
10. Accordingly, out of the total sample 287 ex-convicts 244 of them displayed disagreement for VET obtained in prison enables them to acquire occupational skill. In addition 264 (92%) of them displayed disagreement for VET obtained in prison enables them acquire skill needed to the current job.
11. Quantitative survey almost 85% of among the sample said “No” to “Q - Does the application of vocational education and training obtained in prison enable you to acquire formal employment?” Even 90% of them also said “No” to “Q - Does the application of vocational education and training obtained in prison enable you to get involved in self-employment?”
12. Mean value of VET worthiness in impacting self-sustainability - productivity in labor power with 2.205. Based on this value VET worthiness in impacting self-sustainability - productivity in labor power is very less than average value - 3.00.
13. Accordingly, out of the total sample 287 ex-convicts 34 (11.86%), 200 (69.68%), of them disagreed and strongly disagreed respectively for VET obtained in prison is acquainting them with appropriate technologies.
14. The ex-convicts gave several challenges which they had faced since their release from prison as all the ex-convicts felt that lack of capital to start up their own enterprises as the biggest challenge. Lack of tools and materials and also training are the next challenge.
15. All the ex-convicts Suggestion to improve that the government should provide support in form of tools and other logistics to enable carry out their trade after release. In addition, all (100%) recommended that the ex-convicts should be provided with start-up capital, courses should be market tailored, allowing the convicts chose the courses they like and exposing inmates to practice experience while being trained so that they can be employable or have the required experience to start their own enterprises upon release.

5.2 Conclusion

Based on the summary of the findings above this study concludes that VET obtained in prison and its worthiness in impacting self-sustainability – employability, productivity in labor power and sustain in employment is less than average. This study found that the participants really honed in on the fact that financing their lives was a major stress. Many of them believed that finding stable employment would remedy a lot of their daily challenges. All the ex-convicts Suggestion to improve that the government should provide support in form of tools and other logistics to enable carry out their trade after release. The three main themes emerging from the findings are as follows: (1) training obtains Poor status of technical and vocational education and skills training (TVET) schools and programs in Prison; (2) allocation of budget limited and less supervision level of support for TVET schools and programs; and (3) Shortage of highly-skilled technical manpower, Poor infrastructure and institutions, Lack of employability and entrepreneurial skills among the youths. Finally Vocational education and training as part of the prisoner rehabilitation offers opportunities for offenders to increase the likely hood of successful re-integration in to the community and reducing the risk of re-offending. TVE will provide significant benefit in addressing issues that caused offences as well as reduces their recidivism rate. Therefore providing inmates with vocational education and training is pathway to reduce recidivism

5.3 Recommendation

So, the study finalizes with the following recommendations;

1. It is better to diversify areas of VET which can be established as of institutional based – formal education system setting.
2. It is also necessary to application areas of VET by considering the surrounding area where the ex-convicts return for living
3. It is also necessary to approach ex-convicts by creating business environment before their release. Post release will be linked to local government and community structures for job placement or business development support and access to loan.
4. It is better to consider their choices before letting trainees in to VET program.
5. Proper rehabilitation programs in formal education, vocational training and aftercare support should be professionally done to enhance self-sustainability of the ex-convicts. The programs must also be modern, provide practical experience, be market focused

and need based so that the ex-convicts can easily be absorbed into the job market and also be able to set up their own enterprises for their self-sustainability.

6. The prison service should also embrace ICT since this is the way to go and this is a sure way of self-employment for the ex-convicts.
7. Assessment and evaluation mechanism under agency of technical and vocational educational training.
8. Motivating TEVT teachers and instructors: Qualified teachers employed at the technical and vocational education facilities should be properly motivated.

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According to FDRE Constitution in Article 9(4) all international agreements ratified by Ethiopia

Barrett and O'Connell (2001) used data from enterprises in Ireland and find that although statistically significant positive outcomes in productivity growth were realized for general and all sorts of training, this was not true for specific training.

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Ilona and Manuel (2013, p.13-23) if training is provided with no real prospect of securing employment after release, this can be damaging for prisoners.

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Questionnaires to be filled by ex-convicts

Researcher of this study: Medreku Hizkyas

Research Topic: - *The Impact of Vocational Education and Training on self-sustainability of Ex-convicts: The Case of Federal Prison Administration*

Dear Respondents

I would like to show my deepest respect from the bottom of my heart for your generous giving time and honest as well as important responses. This questionnaire is designed to collect information about how vocational education and training obtained in prison makes worth impact on self-sustainability – employability, productivity in labor power and sustain in employment for ex-convicts. The information shall be used as a primary data in my survey research which I am conducting in partial fulfillment of the requirements of research project work for completing my Degree of Master in Educational leadership and Management under College of Education and Behavioral Studies in Addis Ababa University. Therefore, this research is to be evaluated in terms of its contribution to my understanding of the application of vocational education and training obtained in prison in self-sustainability of ex-convicts and in terms of its contribution in filling the knowledge gap that exists in the area. No need of writing your name. In all cases where answer options are available please tick (×) in the appropriate box. Any way for questions that demands your opinion, please try to honestly describe as per the questions on the space provided. Lastly, I want to assure you that this research is only for academic purpose authorized by Addis Ababa University. No other person will have access to data collected. In any sort of report, I might publish, I will not include any information that will make it possible to identify any respondent.

