

EXPLORATION OF ENABLING CONDITIONS FOR TVET INSTITUTION  
LEADERS TO LINK TRAINEES WITH SELF-EMPLOYMENT IN LIGHT  
OF THE CAPABILITY APPROACH IN ADDIS ABABA, ETHIOPIA

By

TADESSE MEKONNEN ALEMU

Submitted in accordance with the requirements  
of the degree of

DOCTOR OF PHILOSOPHY

in the subject

EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF G P BALOYI

JULY 2023

## DECLARATION

**Student number 67117643**

I declare that *AN EXPLORATION OF ENABLING CONDITIONS FOR TVET INSTITUTION LEADERS TO LINK TRAINEES WITH SELF-EMPLOYMENT IN LIGHT OF CAPABILITY APPROACH IN ADDIS ABABA, ETHIOPIA* is my own work and all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



July 2023

**SIGNATURE**

**DATE**

TADESSE MEKONNEN ALEMU

## **DEDICATION**

**This thesis is dedicated to**

**My dear children, Kalkidan and Kidus**

For their extraordinary love, this inspired me to try harder even in my mature years. Every time I express my sentiments to my children through father-child contact, I feel renewed and energised. I tell myself, "I have to be a role model for their future academic endeavours," even if I'm tired and bored. My children are quite good at comprehending the dynamics of the household. They vowed not to interfere with my academics. I sincerely appreciate their incredibly advanced comprehension at this age.

**My dear wife, Mulu Uka**

She is for taking such good care of our two adorable kids. She has consistently made sure that the kids are growing and developing in a healthy way. She gave our children care, allowing me to concentrate on my studies and work.

**My dear father, Mekonnen Alemu Sahele**

My father, who is a modern father in his outlook, has only one son. He completed secondary schooling and has a favourable outlook on learning. He provided me with the unique opportunity to go to school without restrictions when I was young. He supports my family and the extended families in a strong way.

**My dear stepmother, Masresh Degefa Mulugeta**

She is compassionate, perceptive, and flexible. She raised me by providing love, good opportunities and respect just like she would her own children. She serves as my example. I owe her a debt of gratitude for instilling optimism in me.

## ACKNOWLEDGEMENTS

I would want to take this chance to show my gratitude and appreciation for the contributions made by many individuals. Without the assistance and support of the following people, the completion of this thesis would not have been possible:

I want to start by expressing my appreciation to the Almighty God. Without his priceless approval, my life would not have advanced to this stage. His on-going assistance gave me the motivation I needed to finish my PhD thesis.

Second, I want to express my gratitude to my supervisor, Professor Gezani Baloyi, for his passionate efforts and professional remarks that improved the quality of my thesis. He helped this thesis writing be up to university standards. Above all, I value his support, consideration, and timely responses to my queries. He serves as a true role model for many African academics, not only for me.

Thirdly, I want to express my gratitude for the parenting my wife does for our kids. She has given me more time to devote to my studies and job. In doing so, she assumed additional responsibility for caring for our kids while I was in school and working.

Fourthly, I want to thank my kids. They are unique, and they helped me by giving me their warm love. Kalkidan and Kidus are happy children who have a particular bond with me, and their smiles gave me the drive and inspiration I required to complete my task. They were at my side when I began my PhD, which is why it was successful.

Fifthly, I owe my parents a debt of gratitude for allowing me to pursue a higher education while continuing to morally and financially support me as I complete my PhD. Additionally, my extended family members, Mr Sintayhu Geleta, Miss. Alemtsehay Abera, Mrs. First Debele and Mr Getu Yemane respectively, who have provided me special support.

Sixthly, I want to express my gratitude to one of my closest friends, Mr Ashnafi Abera (PhD candidate), who pushed me to pursue my PhD at UNISA. We were classmates when we first began our MA programme at Addis Ababa University. Additionally, I would like to thank my friends Tewodros Abebe, Binyam Getachew and Dereje Girma, for their support and technical assistance.

