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Full Length Research Paper

The Influence of Technical and Vocational Education and Training on Entrepreneurial and Job Opportunities in Asella Town

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The purpose of this study was to explore and describe the Effect of technical and vocational education and training on Entrepreneurial and job opportunities: the case of Asella Town. The descriptive survey was used for the study. Five research questions guided the study. The simple random and purposive sampling technique was used. A sample size of 102 was drawn from Athlete kenenisa TVET college's Instructors and ten selected small and micro enterprises found in Asella Town. Athlete kenenisa TVET college's total Instructors were 155, then from total population 40% (62) was randomly selected and four management personnel from each of the ten selected SMEs (40) were purposely selected. Data were collected through the use of questionnaire which was based on a 5-point likert scale and interview. The data gathered were organized, tabulated, analyzed and presented by using descriptive statistical analysis (SPSS software 20 version). The arithmetic mean was used at a decision point of 3.0. The implication was that a mean value above 3.0 was considered as 'agree' and values below 3.0 as 'disagree'. The study revealed that the employment and entrepreneurial opportunity of TVET graduates was greater than academic higher institutions, however, trainees were not well informed and trained about Entrepreneurship (Business Ventures) in their regular occupational program, practical or competency based training system is not effectively performed and industry attachment with TVET Institutes is not strong enough in delivering practical (world of work) based training, TVET Institutes have no well-organized technology accumulation and transfer program during training delivery which can promote Entrepreneurial spirit in the society, and the vocational graduates lack communication, interpersonal, critical thinking and problem solving skills. Recommendation were made for TVET institutes, stake holders (Industries), and trainees concerning to effective industrial attachment scheme that can enable vocational graduates to identify and gain employment and entrepreneurial skills and etc.

Keywords: Competency based training, Entrepreneurial skills, Employment, industrial attachment, and Vocational education and training

INTRODUCTION

Background of the study

Entrepreneurship has its origin from the French word "***Entreprendre"*** that means "to undertake" Burch (1986). The word reflects a willingness to do something, and usually the person who exhibits the willingness is known as an entrepreneur. There are many definitions for Entrepreneurship but, simply, entrepreneurship is the process of identifying new opportunities and transferring them into marketable ideas, products and services.

Lazear (2005: 649) defines entrepreneurship as "the process of assembling necessary factors of production consisting of human, physical, and information resources and doing so in an efficient manner" and entrepreneurs as those who "put people together in particular ways and combine them with physical capital and ideas to create a new product or to produce an existing." Entrepreneurship is considered as a factor of production, linked to innovation and risk taking, where entrepreneurial compensations are tied to uncertainty and profits (Montanye, 2006).

Entrepreneurship is the practice of starting a new business or reviving an existing business, in order to capitalize on new found opportunities. Entrepreneurship also entails being resourceful and finding ways to obtain the resources required to achieve the set objectives. Where as Entrepreneurs are explained as one whom able to has trait of taking up new ideas, products and concepts in the marketplace. They find an unfilled need in the marketplace and fill it by developing an innovative solution to it. ***Entrepreneur*** is one who is willing to bear the risk of a new venture if there is a significant chance for profit. Others emphasize the entrepreneur's role as an innovator who markets his innovation. Still other economists say that entrepreneurs develop new goods or processes that the market demands and are not currently being supplied. And also it has been explained that an Entrepreneur is an individual who owns a firm, business, or venture, and is responsible for its activities and development (ILO, 2009).

Several studies debate the definition of entrepreneurship, although entrepreneurship is all enveloping as it occurs in every firm, enterprise, and sector (Collins, Smith and Hannon, 2005). Likewise, entrepreneurs are found in every country and in different enterprises therein. According to Montanye (2006), Entrepreneurship enables talented individuals to realize rewards and enable them to live better than others. The drive to entrepreneurship is innate to human beings, as they compete in life for profit, similar to what they do in business (Montanye, 2006). At the micro level, while entrepreneurship benefits individuals or teams, at the macro level it creates and catalyzes employment and economic growth (World Bank, 2009). However, "To find a single appropriate and universal definition of entrepreneurship is a challenging problem for academic researchers and students of entrepreneurship" (Louw, van Eeden, Bosch, and Venter, 2003).

In developing countries, small and medium enterprises are important for the economic growth and development. Entrepreneurship supports the process of economic development, fosters economic growth, job creation, and reduces rural unemployment and migration. In addition to meeting the needs of some large-scale industries and boosting innovation, the small-scale enterprises help the commercial and industrial community and also the development of women (OCC, 2006).

In Ethiopia, the strategic thinking behind the expansion of the TVET subsector is to meet the middle-level human power demand of the industry, service sector and commercial agriculture, which have become very essential to the overall development of the country. TVET is an instrument for producing technicians equipped with practical knowledge, who would be job creators rather than expecting jobs to be provided by the Government. In collaboration with the private sector and government enterprises an apprenticeship program was also introduced to develop the skill of the trainees before their deployment to the world of work (MoE, 2005).

Like any other developing country, Government of Ethiopia encourages the private sectors to engage them in TVET investment opportunities and focuses on the human resources with a special drive towards producing skilled, competent and labor based man power to support and create their own micro and small enterprises (Dessalegn, 2006).

For the SME sector to be energetic and serve as a springboard for the growth of a strong private sector in Ethiopia a TVET system that supplies disciplined and quality workforce can be considered as one of the necessary conditions. A country with poor human capital has the least chance to develop even if huge capital outlays are invested in all other productive sectors. The production of trained workforce is as important or even may be more important than the production of goods and services. Whatever is produced in the economy to be competitive, both in the domestic and international markets, depends on the quality of the productive workforce the country has. This obviously calls for a TVET system that supplies the business sector and the whole economic system with a quality workforce that efficiently uses and produces resources.

To boost entrepreneurship, Employment opportunities and the Small and Medium Enterprises, the government of Ethiopia has taken many initiatives programs such as business development service (BDS), Educational sector development program (ESDP), and National TVET strategy. This research aims to find the factors facilitating and inhibiting development of entrepreneurship, and job opportunities in Asella Town, focusing on entrepreneurs especially graduated from the TVET Institutions and, Micro and Small Enterprises.

There is a small, but growing body of research on Entrepreneurship, or the support of small business in developing countries, as tool to alleviate poverty. This tool is utilized by a cross- section of global community and as such includes a number of stakeholders from public, private and civil sectors. The collection of research is required to greater understand how to best

apply the developmental Entrepreneurship tool. The development of Entrepreneurship, and Employment opportunities sits at the center of this research proposal that TVET graduates requires ability to: (1) Identify and assess new Entrepreneurship opportunities; (2) design the right strategy to address the selected opportunity; and (3) effective implementation of that strategy.

The focal subject of this research is to identify and assess Entrepreneurial and Employment opportunities which directly or indirectly linked with TVET program in Asella Town.

Statement of the Problem

Horn (2006) says that the situations enforce school leavers to be more enterprising people and create their own job opportunities. Davies (2001) as cited by Horn (2006) states that an enterprising mind-set therefore needs to be inculcated that favors the formation of employers and not employees. Entrepreneurs, i.e. people who take risk, break new ground and play an innovative role in the economy, are therefore required to effectively address unemployment by revitalizing the economy and creating jobs for themselves and others (Horn, 2006).

As Fantahun (2008) discussed in GTZ-Micro and Small Enterprise Development Program's material, Ethiopian Private sector in general and the MSEs in particular face a number of constraining variables that hinder their growth due to lack of or poor skills of operators or the work force in the economy because of underdeveloped Technical , Vocational Education and Training (TVET) system, underdeveloped Business Development Services (BDS) market, Poor infrastructure, Weak private sector promotional institutions, and weak public sector support systems.

Unlike previous decades the governmental employment sector is no longer able to provide many jobs opportunities to the increasing number of unemployed people due to several factors. As a result, less jobs opportunity being available to economically active persons in Ethiopia, especially tertiary and TVET graduates, ordinary people are therefore, more than ever required to provide for their own economic survival. Maintain that TVET graduates have to become more self-supporting. It has been suggested that TVET schools leavers should consider self-employment when deciding on a career as they can no longer rely on the private or public sector to meet their career needs. Then, the main purpose of this research was to reveal to what extent these factors and components affect TVET graduates to be entrepreneurs and to get employment opportunities in Asella Town in order to give a descriptive explanation of associated problems. This paper addresses the following research questions in its coverage:

1. What are the major roles of TVET programs in Economic development of the country?
2. What factors that inhibits or facilitates TVET graduates in starting their own entrepreneurial venture?
3. Does world of work (practical) training received at the technical institutes by trainees?
4. To what extent does TVET facilitate and promote Entrepreneurial activities?
5. What is the status of employability and Entrepreneurship of TVET graduates?

Objectives of the Study

The objectives of this research could be categorized under general and specific objectives:

General Objective

The general objective of the study was to assessment the influence of TVET programs on Entrepreneurial and job opportunities.

Specific objectives

The specific objectives of the study were:

- ✓ To examine to what extent TVET play a role in economic development of the country.
- ✓ To identify major factors inhibiting or facilitating TVET graduates in starting their own Business Enterprise.
- ✓ To assess how far relevant training is delivered at the technical institutes to trainees
- ✓ To determine to what extent does TVET facilitate and promote innovative and creative (Entrepreneurial) activities.
- ✓ To assess the employability and Entrepreneur – shipment of TVET graduates.

Delimitation of the Study

There were three private and two public TVET institutes, and 186 micro and small Enterprises in Asella town. And then, in order to make it manageable and workable, it study was delimited to Athlete Kenenisa TVET College, ten selected Micro and Small Enterprises and Manager of Asella Town's MSE's agency. The situation enforces the researcher to select Athlete Kenenisa TVET College was high concentration of occupational programs with the compared to others. Students were purposely excluded because, the

designed questionnaire were not directly related to their academic rank and their understanding at this level. Additionally, as the research title revealed that the focal point of the paper was to assess effect or impact of TVET program on Entrepreneurial and job opportunities which could be beyond their experience and understanding, because yet they were on training, they don't have tested real world. By having these in mind the researcher has excluded the trainees from target population

Limitations of the Study

The serious challenge that researcher faced was some of the respondents were not willingness to fill the provided questionnaires due to being attached with their regular works, carelessness, and lack of relevant information that met the requested questions. Thus, an attempt was made to get some of them through snow ball method, i.e., search them through asking friends who knew where they could be found; for example the researcher got the manager of Asella Town's SME agency through asking the subordinates of him. Snowball sampling is often used to find and recruit "hidden populations," that is, groups not easily accessible to researchers through other sampling strategies. All these made the collection of the data very difficult, tiresome and time consuming. Indeed, the allocated budget was not adequate to cover the expenditure on telephone cost, transportation and necessary materials.

Significance of the Study

The research would be significant to individuals, groups of people who are inclined in the area of Entrepreneurship and TVET graduate students having entrepreneurship, and employment opportunities. Additionally, the study encourage youth entrepreneurs to be aware of improve and development of their own business Enterprise to transform it to medium scale Industry. And also, it is significant to government systems and authorities as country's economy is nothing without entrepreneurship process and youth in business now a day is a growing reality and Ethiopia is no exception for it. And also this study can contributes something hint for future graduate students expected to undertake research on Vocational Education and entrepreneurship.

Organization of the Study

This study has five chapters. The first chapter; deals with introduction, statement of the problem , significance of the study ,delimitation of the study ,limitation of the study and definition of operational terms in the study. The second chapter addresses the review of related literature to the topic of the study. The third chapter deals with the research design and methodology, sources of data, population and sampling technique, and tools of data collection. In chapter four data presentation, analysis and interpretation have been presented. And chapter five contains the summary of the findings, conclusions and recommendations. In addition to these, references, sample questionnaires, questions of interviews and other relevant documents are attached to the last part of the thesis.