E – Mail: medreku@gail.com

Telephone No: [09-36-20-62-18/0910493712](tel:09-36-20-62-18/0910493712)

Section A. Characteristics of respondents

Personal information

1. Time since release

2. Areas of vocational education and training you attend

Socio economic information

3. Age: _____
4. Sex: Male female
5. Educational level of the Respondent -----
6. Average monthly income -----
7. Type of engagement -----

section B; Likert Scale Questionnaires related to how technical and vocational educational training is organized and managed in prison impact on the self- sustainability of ex-convicts in federal prisoner administration?

S/N	Statements	Degree of Agreement				
		5	4	3	2	1
1	VET obtained in prison enables me self-sustainable in respect of offering economic opportunities within the context of livelihood sustenance					
2	There is inadequate provision of technical and vocational educational training materials in prison that impact on self-sustainability for ex-convicts.					
3	There is adequate provision of equipment/tools for hands, workshops -on					

	activities in prison					
4	VET obtained in prison enables me self-sustainable in respect of being competent in labor market					
5	VET obtained in prison enables me self-sustainable in respect of having access to suitable employment					

Note: 5 = Strongly Agree, 4= Agree, 3= Indifferent, 2 = Disagree and 1 = Strongly Disagree

Section C; Likert Scale Questionnaires related to VET impact on self-sustainability - productive labor power

S/N	Statements	Degree of Agreement				
		5	4	3	2	1
1	Technical and vocational training attained in prison enables me self-sustainable in respect of acquiring occupational skill					
2	the training obtained in prison enables me self-sustainable in respect of gaining self-respect as well as skills and competences to improve my employability					
3	VET obtained in prison enables me self-sustainable in respect of acquiring vocational skills necessary for agricultural, industrial, commerce and economic development					
4	VET obtained in prison enables me self-sustainable in respect of acquiring skill needed to the current job					

Note: 5 = Strongly Agree, 4 = Agree, 3 = Indifferent, 2 = Disagree and 1 = Strongly Disagree

Section D; Likert Scale Questionnaires related to TVET impact on self-sustainability - sustain in employment

S/N	Statement	Degree of Agreement				
		5	4	3	2	1
1	Vocational training obtained in prison enables me self-sustainable in respect of acquainting with appropriate technologies					
2	The training obtained in prison enables me self-sustainable in respect of using standard operating procedures					
3	VET obtained in prison enables me self-sustainable in respect of solving work related problems					
4	VET obtained in prison enables me self-sustainable in respect of acquiring intelligent understanding of the increasing complexity of technology.					
5	VET obtained in prison enables me self-sustainable in respect of handling stress and pressure on the job			,		
6	VET obtained in prison enables me self-sustainable in respect of having experience in effective and successful participation in the workplace					
7	VET obtained in prison enables me self-sustainable in respect of gaining experience of the demands and disciplines of a working environment					
8	VET obtained in prison enables me self-sustainable in respect of utilizing of skills acquired					

Note: 5 = Strongly Agree, 4 = Agree, 3 = Indifferent, 2 = Disagree and 1 = Strongly Disagree

Proposed Protocol for Individual Interviews

Interview for ex-convicts Questions (semi-structured format)

1. Are you aware of the role of Technical and Vocational Education and Training (TVET) schools and programs in prison empowering the youths with employability skills? If so, please describe.
2. Describe your experiences, if any, or that of somebody you know, with Technical and Vocational Education and Training (TVET) schools and programs in Nigeria.

Section E; what attitude /perception of prison on the conducting technical and vocational educational training in ex-convicts makes worth impact on self-sustainability – sustain in engagement?

9. Does the application of vocational education and training obtained in prison enable you to support yourself and your charges?

Yes No

10. Does the application of vocational education and training obtained in prison enable you to acquire formal employment?

Yes No

11. Does the application of vocational education and training obtained in prison enable you to get involved in self-employment?

Yes No

12. How do you rate the facility of vocational education and training?

Poor Good

13. What challenges you are faced since release from prison?

Lack of capital Stigma Lack of support

Lack of tools others

14. What do you recommend to vocational education and training?

Providing start-up capital Provide tools for their trade

Continued support after release Market tailored courses

Allowing convicts make own Choices in training

Training done by professionals others

Section F; Table 4.5 challenges in the provision of technical and vocational training in prison impact on the self- sustainability of the prison ex-convicts in federal prisoner administration

S/N	Statements	Number (%) of Respondent s		Degree of Agreement				
				5	4	3	2	1
1	Inadequate funding for TVET schools and programs obtained in prison enables me self-sustainable in respect of acquiring occupational skill	No						
		%						
2	Poor leadership, lack of vision and proper planning for TVET schools and programs.	No						
		%						-
3	Lack of equipment/teaching and learning materials for TVET that enables me self-sustainable in respect of acquiring vocational skills necessary for agricultural, industrial, commerce and economic development	No						-
		%						
		%						
4	VET obtained in prison is Lack of proper training and motivation for TVET teachers/instructors.enables me self-sustainable in respect of acquiring skill needed to the current job	No	287	192	72	23	-	-
		%	100	66.89	25.08	8.03	-	-

Proposed Practice for Individual Interviews

Interview for ex-convicts Questions (semi-structured format)

1. From your opinion and perception, what is the state (I mean the condition of things) of Technical and Vocational Education and Training (TVET) schools and programs in Nigeria’s educational system?

2. What do you suggest for the improvement of TVET program in federal prison administration training center?

VI. Open ended questionnaires to long tenure professionals

1. Elaborate about how VET obtained in prison makes worth impact on self-sustainability – employability (In context to the present situation)

2. Explain about how VET obtained in prison makes worth impact on self-sustainability – productive labor power (In context to the present situation)

3. Explain about how VET abstained in prison makes worth impact on self-sustainability – sustain in employment q (In context to the present situation)