Seventhly, I'd like to use this opportunity to express my gratitude to Misrak Polytechnic College, where I work. I also like to thank Mr. Tsegaye Adugna, the former college dean, and Mr. Yohanesse Hunduma, the current college dean. After comprehending what I was saying, Mr. Tsegaye Adugna, who is currently the Addis Ababa TVET Bureau, submitted a letter of support for the sponsorship programme. I received time sponsorship from Mr. Yohanesse Hunduma, who also released me from employment. My profound thanks also go out to Mr. Habtamu Zewede, Miss Haymanot Zerihune and Mr. Natnaeal, three of my co-workers who have supported me in a number of ways.

Eighth, I want to express my gratitude to Mr. Nigatu Dagnachew, the previous director of the Addis Ababa TVET Agency, and Mr. Teklu Shikure and Mr. Andualem, the previous deputy directors, who all got what I was saying and sent a letter in support to the Ministry of Science and Higher Education (MoSHE), which is now the Ministry of Education (MoE) sponsorship project. I would also like to express my gratitude to the MoSHE, which is now the MoE, for supporting my PhD programme. We especially appreciate Mr. Tadele Aynew's assistance in supplying pertinent secondary source data as the director of trainees' development for the Addis Ababa TVET Bureau. Additionally, I would like to thank the administration of the University of South Africa (UNISA) for its unreserved assistance, especially their research bursary fund, which enabled me to complete my research projects.

Finally, I want to extend my sincere gratitude to everyone who contributed to this study by sharing their varied and interesting experiences. I appreciate them taking the time to speak with me and providing useful data for my research.

## ABSTRACT

Differences between Ethiopia's Technical and Vocational Education and Training (TVET) Policy and Strategy for fostering an entrepreneurial culture and what actually occurs in TVET institutions have been encountered. The researcher was therefore motivated to investigate, in light of the capabilities approach in the Addis Ababa City Administration, how TVET institution leaders may connect regular programme TVET graduate trainees with chances for self-employment. The purpose of this study was to examine how TVET institution leaders use a competence framework to connect graduate trainees from regular programmes to become self - employed inside the Addis Ababa City Administration. By considering the study's research and conclusions, policy makers and programme designers may be better able to understand the existing TVET leadership structures, policies, and practices. The constructivist paradigm served as philosophy base for the study. The constructivist paradigm served as philosophy base for the study. The study guided by a qualitative approach and a case study research design, this research sampled participants from three Addis Ababa polytechnic colleges using different purposive sampling methods. Data were collected via structured interviews and focus group interview as well as document analysis. The findings revealed that each TVET institution has a functional organisational structure in place and updated them regularly to remain competitive in today's changing economic market. However, there is a significant disconnect between the country's TVET Policy and Strategy's intended goals and the reality in the research region in terms of connecting graduate trainees with self-employment. TVET colleges have a sufficient amount of resources to offer high-quality education; yet, they have not been able to efficiently utilise these resources to offer self-employment options to graduates of conventional programmes. Labour market data, entrepreneurial education, VGC services, cooperative training, support from parents or other guardians, support networks, and services for industry extension were used as capacity sets for studies under the capability set talks. However, the TVET institution leaders did not utilise these capability sets to further their organisations' goals with regard to self-employment with each of the sampled institutions having varying perspectives on how TVET institution executives should link graduate trainees with self-employment. Leaders of TVET institutions were encouraged to use the suggested self-employment linkage model to support activities that encourage graduate trainees enrolled in regular programmes to launch their own enterprises.

**Keywords:** Capability Approach, Enabling, Leaders, Regular Programme Graduate Trainees, TVET institutions, Self-employment

## **LIST OF ACRONYMS**

APTC	Akaki Polytechnic College
AU	African Union
AUC	African Union Commission
BPR	Business Process Reengineering
CD	Chief Dean
CoC	Centre of Competency
CSA	Central Statistics Agency
GWPTC	College General Wingate Polytechnic College
EASTRIP	East African Skills for Transformation and Regional Integration Project
ETF	European Training Foundation
FGI	Focus Group Interview
FTA	Federal TVET Agency
GDP	Gross Domestic Production
HCT	Human Capital Theory
ILO	International Labour Organisation
KPI	Key Performance Indicator
MA	Master of Arts
MoE	Ministry of Education
MoSHE	Ministry of Science and Higher Education
MPTC	Misrak PTC
MSc	Master of Science
MSE	Micro and Small Enterprise
NGO	Non-Governmental Organisation
OECD	Organization for Economic Cooperation and Development
OECD LEED	Organisation for Economic Co-operation and Development's Local Economic and Employment Development Programme