Conceptual Framework

The majority of the East African youth is unemployed, underemployed or in other cases overworked under poor working conditions, due to this, large part of the youth in East Africa is therefore forced into self-employment in the informal sector as it is perceived as the only available route out of poverty. In other words, the majority of the youth in question do not start a business because they are 'pulled' by well-paid opportunities, but rather 'pushed' out of economic necessity (Semboja, 2007).

Fentahun (2008) discussed that enterprising activity in Ethiopia has suffered from different barriers and challenges like; underdeveloped Technical and Vocational Education and Training (TVET) system, underdeveloped Business Development Services (BDS) market, Poor infrastructure, Weak private sector promotional institutions, and weak public sector support systems. Then, by contextualizing the basic framework of above literature, the researcher has reviewed main points in findings and conclusions.

Even though, enterprising in Ethiopia faced challenges, newly revised national TVET strategy (2008) has placed some devices that solve the problems- which means the strategy identify that challenges could be solved through promoting and diversifying cooperation between TVET institutions and industries/enterprises, and strengthening TVET programs based on labor market .

The following figure entails and presents the framework of TVET program and its environment. The figure 1 shows that TVET program advocates and needs engagement of Enterprises (Industries) in training delivery to equip trainees with job competency, entrepreneurial skills and knowledge, work values and practical work experiences.

Adopting the above framework, this study conducted detail explanations on effects of TVET programs on

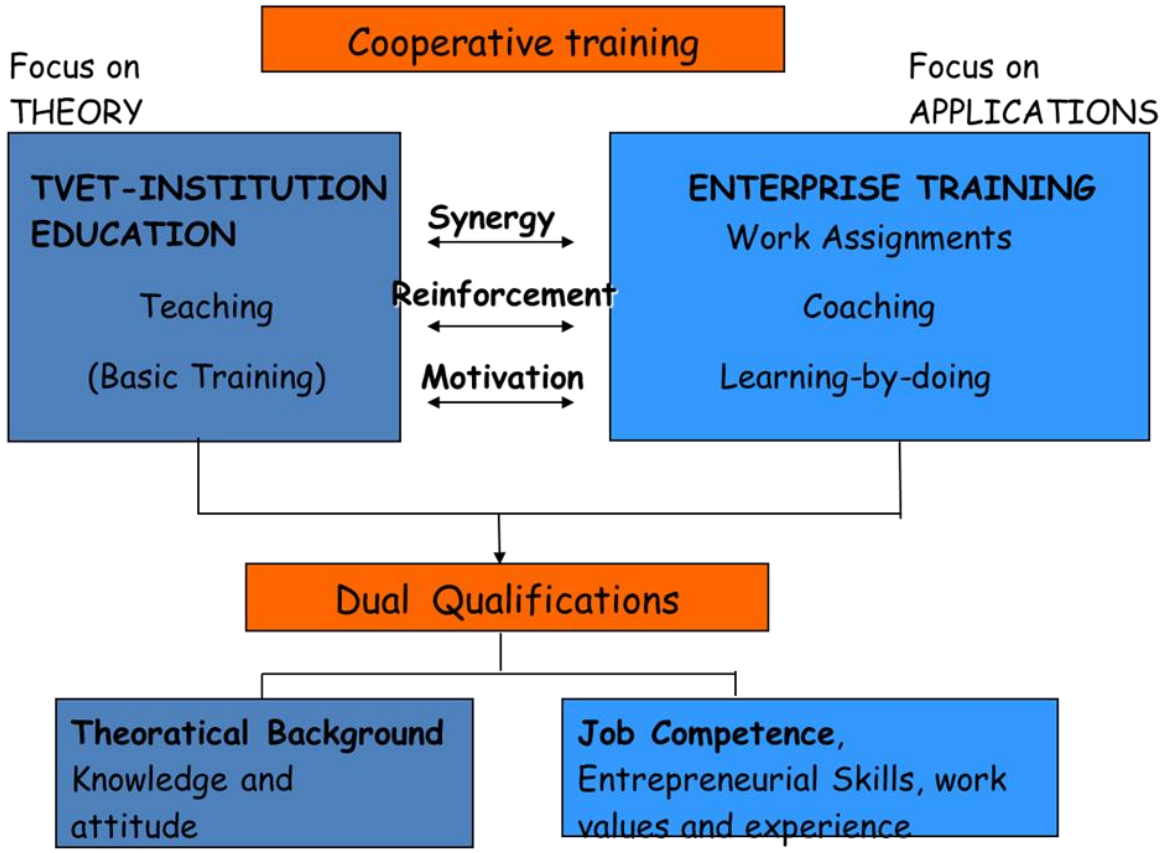

Figure 1: Cooperation between TVET Institutions and Enterprises in Ethiopia

entrepreneurship development and employment opportunities in Asella Town, and assesses the major obstacles that TVET graduates face while starting and running their business ventures. The main purpose of this research is to reveal to what extent TVET programs effect youth entrepreneurs in Asella Town and to give a descriptive explanation of related problems.

Operational Definition of Terms

The following terms are defined in accordance they are utilized in the study**.**

❖ ***Business ventures:*** is process of undertaking all necessary activities to start new or reviving existing business enterprise.

❖ ***Entrepreneurship:***- is the process of assembling necessary factors of production consisting of human, physical, and information resources and doing so in an efficient manner" and entrepreneurs as those who "put people together in particular ways and combine them with physical capital and ideas to create a new product or to produce an existing.

❖ ***Entrepreneur*** is one who is willing to bear the risk of a new venture if there is a significant chance for profit. Others emphasize the entrepreneur's role as an innovator who markets his innovation.

❖ ***Vocational Graduates****:* - are those who successfully completed the training offered by TVET and awarded certificate or diploma of the college.

❖ ***Technical and Vocational Education and Training*****:** refers to an education and training to "acquire the practical skills, know-how and understanding necessarily for employment in a particular occupation, trade or group of occupations or trades."

❖ ***Labour market*****:** refers to geographical setting where potential employees are located and from which employees' recruitment is made covering a wide geographical area depending on types of national requirement in demand.

LITERATURE REVIEW

Under this section, the basic concepts and approaches that concerns TVET and its role in socio-economic development. Additionally, Entrepreneurship, Unemployment, employment, and self-employment are reviewed. And also the linkage between TVET and Small and Micro Enterprises (SME) and other related topics are given due emphasis.

A Short History of TVET

To trace the origins and development of TVET is a daunting task, because, one must simultaneously trace the origins and development of humanities. The approach used here is to develop cross cutting themes. Among themes chosen are tools, technology, a culture change, culture transmission, specialization and fabrication. Researching and writing history is possibly the most exact science, because the researcher and author must largely rely up on previously published sources. The danger in reliance in reliance on such sources is that of repeating the biases of their author's since history is rarely written by the users. (UNISCO-UNVECO, 2009)

History of TVET is difficult to trace, because it has been invaded in over abundance of evolution, other histories. That is to say until the Middle Ages and industrial revolution, what we call TVET today was not considered very important by historians. Therefore, the researcher must cull (collect) many historical accounts in order to assemble odds and ends of TVET history. Having said this, not everyone will share the same enthusiasm for those bits and pieces selected and analyzed here. This is because what is deemed important by others. With this ground rules we can now proceed to examine the origins and development of TVET as a perceived by some scholars.

According to UNESCO (2009), the development of TVET began with agricultural revolution which took place from about 800 BC-1700 AD. According to Toffler (1981) cited by UNESCO (2009), Agricultural revolution could be divided into subsistence phase ,prior to 8000 B.C, in which families, clans and tribes consumed what they produced, a feudal phase, and then family farm phase, which is now being displaced by 'Industrial 'model of an agro-business phase. The domestication of animals is also a feature of development of Agriculture to which Toffler may have not given sufficient emphasis in his discussion.

Another useful approach to understand the origin and development of TVET is to trace the development of tools and technologies, and relate to these to education. Durant (1954), as cited by UNESCO (2009), suggested that '*the stone in the first'* may have been the first too. He also imagined that the fire led 'to the fusing of metals and the only real advance in technology from Cro-Magnon days to the Industrial revolution'.

Durant continued by noting;

-----a rock –sharp at one end, round at the other to fit the palm of the hand became for primeval man hammer, axes, chisel, knife and saw. Gradually these specific tools were differentiated out of the one homogeneous form: holes were bored to attach a handle, teeth were inserted to make a saw, branches were tipped with the Sharp rock to make a pick, an arrow or a spear, the rough –surfaced stone became a file; the stone in a sling became a weapon of war that would survive even classical antiquity.

Specialization in societies and culture most probably began during subsistence (survival) phase of Agriculture Revolution, when sufficient surplus food was amassed to enable some persons to 'work' in areas than cultivation, hunting or gathering. The first two socio- cultural specializations were likely the clergy and teachers. Specialization probably paralleled the development of settled agriculture and settlements.

Gallinelli (1979), as referred by UNESCO (2009), explained that;

"Children learned the skills of their parents by watching carefully and imitating the process until an exact duplicate could be produced. This method of conscious –imitation was the methodology by which crafts were 'taught' in one way or another until well into the 1400s".

While at first all of the simple tools, weapons, and religious and domestic objects were formed by people for their own use, differentiation between so called 'academic and training' teachers likely commenced with further specialization into builders, potters, leather tanners, tailors, etc. In some cultures separate castes developed for the specific trades- for example in India the Patel caste of leather workers – while in what became 'western' culture separate guilds developed in the fabrication and commercial fields. Each specific group, caste, guild, etc –designated certain person as educators/trainers, later called Meister (Master) in Germany, to supervise the learning of new entrants to their field known as apprentices. In contrast, training for clergy mainly comprised a shaman (healer), priest, rabbi, who instructed a group of students. The former group evolved into religious and subsequently, academic groups. Gallinelli noted that; in ancient Jewish culture, the law required parents to teach boys a trade. The boys were to go to the rabbis for the religious instruction in the mornings and learn the father's trade in the afternoon UNESCO (2009).

According to UNESCO (2009), as tools became more complex, and the knowledge and skills to use them

became more specialized, parents or elders were no longer able to teach their children the sum total of their knowledge. Eventually, their offspring were apprenticed to crafts person or artisans with the specialized skills and tools for particular trades. These crafts would impart the craft at which usually they were an expert in exchange for unpaid, or low paid work. As the system developed, apprentices began to live with the crafts person, and received subsistence until becoming accepted as trade's persons themselves.

Barlow (1990) noted that, the rice of Athens was accompanied an increase in the practice of trades required by the growing city. A definite occupational classification developed regulating various workers into a caste system. Yet the work of the artisan is our best evidence of Greek achievement. Throughout a long history, the craftsmen and artisans of Rome were composed of mixtures of slaves and freemen. They acquired their skill in the only way possible that is through family apprenticeship (UNESCO-UNEVOC, 2009). Therefore from above explained history of TVET we can conclude that TVET start point is not clearly known by day or month or year. Even though, in many countries TVET programs are taken as socio-economic device through which country's economy and social problems could be solved. And some countries have long history where as some countries have short time history with TVET systems.

Concept of Technical Vocational and Educational Training (TVET)

Technical and vocational education (TVET) is broadly defined as "Education which is mainly to lead participants to acquire the practical skills, know-how and understanding, and necessary for employment in a particular occupation, trade or group of occupations (AtchoarenaandDelluc, 2001). Such practical skills can be provided in a wide range of settings by multiple providers both in the public and private sector. The role of TVET in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (Bennell, 1999). Developments in the last three decades have made the role of TVET more decisive; the globalization process, technological change, and increased competition due to trade liberalization necessitates requirements of higher skills and productivity among workers in both modern sector firms and Small and Micro Enterprises (SME). Skills development encompasses a broad range of core skills (entrepreneurial, communication, financial and leadership) so that individuals are equipped for productive activities and employment opportunities (wage employment, self-employment and income generation activities).

According to Bonn cited by UNESOC (2009) noted that TVET is the "Master Key" for alleviation of poverty, promotion of peace, and conservation of the environment, in order to improve the quality of human life and promote sustainable development. Bonn Resolution of 2004 also highlighted that TVET could be considered as a vehicle for socio-economic development and technological transformation. It is critical that TVET program meets the challenges of increased unemployment, underemployment, poverty, food insecurity and environmental degradation.

The skills development is important for economic growth, poverty alleviation, youth and women's empowerment and social inclusion. Nevertheless, the role of TVET is absent to a large extent in most policy documents. This gap is particularly 'puzzle'; Governments and donor countries consistently emphasize the need for concerted efforts to build the human assets of the poor. Yet TVET is accorded limited importance in donor financing schemes and discussions since the late 80s' (Bennell, 1999). Several countries; developed and developing, such as Italy, Brazil, China, Sweden and Japan have given more recognition to TVET through adequate funding. As a result, students get exposed to vocational training and to a culture of scientific investigation and application at an early age.

Several scholars said about TVET role or contributions in development of Entrepreneurship and sustainable development. Bonn Declaration on Learning for Work, Citizenship and Sustainability argues that:

. . . Since education is considered the key to effective development strategies, Technical and vocational education and training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development"(UNESCO-UNEVOC, 2006:35).

The Benefits and Challenges of TVET

Investment in human resources by Vocational education and training forms of learning is essential to achieving smart, sustainable and inclusive growth. VET will continue to play an important role in the shift towards more knowledge-intensive societies. TVET is designed to prepare individuals for a vocation or a specialized occupation and so is directly linked with a nation's productivity and competitiveness. Most literature generally considers that the concept of TVET is restricted to non -university education (Cedefop, 2011).

Cedefop, (2011) stated that, although strong vocational programs increase economic

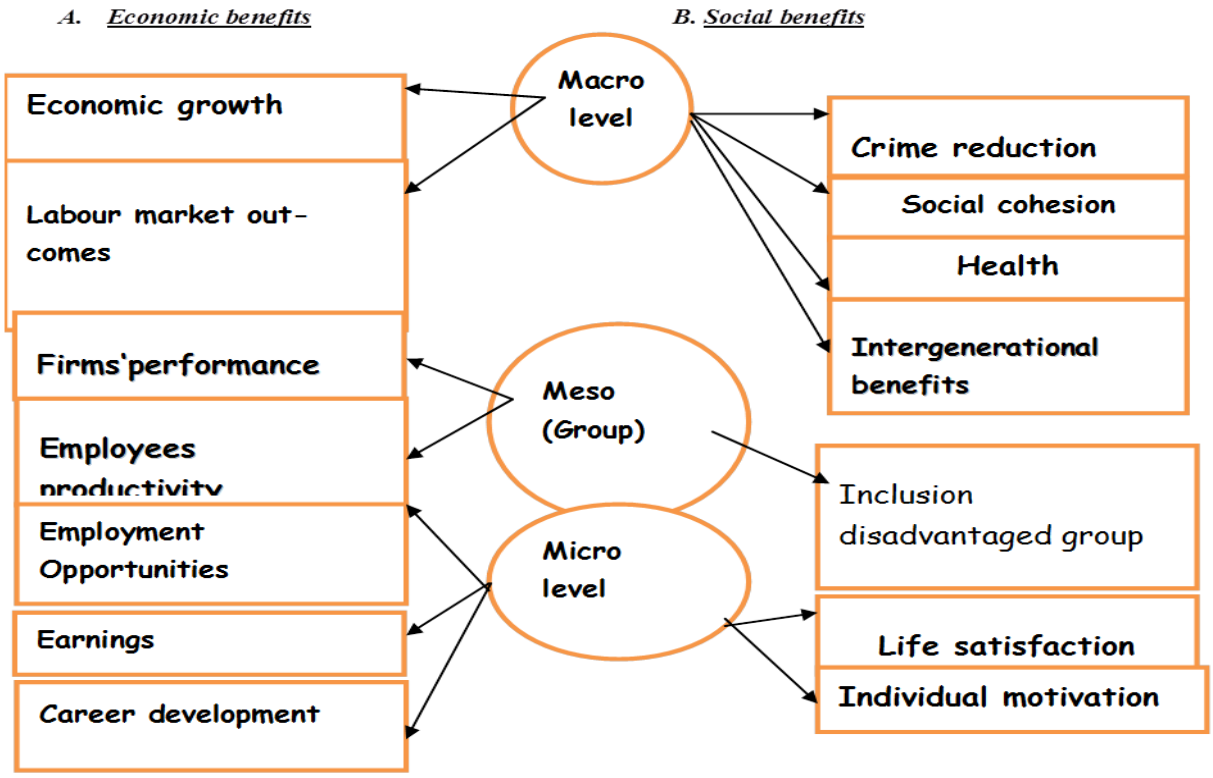

Figure 2: Types of TVET Benefits
Source: *Cedefop, 2011*

competitiveness, many vocational programs currently: fail to meet labour market needs, do not adequately prepare young people for jobs and they are separated from the fast-changing world of modern economies.

TVET Benefits

The research review conducted by (Cedefop, 2011) on twenty six Europeans countries stated that TVET benefits can be grouped using a classical typology based on the nature of results. Two main categories can be identified: economic benefits and social benefits. Both can be analyzed on three different levels: the micro level (the benefits for individuals); the meso level (benefits for enterprises/groups); and the macro level (benefits for society as a whole). Generally, it would be summarized under figure 2;

Some benefits of may occur at the interaction of different level of analysis, for instances when a training course in an enterprise leads to more satisfied workers that become more productive. Vocational education (VET) benefits are independent at different levels. Yet all countries did not experienced the same benefits that stated in figure 2 (Cedefop, 2011).

Many countries indicated a stronger research on economic benefits compared to social ones. Research on economic benefits tends to concentrate on micro level, with most investigating benefits for individuals. In the countries where VET research is well developed, research that demonstrates to what extent VET contributes to individual financial autonomy and well-being is a top priority for policy makers and those funding research. Economic benefits at sectoral (meso) and macro level and social benefits are less often topics of research. Most research on social benefits focuses on the meso level and investigates benefits for disadvantaged groups (Cedefop, 2011).

The Economic Benefits

I. Macro level:

A. Economic returns on VET: research on the evaluation of public and private investment in VET in terms of profitability and economic growth.

B. Labour-market outcomes of VET: reduction of unemployment and inequality resulting from more people attaining a VET qualification.

II. Meso(group) level:

A. Performance of enterprises: costs and benefits of

training in terms of profitability and innovativeness;
A. Employee productivity: individual abilities and capacity to contribute to profit after VET.

III. Micro level:

The benefit of IVET and CVET on individuals: earnings, finding a job, reduction of skill mismatch, integration into the labour market with satisfactory wage, further career development opportunities and professional status.

The Social Benefits

I. Macro level:

A. effects of VET across generations within families and how family impacts on skills development;
B. relationship between VET and health: how education and VET can support the health of a nation;
C. Social cohesion: multidimensional concept measured by, for example, tolerance, trust, formal and informal networking (social and relation capital), low grade of social polarization, etc.
D. Education and VET can reduce delinquent and criminal acts in a society.

II. Meso (group) level:

- Inclusion of disadvantaged or marginalized groups through education and VET.

III. Micro level:

- Personal well-being: quality of life for individuals and effects on personal development, attitudes and motivation.

To answer why TVET is needed, OECD (2011) reviewed and stated some points;

✓ Employees learn many skills in the workplace either informally or through formal training. But for several reasons, vocational training cannot simply be left to employers.
✓ Firms provide few specific training to their employees, but they have little incentive to provide training for general skills. Firms may also face barriers or be too small to provide effective training.
✓ Employers may be reluctant to recruit young people unless they are "job ready", especially where hiring young inexperienced people is expensive (e.g. because of employment rules).
✓ Those with lower levels of education, who would benefit the most from additional skills, are less likely to develop new skills once in the labour market.
✓ A high-skilled labour force may encourage investment in the country, increasing economic growth, while an employee's skills may promote the skills of workmates (*i.e.* creating positive "spillovers").
✓ Vocational programmes can pay off in the labour market, with studies showing good rates of return for upper secondary VET.

TVET Challenges

According to OECD review of VET; global economic competition increasingly requires countries to compete on the quality of goods and services that requires a labour force with a range of mid-level trade, technical and professional skills alongside the high-level skills associated with university education. Strains in existing vocational systems include lack of workplace training places and trainers. In some countries the rapid expansion of tertiary education has undermined school-based VET. VET has been neglected: it has received limited attention compared to other parts of the education system and is often seen as having lower status.

And then, in our country context; Dessalegn, (2006) has discussed in Engineering Capacity building programs' (*ecbp*) material that TVET a program of Ethiopia has been suffering from certain challenges. These challenges include:

- How to prepare youth for employment or self - employment in the formal or the informal economic sector?
- How to train millions of youths on a limited public budget?
- How to provide access to training for all target groups, including disadvantaged (minority group)?
- How to include further training for those already active in the labor market (unemployed or self-employed)?

Vocational Education and Training (VET) for Youth

IIEP (2007) has prepared newsletter on VET that shows, youth transition from school to work, and from childhood to adulthood, is a major challenge for both families and education authorities. Securing the dividends from educational progress and demographic changes requires effective education and training strategies as well as consistent cross –sector policies. As a result of Education expansion, the transition from school to work is taking place later as young people study for longer. Yet, despite significant progress in school participation and training, youth unemployment remains a major problem. Young people still face serious difficulties in integrating with the labour market, even in those countries where the numbers os young people have fallen due to demographic change. The transition from school to work is therefore an important and active area for public policy, and fertile research field for investigating social and educational change (IIEP, 2007).

As IIEP's newsletter report, globalization has had

profound effects on lobour markets. While some countries have benefited from more international competition and trade, others have suffered increased unemployment and under-employment. Youth migration constitutes another dimension of globalization, and is particularly acute in small Island developing states where the domestic labour market offers few job opportunities. Yet, at the same time, migration and the transfer of knowledge, ideas, skills and technology through the return of migrants and general mobility are increasingly recognized as valuable, sometimes vital, contributions. Turning migration into an effective development tool for countries with high emigration is a major policy concern in some developing countries.

While unemployment and employment rates used to be considered as the main indicators of the conditions of youth labour market participation, increasing attention is being paid to those who drop out of the active population when jobs become too scarce. For this reason, an indicator of joblessness is often used, attributed to all those who are neither in education nor in employment. Young people who leave school without qualifications are more likely to be in this situation, and constitute the group of young people most at risk in the lobour market.

The large numbers of young people not in education, work or training are increasingly seen as a security problem. Disenchanted, they are easy prey for armed conflict, terrorism and crime. In post conflict situations, demoralized young fighters and child soldiers will return to violence if not given swift access to education and training which facilitates their transition to work (IIEP, 2007).

According to IIEP has reported improving the employability of young people often involves strengthening school-enterprise linkages, providing out of school vocational training programmes and offering career guidance and placement services. Employment subsides are also often used to encourage the requirement of young workers. IIEP also suggested that, TVET provides students with the competencies, skills and thereby facilitates access to employment. Information and communication technologies can also offer new opportunities for expanding access at an affordable rate. The real challenge is to prepare young people for lifelong learning in order to sustain their long-term employability and facilitate active citizenship. Beyond immediate labour market needs, successful transition involves preparing young people for learning throughout life in a context of increasing labour market instability and rapid technological change. Allowing school early school leavers to re-enter the system, facilitating the retaining of workers to update their skills or prepare them for new occupations, and meeting the demand to learn for leisure are crucial challenges.

Providing support to youth entering the labour market is also a crucial component in vocational training. Many young people have difficulty in mastering the codes, roles and routines of the workplace. As a result, many lose their jobs because either they or their employers are dissatisfied. Support involves social guidance and workplace mentoring throughout the integration process, which can take up to a year once the training has ended. Young people should be informed of their employment rights, the wages paid for various trades, and the rules of a workplace. They should also receive help to work out career plans and assistance with job applications, in order to facilitate access to steady employment. Issues still remain to be tackled. Closer bonds are needed with the private sector in order to develop skills-based curricula. Improved tailoring to local needs is also needed, together with systematic monitoring and evaluation.

Strategies for the Transition of Youth from School to Work

To improve youth access to employment, many developing countries are reforming their provision of technical and vocational education. Policies are focusing on closer links between labour market supply and demand, and transferring more responsibility to the private sector (IIEP, 2007).

Article prepared by IIEP since 2007 recommended some strategies that helps to transit youth from school to work. These International recommendations for training and vocational education policies can be grouped as follows:

- ***Improving co-ordination.*** In many countries, vocational skills provision involves a number of other government bodies, in addition to ministries of education. The diversity of public providers sometimes leads to duplication and poor efficiency. Establishing co-ordination mechanisms and structures is an attempt to address this issue.
- ***Increasing and improving private providers.*** In countries such as the Philippines, private institutions already provide for the vast majority of vocational education students. However, even in these countries, further steps are required to enhance the contribution of the private sector to the overall training system. In addition to offering credit to private providers, the development of quality control measures, including accreditation procedures and qualification frameworks, are essential to fostering a favorable environment.
- ***Introducing new funding methods***. The voucher programmes, implemented in countries like Australia and the Philippines, have significantly changed matters as

there is now more competition among providers and more choice for students. Competitive tendering is increasingly used to improve efficiency when allocating public funds.

- ***Promoting dual forms of training.*** Attempts to introduce dual forms of vocational training help to bring delivery closer to the workplace. Many countries have recently introduced different apprenticeship programmes, and these attempts to enhance youth transition may lead to significant changes in the provision of vocational pathways in the future.
- ***Formulating lifelong learning policies.*** As a part of lifelong learning, more consideration is being given to policies that allow holders of vocational qualifications to move on to higher education programmes.
- ***Skilling.*** Although not always clearly expressed, the concern for up skilling, broad-skilling and multi-skilling seems to increasingly inspire the debate on technical and vocational reform. Primarily viewed as contributing to both the productivity of the workforce and the international competitiveness of the economy, these trends are also likely to improve the transition of young people to work and their participation in lifelong learning. There is also a greater awareness of the need for vocational education to provide general skills.
- ***Offering non-formal education courses.*** A growing number of initiatives have been implemented to provide non-formal training for those who leave school without job skills. Through such courses, learners can re-enter mainstream technical and vocational education programmes. Many countries in Africa and Asia, have successfully initiated specific training programmes for the informal sector. Given that the informal economy plays an important role in absorbing a young, low qualified labour force, targeted training programmes can be instrumental in protecting disadvantaged youth from poverty. However, experience also shows that training alone is insufficient to improve productivity in the informal sector. Broader interventions are required to implement effective integrated support packages, including services such as microcredit and marketing support.

Understanding the exact nature of youth unemployment and getting the right combination of structural factors are crucial to formulating successful policies. Besides achieving an effective combination of vocational education strategies, experience shows that countries also rely on labour market programmes. This pattern illustrates that improving youth transition processes and employment prospects requires a close articulation between education policies and labour market policies (IIEP, 2007).

Adapting Vocational Programmes to the Modern World

OECD (2011) has identified some assumptions that concerns adapting vocational education and training to the modern world. These are as follows:

- Strong vocational programmes increase competitiveness but many programmes fail to meet labour market needs.
- In the 21st century, those entering the labour market need immediate job skills, but they also need the career and cognitive competences to handle different jobs and to sustain their learning capacity.
- Many skills requirements are volatile and driven by rapid technological change while technological advance has increased the demand for higher level technical skills, including at tertiary level.
- Many of those now participating in upper secondary vocational programmes do not expect to enter the labour market directly, but instead go on to post-secondary and tertiary education. Vocational programmes at upper secondary level come to fill a dual role.
- High-skilled blue-collar occupations include traditional apprenticeship trades like plumbing and electrical trades. But most countries are also developing vocational programmes in new technical white-collar occupations including healthcare and computing.
- National systems of vocational education and training are very diverse – in some countries it makes little sense to refer to it as a single 'system'. Within families of VET systems many differences are strongly reflected in labour market structures and in cultural attitudes (*e.g.* occupational aspirations).
- Countries vary on when vocational specialization starts. VET can engage young people who are less academically minded in practical tasks, sustain their motivation for learning, and support their transition to work. But it is difficult for adolescents to make considered career choices and they risk closing off their options if they change their mind later.
- The risk that practical training crowds out broader academic skills and limits pathways can be managed if programmes involving early specialization also require sufficient attention to numeracy, literacy and other general academic skills, as well as other wider soft competences.

Employment and Unemployment in Ethiopia

Unemployment and underemployment continue to be serious social problems in Ethiopia despite some

improvements in recent years. This is mainly a result of rapid population and labor force growth and limited employment generation capacity of the modern industrial sector of the economy. The national rate of **unemployment**, which stood at 3.6% in 1999, declined to 2.6% in 2005. Open unemployment is not a common problem in rural areas. **Underemployment** defined as the proportion of workers who are "available and ready to work more hours" is a phenomenon of rural areas. However, this does not mean that underemployment is not a problem in urban areas. According to the Labor Force Survey by Central Statistical Agency (CSA), underemployment is highest among male youth and prime-age adults, and higher among men than women in both urban and rural areas. In particular, the underemployment rate of urban male adults aged 25 to 39 stood at 20 to 25 percent in 2005. The underemployment rate declined beyond the age of 40 at national level as well as for urban and rural residents (CSA, 2006).

High urban unemployment rates remain a major policy challenge. According to the 2006 Urban Employment Unemployment Survey, urban unemployment has consistently declined from 26.2 percent in 2003 to 22.9 percent in 2004 and further to 16.7 percent in 2006. Unemployment rate has been consistently higher among females than males across the years, 35.2% in 2003, 30.6%in 2004 and 22.1% in 2006. The corresponding rates for males stood at 17.6%, 15.8% and 11.5%, respectively. Urban unemployment, particularly youth unemployment being growing areas of concern for the Government, recent survey programs have been intended to cover only urban areas given that unemployment is an urban rather than a rural phenomenon.

Rural-urban migration is considered to be the main contributing factor to urban population growth in Ethiopia. There is a widely shared view that rural-urban migration in Ethiopia is increasing and is driven by the dwindling amount of farmland available to the rural population and also by the low level of agricultural productivity. The rural-urban migration has seasonal behavior and is considerable in different parts of the country. The majority of the employed labor force is found in the agricultural sector where earnings are low for the labor force to come out of poverty. A large size of the labor force is also engaged in the informal sector where underemployment, poor earning, and lack of institutional protection are the characteristic features. These realities nurture the problem of working poor in Ethiopia, making poverty more a result of poor earnings than open unemployment (CSA).

TVET for Employment Sector

According to White (2009); effective education for employment is defined as:
…..the development and assessment of the requisite skills, knowledge and behaviors that constitutes effective employees in the 21st century. In some countries, this is collectively described as a 'skill set'.
White also stated that, vocational education is seen as one way to stimulate job creation and meet current skill demands.

UNISCO recommended that "technical and vocational education" is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational education is further understood to be a means of preparing for occupational fields and for effective participation in the world of work and an aspect of lifelong learning and a preparation for responsible citizenship.

TVET for Entrepreneurial Works (Self-employment)

Self-employment represents an important route into the labor market in Urban and Rural areas. However, self-employment requires more than being technically competent in a certain occupational field. In order to become successful, entrepreneurs need self-confidence, creativity, a realistic assessment of the market, basic business management skills and openness to risks. Starting a business, furthermore, requires access to finance, access to necessary permits and licensing, and access to land or structures to operate from. Against this background, basic entrepreneurial and business management training will be incorporated into all relevant TVET programmes. The TVET authorities will provide assistance to TVET providers to develop appropriate training packages, drawing on the magnitude of international experience in this field.

TVET providers are also encouraged to consider the work environment in the local micro and small business sector when designing their training programmes. This includes, for example, the introduction and use of appropriate technologies and the organization of internships or cooperative training programmes with micro and small enterprises. The TVET executive bodies will also undertake initiatives to strengthen and raise quality in traditional apprenticeship training, as this mode

of TVET delivery is particularly effective in preparing youth for self-employment. TVET institutions shall serve as centers of technology capability, accumulation and transfer. They shall closely cooperate with the private sector in undertaking problem-solving research programmes (MoE, 2008).

The Main objectives of Employment Policy of Ethiopia

Ministry of Labor and Social Affairs (MOLSA) of Ethiopia has launched National Employment Policy and Strategy (2009) that; the objectives of the National Employment Policy and Strategy of Ethiopia have three important dimensions: enhancing social welfare, accelerating economic growth, and achieving political stability.

Social welfare: The ultimate impact of growth on poverty is determined by the quantity and quality of employment opportunities created. Making growth pro-poor and shared could be assisted through employment policies that address the demand, supply, and institutional dimensions of the labor market. Accordingly, the primary objective of the National Employment Policy and Strategy of Ethiopia is to provide guidelines for streamlining productive employment and decent working conditions in the country and there by promote social welfare and equity through poverty reduction.

Economic growth: In addition to the social objective of welfare promotion through poverty reduction, the policy has an economic objective of accelerating and sustaining growth and development through proper utilization of the country's labor force in a productive manner as the most important resource of the country.

Political stability: A mass of unemployed population, especially when such incidence is high among the educated and the youth, becomes a potential source of political and civil unrest. Employment policies and strategies contribute towards reducing and avoiding such threats by addressing both the supply and demand side of the labor market towards the creation of productive employment (MOLSA, 2009).

Purpose of Ethiopian TVET Program

Unemployment and underemployment is a persistent problem due to the absence of a dynamic private sector. In rural areas, underemployment is widespread. In urban areas, about 26% of the workforce is officially unemployed, a figure believed to underestimate the real situation. Of particular concern is that unemployment among the youth is significantly higher than the rest of the workforce. Recent studies have also shown substantial skill gaps throughout the economy, especially in economic sectors with a higher skill level and outside of Addis Ababa (MoE, 2008; National TVET Strategy).Then, it is indicator that the level of Entrepreneurship opportunities is less diversified in the country. Because as strategy document reveal that youths have been suffering from unemployment and underemployment both in urban and rural areas of the country.

As a result to overcome unemployment and economic problems of youths, National TVET strategy has been launched by Ministry of Education of Ethiopia. The strategy visualize that Technical and Vocational Education and Training (TVET) in Ethiopia seeks to create competent and self-reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty.

The Linkage between TVET and Industries, and Entrepreneurial Ventures

Strengthen links between VET Institutions and industry includes; foster closer collaboration and exchange between VET institutions and industry, promote flexible career pathways between industry and the trainer profession in VET institutions, and encourage trainers in VET institutions to work temporarily in companies to update their vocational competences (OECD, 2011).

Entrepreneurship is vital for stimulating economic growth and employment opportunities in all societies. This is particularly true in the developing world, where successful small businesses are the primary engines of job creation and poverty reduction (ILO, 2009).

Both developed and developing countries have often witnessed collected emergence of small and medium enterprises, engaged in producing some homogeneous or related products at a point in time. Such a form of industrial organization is also known as `industrial cluster' or `industrial district'. Experiences of a large number of clusters in developed and developing countries indicate that owing to inter-firm linkages in various areas of business, all the SMEs in the clusters experience economies of scale and scope leading to higher efficiency and international competitiveness. Attracted by this new form of organizing production, several industry promotion organizations the world have started developing clusters and inter-firm collaborations as a strategy to strengthen SMEs. One of the key interventions is the formation and up-gradation of new skills and knowledge to manage production, innovation and improvement across the network of supplier companies. One of the greatest advantages for workers

in these clusters is that even if the training is attended by a limited number of workers, the spread of it amongst the rest is incredible (*Dr. Dinesh, Entrepreneurship Development Institute of India)*.

Like others countries, Ethiopian TVET institutions are expected to relevantly transfer the technologies to micro and small enterprises (MSE) sector in order to increase their productivity, improve the quality of products and services and facilitate creation of new business. Provision of TVET programmes and technology transfer services are the means to strengthen SME in urban and semi-urban areas (MoE, 2008).

TVET institutions are mainly expected to replicate new and selected technologies and transfer the same to the relevant industry in order to increase the competitiveness of the sector according to international standards. It's also needed that these technologies focus on creative capacity building and greatly contribute to the economic development of the country in a bid to mitigate regional problems. Their benefit will be significant since the trainees who pass through this process are endowed with outstanding and international workforce ethics.

In order to replicate the technologies it is required to refer to international best practice and use it as a basis for occupational standard and curriculum development closing teachers' and trainers' competence gaps will be addressed by hiring foreign experts. Their role is to capacitate Ethiopian teachers and trainers so that they can implement new TVET programmes based on occupational standards. By doing so, teachers, trainers and trainees will be able to contribute to transfer the technology to the industry. TVET institutions having accumulated technology capabilities, and using this potential to promote technology transfer, contribute to the enhancement of productivity and the competitiveness of industries. TVET institutions are expected to revamp and supply services to the market to transfer the newly selected technologies. Another task of the institutions is to properly utilize their respective resources and to deliver services against fees. The income generated from such activities enables to create further potential to increase the capability of the institutions (MoE, 2008).

Workplace Learning

According to (OECD, 2011), Workplace learning is a powerful tool in vocational education and training. Workplace learning includes a diverse set of practices, including:

- Job shadowing in which students "shadow" a worker to learn about their job
- service learning voluntary work by students, typically in non-profit organizations
- internships in which students work for a firm for zero or nominal wages
- apprenticeships which provide more structured long-term workplace learning, typically over a period of years, leading to a qualification

Workplaces provide a strong learning environment because they offer real on-the-job experience that makes it easier to acquire both hard and soft skills;

- Hard skills- it may require practical training on expensive equipment. Up-to-date equipment is already available in firms, along with people who know how to use it and can explain associated techniques.
- Soft skills – like problem solving, conflict management and entrepreneurship – are more effectively learnt in workplaces than in classrooms and simulated work environments.

Workplace learning facilitates a two-way flow of information between potential employers and employees about each other, making later recruitment much more effective and less costly and usefully complementing career guidance. Employer willingness to offer workplace training provides a signal and verification that a VET programme is relevant and has labour market value. When workplace learning is a VET programme requirement, it can help to keep student places aligned with likely future employment demand. Trainees in the workplace can make a productive contribution to the output of the firm and to the economy as a whole, if the workplace learning environment is structured to facilitate this.

RESEARCH DESIGN AND METHODOLOGY

Research Design

The research design employed was descriptive survey. Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection *(http://learngen.org)*.

Qualitative data were required in this research such as profiling of young entrepreneurs those graduated from TVET institutions found in Asella Town. Using frame of reference along with study and interview based report that is valuable for analysis of research. Implying to the fact that TVET programs are base of youth

entrepreneurship and being recognized as valuable tool for development of entrepreneurship ways, facilitate entrepreneurial endeavors for young of today. Youth entrepreneurship can be related to youths' position in society, role of entrepreneurship in business society. In general Surveys questionnaires, interviews and archive assessment were used to collect relevant data.

Enough time has been spent on what needs to be conducted to attain reliable measures and estimates in research centering youth entrepreneurship opportunities in particular, in-depth analysis of youth-TVET graduates' entrepreneurs. The work has highlighted links between youth entrepreneurs and entrepreneurship implications as well.

Population and Sample Size

Simple random and purposive samplings were used to select the sample for this study in order come-up with relevant information on the influence of TVET programs on entrepreneurial and job opportunities.

There were three private and two public TVET Institutes in Asella town. Then to make the study feasible three target populations were selected based on the data availability and compatibility of the institutes. The first population (N=155) which include all Instructors of Athlete Kenenisa TVET college as identified from annual report of the college obtained from the Planning and Information management Division of the College. To select this college as a one of target population the reason behind was high concentration of occupational programs since compared to others Institutes found in Asella town which permit to coverage large population. And then, from total population of the College's Instructor, 40% (62) were selected randomly.

The second population is small and micro Enterprises (Entrepreneurs) those were previously graduated from TVET Institution and organized in the Enterprises forms. There are 186 SMEs in Asella town. From total population (N=186) ten of them were employed based on purposive sampling. From each selected ten Enterprises four management personnel have completed research questionnaires. This area was selected, because of the concentration of small size Enterprises in Asella town. The Enterprises' categories are fall under the following types: Metal Products, Wood work, poultry, Dairy, Construction, Malt production, Vegetable and fruit agro business, Hotel services and etc. These listed above industrial categories are chosen based on the assumption that the majority of vocational graduates are employed or engaged in these industries. Management personnel survey in this study is limited to the manager, Accounting head, Production Head, and Marketing expert. These management personnel were assumed to represent the employers' perceptions. Personnel and production managers and expert are assumed to have regular contact with the employees. Therefore, they are in a unique position to evaluate the employees. Of the micro and small Enterprises in Asella Town, ten of the total Enterprises would be purposely selected based on data availability, size, categories and function of Industries. Then after, from each selected Enterprises, management personnel (i.e. Manager, Accounting Head, production Head and Marketer) have been requested to complete the survey questionnaires.

Third population is that, manager of Asella Town's Small and Micro Enterprises Agency would be directly contacted for detail interview questions and survey questionnaires to determine to what extent TVET program effect on Entrepreneurial and Job opportunities has in Asella Town. The reason behind to select this group as one population is that TVET institutions and Small and Micro Enterprises in Ethiopia have been doing cooperatively in training delivery, as a result Agencies of Small and Micro Enterprises are role playing mediator and catalysts governmental organization to boost entrepreneurial and job opportunities in the country. Therefore, it is believed that this Agency's management (manager, supervisor or experts) can provide relevant data that answer the research questions.

Instruments

The instrumentations have been employed in this study were interview, questionnaires and archival evidence to collect data that were appropriate to the content validity and reliability.

Interviews

Interviews are an important source of case study information. Yin (2003) identifies two jobs that need to be carried out in the interview process. First, there is a need to follow a line of inquiry – in this case an "appreciative inquiry", second, ask the actual questions in an unbiased manner serving the needs of the line of inquiry. The question in the interviews has been open-ended and encourages unsolicited discussion. The strengths of data collection through interviews is that it focuses directly on the case study topic and is insightful, however, the downside is that, unless the questions are well constructed, there could be bias, or inaccuracies due to poor recall, or simply the interviewee gives the interviewer what he/she wants to hear. Historical data will also be gathered through the interview process, particularly for finding out the Entrepreneurs and their businesses history. The interviews are carried out with

key people in the process owner of Small and Micro enterprises Agency of Asella town. Then, after doing so, it has been seen that interviews has made the main contribution to the study.

Archival evidence

Documentation can span a long span of time and is useful for obtaining historical data that may not be otherwise accessible through observation or interviews. One weakness of documentation and archival evidence is that there tends to be a bias towards that of the author and access can sometimes be a problem due to privacy reasons. However, documentation such as annual reports has provided secondary data on the growth of the business and its fiscal standing. Archival evidence such as history books and newspaper articles could provide a significant part of the study storyline from the perspective on an "outsider".

Data Collection Techniques

Questionnaire, Interview and archival evidence were the main instrument used for the collection of data for the study. Designed questionnaires were prepared for two target group separately; part I from A-D were distributed to Athlete kenenisa TVET college's Instructors and Part II-E was distributed to 40 people (four management personnel of ten selected SMEs found in Asella town). The questionnaire used a 5-point Likert scale. Before the distribution of questionnaire, it was given to the research advisor for further edition and improvement, and then after some modification and adjustment questionnaire was distributed to target population. In addition to that five interview questions were prepared and invited to Head Asella town's SMEs Agency. During distribution and collection questionnaire two Instructors of the Athlete Kenenisa TVET collage have assisted the researcher to distribute and collect the questionnaire's paper.

Data Analysis and Interpretation Techniques

The data gathered were organized using descriptive statistical analysis. Each data collection methods benefited from content analysis, and either manual or computer assisted programme like ***SPSS*** (statistical package for social science, version 20) and excel. Therefore, for the purpose of data analysis, codification and justification computer assisted program is utilized. In social science research mostly used and applicable software is ***SPSS***. As a result this software has been used as prior option.

The arithmetic mean was used at a decision point of 3.0. The implication was that a mean value above 3.0 was considered as 'agree' and values below 3.0 as 'disagree'. Data collected were followed a process of transcription, coding, analysis, tabulation and presentation of results. The process included collecting data which were analyzed and then presented in organized manner, drawing out themes and concepts (patterns).

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this section, the presentation and analysis of data collected from sample respondents are presented and interpreted. Most of the data collected were analyzed by using tables followed by discussions that supported via descriptive statics. About 55 linkert scale based questionnaires were distributed to selected sample population (102). And all distributed questionnaires were returned back at the same day. To utilize resource, related questions were treated together as whole. Interview responses' obtained from Asella town's SME development head office were incorporated to authenticate the data obtained using questionnaire.

Based on the data collected the respondents' characteristics, the presentation and interpretation of the data were presented as follows.

Characteristics of Respondents

According to the data in Table 1, out of a total 103 respondents, majority of the respondents 89 (86.41%) are males while 14(13.59%) of the respondents are females. As far as the interviewee' sex is concerned, however, he is male. Regarding Athlete Kenenisa TVET Instructors, out of a total 155 respondents, 58(93.55%) of them are males while 4(6.45%) of them are females. This indicates that the numbers of male Instructors was greater than the females in the College and were successful in teaching. Age distribution is concerned, observing from total, 18 (17.48%) of the respondents were in the young age (below 24 years old), while the majority 42 (40.78%) of them were between 25 and 30 years of age and 23 (22.33) of the respondents were between 31 and 36 years old. Few number 5 (4.85) of the respondents were in the adult age (between 37 and 42) years of age.

The next question was all about the respondents' educational qualification. Accordingly, observing in

Table 1: presents the characteristics of respondents by their sex, age, educational level and year of service:

S/N	Variables	Alternatives	Instructors (n=62)		Four Mgt of selected ten SMEsfound in Asella town (n=40)		Asella Town's SEMs Agency head (n=1)		Total	
			No	%	No	%	No	%	No	%
1.	Sex	M	58	93.55	30	75	1	100	89	86.41
		F	4	6.45	10	25	-	-	14	13.59
		Total	62	100	40	100	-	100	103	100
2.	Age	Below 24	14	22.55	4	10	-	-	18	17.48
		25-30	16	25.80	26	65	-	-	42	40.78
		31-36	15	24.20	8	20	-	-	23	22.33
		37-42	12	19.35	2	5	1	100	15	14.56
		43and above	5	8.10	-		-	-	5	4.85
		Total	62	100	40	100	1	100	103	100
3.	Qualificati on	Certificate	10	16.13	17	42.5	-	-	27	26.21
		Diploma	15	24.19	23	57.5	-		38	36.89
		BA/BSC	31	50.00	-	-	1		32	31.07
		MA/MSC	6	9.68	-	-	-		6	5.83
		PhD	-		-	-	-		-	-
		Total	62	100	40		1		103	100
4	Year of Service	Below 5 year	23	37.10	30	75	-	-	53	51.46
		5-9 years	25	40.32	10	25	-	-	35	33.98
		10 and above	14	22.58	-	-	1	100	15	14.56
		Total	62	100	40	100	1	100	103	100

general, it was found that 27 (26.21%) of them were certified, while 38 (36.89%) of them were diploma holders and 32 (31.07%) of the respondents were bachelor degree holder. Whereas 6 (5.83%) of them were Master degree /second degree qualified. None of the respondents were PhD holders. As far as Athlete Kenenisa TVET college Instructors' qualification profile is assessed specifically, out of a total 62 instructors, majority 31 (50%) of them were first degree holders while 10 (16.3%) of them were certified professionals. Thus, it is considered to be below the standard set by education and training policy.

The other aspect of respondents' background characteristics was regarding the years of experience. Consequently, the service year of respondents is concerned that the majority 53(51.46%) of the respondents have had below 5 (five) years of work experience while 35(33.98%) of the respondents have 5 to 9 years of work experience. The remaining 14(22.58%) of the respondents indicated that they have 10 and above years of work experience.

Contributions of TVET to Economic Development

In Table 2, the respondents' decision show that vocational education and training has contributed to economic development of Asella town, the majority 44 (70.97%) of respondents responded that TVET played essential role in economic development of the town. An examination of these responses indicates agreement that Vocational Institutes found in the Asella Town have prepared sufficient numbers of skilled and competent manpower to satisfy the need of current labour market. The researcher has observed Athlete kenenisa TVET College's mission statement which posted in many place of college's campus and it could be possible to understand that college's mission statement supports the respondents' decision. The mission statement says;

"….*our mission is to produce sufficient number of technically skilled, equipped and competent manpower in order to satisfy the need of labour market" (field observation data, April, 2013).*

This indicates that the leaders of TVET Institutes' and all other stakeholders should keep up their missions to meet their long and short term objectives which link their endeavors with country's current economic developments tasks to bring change in society. It is possible to understand from Table 2, respondents' decisions shows that the TVET program, when effectively considered and supplied in the country could contribute in country's economic development in which micro and macro-economic questions can get answer. Miller's (1987:42) stand point confirms that;

…..Vocational Education and Training has very little values to the individual, the community, or to Economy

Table 2: Items related to contributions of TVET in the country's Economy development

S/N	***Items statement***	**Instructors' responses**										Mean	St. D	Decision
		Frequency												
		5SA		***4A***		***3UD***		***2DA***		***1SDA***				
		No	***%***	***No***	***%***	***No***	***%***	***No***	***%***	***No***	***%***			
1.	Vocational education and training has contributed to Economic development of the Asella Town.	9	14.52	44	70.97	6	9.68	3	4.84	-	-	3.95	0.66	Agree
2.	Vocational Institutes found in the Asella Town have prepared sufficient numbers of skilled and competent manpower to satisfy the need of current labour market.	9	14.52	36	58.06	10	16.13	6	9.68	1	1.61	3.74	0.89	Agree
3	Technical and Vocational Education and training programs are more suitable than regular academic schools programs in responding to rapidly changing nature of lobour and technology.	15	24.19	34	54.84	7	11.29	4	6.45	2	3.23	3.90	0.95	Agree
4	Vocational Institutes are preparing qualified skilled manpower than academic Universities.	11	17.74	29	46.77	13	20.97	7	11.29	2	3.23	3.64	1.01	Agree
5	Substantial financial support and Investments in TVET is considering the high employment rate of Vocational graduates.	7	11.29	31	50	18	29.03	6	9.69	-	-	3.62	0.814	Agree
6	TVET program has brought attitudinal change in vocational graduates and society regardless of work values.	4	6.45	28	45.16	6	9.68	21	33.87	3	4.84	3.14	1.114	Agree
7	Vocational Education and Training is becoming more flexible in responding to labor market.	10	16.13	33	53.23	9	14.52	10	16.13	-	-	3.69	0.934	Agree

Source: field data key: SA= strongly agree, A= Agree, UD= Undecided, DA= disagree, SDA= strongly disagree

unless the skills that are learnt enable people to get and hold jobs, learners must be able and willing to perform to services in order to meet demand in the labour market.

According to German Federal Ministry for Economic Cooperation and Development, as joblessness and underemployment among large sections of the population also have the potential to fuel conflict, technical and vocational education and training and labour market policy measures can also contribute indirectly to ***conflict prevention***. A skilled workforce and a functioning labour market are key ***location factors***, influencing not only the ***competitiveness*** of businesses, economic sectors and regions within the country concerned, but also its international competitiveness. This is because competitive advantages are increasingly based on innovation and know-now, and on their dissemination and valorization in all sectors of the economy and society. Technical and vocational education and training in the broad sense described above makes key contributions to the dissemination of know-how. A functioning labour market promotes the valorization of this know-how by establishing the framework for this process and providing the necessary support to enable skilled workers to find suitable jobs and assisting employers to find skilled staff. Access to productive employment for as many people as possible is a key factor for income distribution and participation by broad sections of society in economic growth. Economic growth can only contribute to poverty reduction and sustainable development if it results in more people, especially the poor, finding productive work which offers a decent wage. Needs-based training is often required in this context. Technical and vocational education and training and labour market measures are therefore, key elements of development cooperation aimed at pro-poor growth. Facilitating more people's access to productive employment and a decent wage plays a key role in achieving Millennium Development Goal, this access, especially for poor and disadvantaged demographic groups, must be improved, firstly through technical and vocational education and training and labour market policy measures and secondly by creating new jobs.

Concerning to suitability and flexibility of TVET programs, 34(54.84%) of the respondents revealed that Technical and Vocational Education and training programs are more suitable than regular academic schools programs in responding to rapidly changing nature of lobour market and technology and also 29 (46.77%) of respondents reported that Vocational Institutes have been preparing qualified skilled and technically competent manpower than academic Universities.

Discussion paper conducted at IZA (*Institute for the Study of Labor*) since 2011) supports above statement; Vocational education is that develops specific job-related skills in order to prepare students to work in specific occupations, while others emphasize general education that provides students with broad knowledge and basic skills in mathematics and communication and serves as the foundation for further learning and on-the-job training. The United States, for example, has largely eliminated vocational education as a separate way in secondary schools on the argument that specific skills become obsolete too quickly and that it is necessary to give people the ability to adapt to new technologies. On the other hand, many European and developing countries, led by Germany's "dual system," provide extensive vocational education and training at the secondary level – sometimes with direct involvement of industry through apprenticeships. The underlying rationale is that by concentrating on specific vocational skills, it is possible to improve the entry of workers into the economy and to make them productive at an earlier point. These differing perspectives suggest a possible trade-off between short-term and long term costs and benefits for both individuals and the entire society.

As a result, 31 (50%) of respondents agreed that substantial financial support and Investments in TVET is considering the high employment rate of Vocational graduates. This clearly indicates that investment and financial support to TVET programs is reasonable by which unemployment, underemployment and poverty assumed to be alleviated or deducted. On the question of attitudinal change brought by TVET graduates, it was realized that TVET program has brought attitudinal change in vocational graduates and society regardless of work values. Attitudinal change is core issue of one's quality and criteria that helps to be fruitful in the world of work. Generally as it can be understood from the respondents' report of table 2, TVET program is a key tool that can brings attitudinal change in graduates of TVET as well as even in the entire society concerning to work values.

Factors Affecting TVET graduates in starting their own Business

In table 3 above, as it can be seen there are factors assumed to facilitate or inhabit Vocational graduates while starting their own Entrepreneurial Business. As item one is analyzed, 25(40.32%) and 5(8.05%) of respondents decision shows that they responded disagree and strongly disagree respectively which indicates the Asella Town's Administration and Stakeholders are not committed to coordinate, and facilitate conditions for TVET graduates to enter them in Entrepreneurial Ventures. But the interview conducted with Manager of Asella town's SMEs agency debates the Instructors' responses. Here is what the manager has said:

Table 3: Factors facilitating or inhabiting Vocational graduates in starting their own Entrepreneurial Business

S/N	Items statement	Instructors' responses										Mean	St. deviation	Decision
		Frequency												
		5SA		4A		3UD		2DA		1SDA				
		No	%	No	%	No	%	No	%	No	%			
1	The Asella Town's Administration and Stakeholders are committed to coordinate, and facilitate conditions for TVET graduates to enter them in Entrepreneurial Ventures.	4	6.45	17	27.42	11	17.74	25	40.32	5	8.06	2.84	1.12	Dis. A
2	The Government provides clear direction regarding to strengthening industries and Technical Institutes' attachment to develop Entrepreneurial skill of TVET graduates.	5	8.06	31	50	9	14.52	16	25.81	1	1.61	3.37	1.01	Agree
3	The technical content of Vocational Education and Training Curriculum is designed based on the needs of labour market.	3	4.84	11	17.74	14	22.58	27	43.35	7	11.29	2.6	1.06	Dis. A
4	Quality of training at schools helps trainees to get entrepreneurial opportunity in the real world.	18	29.03	24	38.71	9	14.52	8	12.90	3	4.84	3.74	1.16	Agree
5	Trainees are well informed and trained about Entrepreneurship (Business Ventures) in their regular occupational program.	3	4.84	24	38.71	8	12.90	25	40.32	2	3.23	3.02	1.06	Agree
6	Instead of starting their own Business, the Trainees want to be employed by others after attending vocational training program.	10	16.13	40	64.52	8	12.90	4	6.45		-	3.9	0.74	Agree
7	Lack of Start-up capital could limit TVET graduates to open their own Business Enterprise.	23	37.10	33	53.23	3	4.84	3	4.84	-	-	4.23	0.75	Agree
8	TVET graduates have no loan and technical support access while beginning their business.	4	6.45	12	19.35	18	29.03	25	40.32	3	4.84	2.8	1.02	Dis. A
9	There is vocational guidance and Counseling unit in TVET Institutes to facilitate and direct trainees in Occupational choice.	2	3.23	9	14.52	6	9.68	27	43.55	18	29.03	2.19	1.1	Dis. A
10	Lack of training materials has no effect on trainees' competency level in world of work/Entrepreneurial activities.	1	1.61	1	1.61	4	6.45	29	46.77	27	43.55	1.71	0.79	Dis. A

…To make TVET graduates productive power, governments has been taking different strategies through which the young people solve their socio-economic problems. For instances, TVET graduates can get loan opportunity from governmental owned micro finance institutions for those able to save 20% of total start-up capital. Additionally, government also considers young TVET graduates to engage them in government led projects for those unable to save 20% of total start-up capital. Even though, many entries to entrepreneurial business world are there, they do not pay attention to these available open opportunities, (April, 2013).

From above two controversial ideas, it could be possible to understand information gap or deceitfully provided information from one of them, but newly launched TVET strategy show that both Small and micro enterprises should work cooperatively especially in equipping TVET graduates with Entrepreneurial skills, world of work skills and industry based training delivery and as well as providing continuous/improvement training for already established micro and small enterprises. However, the researcher found some misunderstanding in between two institutions that leads to delivery of needed training for both newly established and already established SMEs insufficiently.

To assess to what extent government has been providing clear direction regarding to strengthening industries and Technical Institutes' attachment to develop Entrepreneurial skill of TVET graduates question was raised for respondents, accordingly 55(58.06%) of the respondents were agreed up on that as government level there is high concentration and especial consideration to link Vocational institutes with industries attachment in order to boost Entrepreneurial skill of TVET graduates in the country.

Even though, the government supports to this extent interview conducted with SMEs Head has put some limitations inhibit vocational graduates in business ventures;

….as already I mentioned previous, the major limitations that inhabit the TVET graduates from starting their own business are; the first thing could be financially incapability, increase number of unemployed people which could be beyond our capacity to organize them as Enterprises, fear of financial risks, unwillingness of their families to loan beginning capital, incompatibility of some authorized worker and etc. In my opinion, the solution is working effectively on them during their regular academic program, I mean that training them on basic Entrepreneurial skills, if it is possible, starting from high school to higher academic institution including Vocational institutes. Additionally, awareness creation panel discussion (short term training) should be available for stake holder regarding to industries attachment with Vocational education that could be considered as economic device through which vocational graduates able to develop world of work and entrepreneurial skill that can change their basic socio-economic problems. Undoubtedly, I can speak that, if individuals equipped with world work (employment and Entrepreneurial skills) not only as individual, even as country development and prosperity are near to our nations, (interview conducted: April, 2013).

As far as item 3 concerned, decision point of instructors' responses pointed out that the technical content of Vocational Education and Training Curriculum is not designed based on the needs of labour market. This indicates that market assessment /survey is not considerably ongoing in the TVET colleges. The analysis of instructors' responses confirms that quality of training at schools helps trainees to get entrepreneurial opportunity in the real world. This shows that the level of quality training provided in the TVET Institutes can affect the way TVET graduates will perform in the world of work, which means quality training can increase the competency level of trainees during employment time.

In general, as depicted in table 3, the major factors inhibiting TVET graduates to start their own business, the obtained responses are summarized as follows;

- 27 (43.55) of the respondents agreed up on that trainees are not well informed and trained about Entrepreneurship (Business Ventures) in their regular occupational program where as 24(38.71%) of the respondents replied neutral.
- Instead of starting their own Business, the trainees want to be employed by others after attending vocational training program indicated by 50(80.65%) of the respondents.
- Lack of Start-up capital could limit TVET graduates to open their own Business Enterprise indicated by 56(90.33%) of the respondents.
- Lack of training materials has negative effect on trainees' competency level in world of work/Entrepreneurial activities responded by 56(90.32%) of resopndents.
- There is no vocational guidance and counseling unit in TVET Institutes to facilitate and direct trainees in occupational choice. In general Interview session undertaken with Head of Asella Town's SMEs Agency indicates related ideas;

…. as far as my knowledge that much TVET graduates are not well interested to start their own business venture due to the fact that they lack start-up capital, absence of personal motivation (self-confidence), fear of personal risks, previous social and cultural perception, and etc. Most of the time we observed that, many TVET graduates searches for job availability in private, government and non-governmental organizations instead of effort to start their own business. But the main

problem is, before some few decades our society experienced that the graduates of any academic institution are expected to join job in one of government sectors offices. Now a days, conditions are changing, because daily the world is facing new things, it could be technological change, economical change, currency change, political change or social change, but many of our youngsters are not aware of all these changes, (April, 2013).

World of Work training Delivery at TVET Schools

Table 4 suggests a general agreement on cooperative and in-company training that TVET Institutes found in Asella Town has been using it effectively in practical training delivery. This is also encouraged by educational and vocational policy and strategy of the country. Even though cooperative training (dual system) is taking place in TVET institutes, the respondents' decision point argued that there are no sufficient practical skills training for trainees in their occupations. Absence of practical skill training leads TVET graduates incompatibility with their occupation, for that it is impossible to make trainees competent without practical based training delivery; it is maximum option for TVET Institutes to considerably apply and undertake it without any reservation. Another thing should analyzed with this point is that field trip and experience sharing programs are not well organized and developed in TVET Institutes in order to strengthen practical training and also that trainees are not aware and well informed about practical (world of work) training systems. In another way the responses obtained from Instructors reveals practical based training system can alleviate Unemployment and poverty problems indicated by 48 (77.42%) of respondents.

As far as industry attachment related question was concerned, the majority 44 (70.97%) of the respondents responded that industry attachment with TVET Institutes/Colleges is not sustainably ongoing regarding to practical training, whereas the remaining 18 (29.03%) of respondents replied that there is industry attachment with TVET Institutes, from their responses it could be possible to understand that there is weak and uneven attachment with industries in practical based training delivery, but several vocational education reviews recommend that the linkage between TVET institutions and industries (employing organizations) is very important to decide on the type of training programmes to be provided at a particular institution, so that the graduates possess the relevant skill through developing industrial experience and as a result, graduates' employment opportunity could be maximized. As well as question related trainers' practical skills development was raised for the target group, accordingly 44 (70.97) of the respondents replied that trainers' practical skills development training is available in the TVET Institutes that helps to update and develop their teaching skills continuously.

To what extent does TVET facilitate and promote Innovation and Creativity /Entrepreneurial activities

Table 5 contains 10 items addressed question 4: To what extent TVET does facilitate and promote innovation and creativity /Entrepreneurial activities? These items exposed to what extent TVET does facilitate and promote innovation or Entrepreneurial works. On item 1, Instructors 46(74.2%) of them indicated that TVET Institutes have organized and running Technology accumulation and transfer program which can encourage and promote trainees' entrepreneurial skills. With respect to competency based training (item 2), the majority 50 (80.64%) of the respondents agreed that competency based training can advance trainees' creativity and innovative capacity. In terms production based training methods in TVET (items 3 and4), 43(69.35%) and 37 (59.68) of the respondents disagreed respectively with that new design and modified production are produced in the TVET schools and products and services produced during training session at TVET college are commercialized in the local market. Regarding to item 5 and 6, the majority 45 (72.58%) and 44(70.96%) of the respondents' decision shows that there is no enough mutual understanding and partnership between Industries and TVET Institutes to promote Entrepreneurial spirit in the society, and as well as trainees have no a chance to train in industries in order to acquire and develop their creativity skills in addition to class based training.

On item 7, the greater part 50 (8.64%) of the respondents agreed that TVET Institutes are expected to give Entrepreneurial skills training for Enterprises/Entrepreneurs found in the community. Newly revised national vocational education strategy (2008), support that TVET Institutes have responsibilities to produce technically equipped and competent middle level labour that demanded by current labor market, and as well as support small enterprises to handle them basic technical and entrepreneurial skills in order to make them competent in the both domestic and foreign market. The analysis of Instructors' responses concerning to item 8, majority 33 (53.22%) of them disagreed that TVET graduates are well trained in Entrepreneurship education that concerns to creating their own Business, but18 (29.03) of them agreed, whereas 11(17.74%) of the respondents were unsure either or not TVET graduates are well trained in Entrepreneurship education that concerns to creating

Table 4: World of Work training Delivery at TVET Schools

S/N	*Items statement*	**Instructors' responses**										Mean	St. deviation	Decision
		Frequency												
		SA		***A***		***UD***		***DA***		***SDA***				
		No	***%***	***No***	***%***	***No***	***%***	***No***	***%***	***No***	***%***			
1	In company and cooperative training is effectively used in practical training delivery.	7	11.29	22	35.48	18	29.03	13	20.97	2	3.23	3.3	1.034	*Agree*
2	There are sufficient practical skills training for trainees in their occupations.	2	3.23	17	27.42	18	29.03	22	35.48	3	4.84	2.9	0.98	*Disagree.*
3	Trainees have adequate time to practice required real world skills at school during training program.	1	1.61	24	38.71	6	9.68	23	37.10	8	12.90	2.7	1.13	*Disagree*
4	Field trip and experience sharing programs are well organized and developed in TVET Institutes in order to strengthen practical training.	-	-	12	19.35	4	6.45	33	53.23	13	20.97	2.8	0.1	*Disagree*
5	Competency based training system is effectively performed.	2	3.23	13	20.97	16	25.81	25	40.32	6	9.68	2.7	1.0	*Disagree*
6	Industry attachment with TVET Institutes is sustainably ongoing concerning to practical Training.	2	3.23	16	25.81	-	-	38	61.29	6	9.68	2.5	1.08	*Disagree*
7	Competency based Training materials are prepared and compiled for trainees.	10	16.13	27	43.55	12	19.35	12	19.35	1	1.687	3.5	1.04	*Agree*
8	Lack Training materials has no impact on practical training delivery.	-	-	-	-	2	3.23	20	32.26	40	64.52	1.4	0.55	*Disagree*
9	Trainees are aware and well informed about practical (world of work) training systems.	1	1.61	22	35.48	10	16.13	22	35.48	7	11.29	2.8	1.1	*Disagree*
10	Trainers' practical skills development training is available in the TVET Institutes that helps to update and develop their teaching skills continuously.	6	9.68	38	61.29	12	19.35	6	9.68	-	-	3.7	0.78	*Agree*
11	Practical based training system can alleviate Unemployment and poverty problems.	13	20.97	35	56.45	6	9.69	4	6.45	4	6.45	3.8	1.06	*Agree*

Source: field data *key: SA= strongly agree, A= Agree, UD= Undecided, DA= disagree, SDA= strongly Disagree*

Table 5: To what extent TVET does facilitate and promote Innovation and Creativity /Entrepreneurial activities

S/N	*Items statement*	**Instructors' responses**										Mean	St. deviation	Decision
		Frequency												
		5SA		***4A***		***3UD***		***2DA***		***1SDA***				
		No	***%***	***No***	***%***	***No***	***%***	***No***	***%***	***No***	***%***			
1	TVET Institutes have organized and running Technology accumulation and transfer program.			14	22.58	2	3.23	40	64.52	6	9.68	2.4	0.95	*Disagree*
2	Competency based training can advance trainees' creative and innovative capacity.	18	29.03	32	51.61	6	9.68	4	6.45	2	3.23	4.0	0.98	*Agree*
3	New design and modified production are produced in the TVET schools.	2	3.23	14	22.58	3	4.84	35	56.45	8	12.90	2.5	1.08	*Disagree*
4	Products and Services produced by TVET college are commercialized in the local market.	3	4.84	16	25.81	6	9.68	35	56.45	2	3.23	2.7	1.04	*Disagree*
5	There is mutual understanding and partnership between Industries and TVET Institutes to promote Entrepreneurial spirit in the society.	2	3.23	10	16.13	5	8.06	21	33.87	24	38.71	2.0	1.2	*Disagree*
6	Trainees have a chance to train in industries in order to acquire and develop their creativity skills.	3	4.84	11	17.74	4	6.45	36	58.06	8	12.90	2.4	1.1	*Disagree*
7	TVET Institutes are expected to give Entrepreneurial skills training for Enterprises/Entrepreneurs found in the community.	21	33.87	29	46.77	6	9.68	4	6.45	2	3.23	4.0	1.0	*Agree*
8	TVET graduates are well trained in Entrepreneurship education that concerns to creating their own Business.	3	4.84	15	24.19	11	17.74	21	33.87	12	19.35	2.6	1.2	*Disagree*
9	TVET programs are solving community's problems by indicating and addressing technologies.	4	6.45	18	29.03	11	17.74	23	37.10	6	9.68	2.9	1.14	*Disagree*
10	Training delivery supported by Production process in TVET Institutes could improve and develop Trainees Entrepreneurial skills.	24	38.71	26	41.94	6	9.68	6	9.68	-	-	4.1	0.94	*Agree*

Source: field data key: SA= strongly agree, A= Agree, UD= Undecided, DA= disagree, SDA= strongly Disagree

their own business after graduation. As far as item 9 and 10 concerned together through table 5, the decision points of respondents show that TVET programs are not solving community's problems by indicating and addressing technologies, and on the other hand the majority of respondents 50(80.65%) suggested that training delivery supported by production process in TVET Institutes could improve and develop trainees' Entrepreneurial skills.

Employability and Entrepreneurship of TVET Graduates

Items 1-17 illustrated in table 6 are analyzed based on responses obtained from four management personnel of selected 10 small and micro enterprises found in Asella Town. These items addressed research question 5: What is the status of employability and Entrepreneur-shipment of TVET graduates? On item 1, greater number of respondents 35(87.5%) agreed that Ethiopia government has a Vocational training program that benefits the youths in entrepreneurial and jobs opportunities. For item 2, 35 (87.5%) of the respondents agreed up on that TVET enhances youth to start own business. Relating to items 3 and 4 decision point obtained from four management personnel of ten selected Enterprises revealed that Trainees' technical skills improved after eachtraining program they attended and technical training provided by TVET Institutes improves world of work skills of Industries' employees that designated by 38 (95%) and 34 (70%) respectively .

As item 5 was concerned, 34(54.8%) of the respondents agreed that youths are more encouraged and developed when they attend technical training programs, whereas regarding to item 6, 75% (30) of the respondents agreed that technical training improves personal entrepreneurial skill and social welfare. With the respect to personal entrepreneurial skill (item 7), all 40 (100%) of the respondents agreed that the clear understanding of personal entrepreneurial skills and correct application has great influence on social and Economic development of the community. For item 8, greater number 34 (85%) of respondents agreed that the attitudes and standard of living of the people can be improved through Vocational education and training that accompanied with entrepreneurship education. On item 9, the analysis of management personnel's responses confirms that Entrepreneurship training helps to bring out the best workers/experts and entrepreneurs/ self-starters/ which indicated via 35(87.5%) of respondents. Another question raised to the respondents (item 10) was concerning to efficiency and effectiveness of Industries/Enterprises/ can be improved by entrepreneurship training that agreed up on by the majority 75 % (30) of the respondents. On item 11, self – employment (being entrepreneur) is more advantageous than be employed by other which revealed by 27(67.5%) of the respondents.

With regarding to employability of TVET graduates (item 12), the greater part 32 (80%) of the respondents responded that Vocational graduates have better employment opportunities than graduates from tertiary academic Institutions, but for item 13, the majority 29 (72.5%) of them disagreed with TVET graduates are well equipped to enter the competitive workforce. This shows that even if, TVET graduates have better employment opportunity than academic higher institutions, and TVET institutes are not well equipping the trainees with that context. As far as items 14, 15, 16 and 17 are concerned together, the majority of respondents' decision point (Mean= < 3.0) shows that TVET graduates have not possessed:

- Necessary communication skills indicated by 25 (62.5%) of the respondents.
- Good attitudes toward work indicated by 30 (75%) of respondents, this argued the instructors' response that analysis obtained from TVET instructors shows TVET has brought attitudinal change in the society towards work values.
- Problem solving skills that required in world of work that responded by 30(75%) of the respondents.
- Necessary interpersonal and social skills revealed by 28(70%) of the respondents.

Generally, discussion carried out indicates that the employment and entrepreneurial opportunity of TVET graduates is greater than academic higher institutions. It is possible to understand from the discussion that TVET program is more suitable and flexible than general educational program, because it has been suggested that TVET program is preparing trainees in specific occupation directly to engage them in world of work unlike that general education is for broad general knowledge intended for further educational progress and development.

Table 6: Items related to Employability and Entrepreneurship of TVET Graduates

S/N	*Items statement*	**Four mgt personnel of ten selected SMEs' responses**									
		Frequency									
		5SA		***4A***		***3UD***		***2DA***		***1SDA***	
		No	***%***	***No***	***%***	***No***	***%***	***No***	***%***	***No***	***%***
1	Ethiopia government has a Vocational training program that benefits the youths in entrepreneurial and jobs opportunities.	10	25	25	62.5	-	-	5	12.5	-	-
2	TVET enhances youth to start own business.	15	37.5	20	50	2	5	3	7.5		
3	Trainees' technical skills improved after each training program they attended.	12	30	26	65	-	-	2	5	-	
4	Technical Training provided by TVET Institutes improves world of work skills of Industries employees.	6	15	28	70	2	5	4	10	-	-
5	Youths are more encouraged and developed when they attend technical training programs.	14	35	20	50	-	-	3	7.5	3	7.5
6	Technical training improves personal entrepreneurial skill and social welfare.	14	35	16	40	5	12.5	3	7.5	2	5
7	The clear understanding of personal entrepreneurial skills and correct application has great influence on social and Economic development of the community.	30	75	10	25	-	-	-		-	-
8	The attitudes and standard of living of the people can be improved through VET that accompanied with entrepreneurship education.	11	27.5	23	57.5	4	10	2	5	-	-
9	Entrepreneurship training helps to bring out the best workers/experts and entrepreneurs/ self- starters/.	25	62.5	10	25	5	12.5	-	-	-	-
10	Efficiency and effectiveness of Industries/Enterprises/ can be improved by entrepreneurship training.	12	30	18	45	7	17.5	3	7.5	-	-
11	Self –employment (being entrepreneur) is more advantageous than be employed by other	7	17.5	20	50	5	12.5	8	20	-	-
12	Vocational graduates have better employment opportunities than graduates from tertiary academic Institutions.	14	35	18	45	2	5	6	15	-	-
13	TVET graduates are well equipped to enter the competitive workforce.	-	-	5	12.5	6	15	24	60	5	12.5
14	Vocational graduates possess necessary communication skills.	6	15	6	15	3	7.5	19	47.5	6	15
15	Vocational graduates acquire good attitudes toward work.	5	12.5	5	12.5	-	-	23	57.5	7	17.5
16	Vocational graduates possessed problem solving skills that required in world of work.	4	10	9	22.5	-	-	20	50	10	25
17	Vocational graduates possessed necessary interpersonal and social skills.	-	-	12	30	-	-	26	65	2	5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Major Findings

The purpose of this study was to assess the Effect of Technical and vocational Education and Training program on Entrepreneurial and job opportunities the case of Asella Town of Arsi zone of Oromia region. The study focused on the current information regarding the effect of TVET program.

consequently, basic questions were addressing; major roles of TVET programs in Economic development of the country, factors that inhibit and facilitate TVET graduates in starting their own entrepreneurial venture, world of work training delivery, to what extent TVET does facilitate and promote innovation and creativity (Entrepreneurial) activities, employability and Entrepreneur-shipment of TVET graduates.

The approach used in this research was descriptive survey (qualitative approach). To this end, questionnaire and interview methods of data collections were employed. Simple random and purposive sampling techniques were used to select respondents for questionnaire from the target population and as a result, 102 respondents were participated from Athlete kenenisa TVET College and four management personnel of 10 selected small and micro Enterprise found in Asella Town. And one interview respondent was MSE development head office of Asella Town.

Major Roles of Vocational Education and Training

The results suggested that Instructors believed that Vocational Education and training contributed to economic development of Asella town. In addition, instructors believed that Vocational Institutes found in the Asella Town have prepared sufficient numbers of skilled and competent manpower to satisfy the need of current labour market. Furthermore, from instructors' responses it could be possible to understand that technical and vocational education and training programs are more suitable and flexible than regular academic schools programs in responding to rapidly changing nature of lobour and technology, and in qualifying trainees for world of work.

Factors that Facilitate or inhibit Vocational graduates in starting their own Business

Instructors believed that the Asella Town's Administration and Stakeholders were not committed to coordinate, and facilitate conditions for TVET graduates to enter them in employment and Entrepreneurial Ventures. However, the Government provides clear direction concerning to strengthening industries and Technical Institutes' attachment to develop Entrepreneurial skill of TVET graduates. This implies that city administration personnel were not aware of the directive launched by government. And also the respondents' response shows that the technical content of Vocational education and training curriculum is not designed based on the needs of labour market. This suggest also in the need of regional and federal government commitment to adjust and restructure or revise the designed curriculum of TVET program.

Instructors perceived that trainees were not well informed and trained about Entrepreneurship (Business Ventures) in their regular occupational program and as a result, instead of starting their own Business, the trainees want to be employed by others after attending vocational training program. On the other hand, due to lack of start-up capital and vocational guidance and counseling in TVET Institutes to facilitate and direct trainees in occupational choice could limit TVET graduates' entrepreneurial capacity to open their own Business Enterprise after their graduation. This clearly suggests that trainees should well informed and trained about entrepreneurial skill, and should get vocational guidance and counseling regarding to occupational choice starting from enrollment to graduation time in order to make them aware of real world.

World of work training delivery at TVET Schools

From the analysis result, it could be possible to understand that in company and cooperative training is smoothly used in practical training delivery, however, the responses obtained from instructors revealed that competency based training system is not effectively performed and industry attachment with TVET Institutes is not sustainably ongoing (is not strong enough) concerning to practical training. Therefore, for that practical or competency based training is critical issues in TVET system it should not be seen as negligible thing, i.e. as much as possible TVET institutes should effort to maximum point to have beneficial linkage with the Industries (those also could be considered as employing organizations of TVET's graduates), by doing so TVET Institutes could be successful in producing demanded competent manpower and then, on the way unemployment, underemployment and poverty troubles might be alleviated in the country.

TVET in facilitating and promoting Entrepreneurial works

Concerning to creativity development of TVET

graduates, although TVET commission has planned to undertake technology accumulation and transfer program within TVET institutes, respondents perceived that TVET Institutes have no well-organized technology accumulation and transfer program during training delivery. In addition to that, there is no sufficient mutual understanding and partnership between Industries and TVET Institutes to promote Entrepreneurial spirit in the society. Furthermore, trainees have no enough chance to train in industries in order to acquire and develop their creativity skills. This seriously suggests that both regional and national concerned authority should enforce industries and TVET institutes to do so according to the consent of strategy already set.

Employability of Vocational Graduates

With respect to employability of vocational graduates, respondents believed that the completers of vocational education had better employment opportunities than completers of academic universities programs. Further, management personnel indicated that TVET graduates possess basic technical skills required after attending vocational programs. However, management personnel groups were not satisfied with that the communication, interpersonal, critical thinking and problem solving skills of vocational graduates. This evidently recommends that employability, general and entrepreneurial skills should be integrated into vocational programs.

Conclusions

Five conclusions were made based on the findings of the study:

1. It is possible to conclude that Technical and vocational education and training programs are more suitable and flexible than regular academic schools programs in responding to rapidly changing nature of lobour and technology, and in qualifying trainees for world of work. Therefore, TVET program could be considered as one of economic device by which basic economic and social change could be brought in the society.
2. The researcher has seen that the employment and entrepreneurial opportunity of TVET graduates is greater than academic higher institutions, however, trainees are not well informed and trained about Entrepreneurship (business ventures) in their regular occupational program and, as a result, instead of starting their own business, the trainees prefer to be employed in different sectors after attending vocational training program.
3. Without having Competency based training system and industry attachment it is difficult to TVET Institutes to achieve their objectives and goals expected to be achieved.
4. TVET Institutes are expected have well-organized technology accumulation and transfer program during training delivery which can promote Entrepreneurial spirit in the society.
5. Even though TVET graduates have better employment opportunity, the study suggested the graduates of vocational education lack communication, interpersonal, critical thinking and problem solving skills.

Recommendations

In view of the findings and conclusions, six recommendations were made.

1. It is recommendable if the TVET Institutes cooperatively work with Industries in order to continue the flexibility and suitability of TVET programs.
2. Asella City Administration and stakeholders should be committed to coordinate, and facilitate conditions for TVET graduates to enter them in employment and Entrepreneurial Ventures.
3. It is advisable if TVET Institutes give considerable emphasis to the provision of special training on *business ventures* in their regular occupational program that make them aware of starting their own business, instead of waiting for others to be employed.
4. Practical or competency based training is critical issues in TVET system; it should not be seen as negligible thing, i.e. as much as possible TVET institutes should take maximum efforts to undertake it regularly.
5. Vocational Institutes should provide trainees enough chance to train in industries in order to develop their practical skills.
6. A balanced approach should be emphasized in vocational curriculum through integration of technical, employability (*entrepreneurial*) and general skills (communication, interpersonal, critical thinking, problem solving, etc skills) in vocational program.

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