OS	Occupational Standard
PTC	Polytechnic College
TVET	Technical and Vocational Educational Training
SDG	Sustainable Development Goal
SWOT	Strengths, Weaknesses, Opportunities, and Threats,
UK	United Kingdom
UN	United Nations
UNISA	University of South Africa
US	United States
USAID	United States Agency for International Development
VET	Vocational Education and Training
VGC	Vocational Guidance and Counselling



## TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>i</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>LIST OF ACRONYMS .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>ix</b>
<b>LIST OF FIGURES .....</b>	<b>xiv</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>ORIENTATION AND BACKGROUND.....</b>	<b>1</b>
1.1 INTRODUCTION.....	1
1.2 BACKGROUND OF THE STUDY .....	3
1.3 STATEMENT OF THE PROBLEM .....	5
1.4 RESEARCH QUESTIONS.....	7
1.5 RESEARCH AIM AND OBJECTIVES .....	7
1.6 SIGNIFICANCE OF THE STUDY .....	8
1.7 THEORETICAL FRAMEWORK .....	8
1.8 RESEARCH METHODOLOGY AND DESIGN.....	10
1.8.1 Research Paradigm.....	10
1.8.2 Research Approach and Design .....	10
1.8.3 Research Methods .....	11
1.9 MEASURES OF TRUSTWORTHINESS .....	13
1.10 ETHICAL CONSIDERATIONS .....	13
1.11 DELIMITATIONS OF THE STUDY .....	14
1.12 DEFINITION OF KEY TERMS.....	15
1.13 CHAPTER DIVISION.....	16
1.14 CHAPTER SUMMARY .....	17
<b>CHAPTER TWO .....</b>	<b>18</b>
<b>LITERATURE REVIEW .....</b>	<b>18</b>
2.1 INTRODUCTION.....	18
2.2 OVERVIEW OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING.....	18

2.2.1	TVET from a Global Perspective .....	18
2.2.2	Re-Evaluating the Purpose of TVET Globally .....	20
2.2.3	Global Experience of Using Capability Approach Framework in Education Sector	21
2.3	TVET COLLEGES IN THE CONTEXT OF AFRICA.....	23
2.3.1	TVET Policy, Systems and Institutions .....	23
2.3.2	Vocational Knowledge.....	25
2.3.3	TVET for Community Development .....	25
2.3.4	Skills for Sustainable Development.....	25
2.3.5	Towards Theorising VET for African Sustainable Development.....	26
2.4	TVET COLLEGES IN THE CONTEXT OF ETHIOPIA .....	27
2.4.1	Vision and Missions of the TVET Strategy of Ethiopia .....	29
2.4.2	Objectives of the Ethiopian TVET Policy and Strategy .....	29
2.4.3	Conceptual Principles of the Ethiopian TVET Policy and Strategy .....	29
2.4.4	Challenges and Opportunities of the TVET Sector in Ethiopia.....	33
2.5	LEADERSHIP IN THE TVET SECTOR.....	35
2.5.1	Global Experiences of the Roles and Tasks of TVET Leaders .....	37
2.5.2	Growing Institutional Autonomy and Devolution .....	39
2.5.3	The Contribution of Various Partners in Addressing Local Requirements .....	40
2.5.4	Equipping TVET leaders with the right skills .....	40
2.5.5	Professional development for TVET leaders .....	41
2.5.6	Develop SWOT analysis skill for TVET leadership.....	41
2.5.7	Develop key performance indicator skill (KPI).....	42
2.5.8	Improve attractiveness of leadership .....	43
2.6	TVET INSTITUTION LEADERS IN ETHIOPIA .....	43
2.7	SELF-EMPLOYMENT IN INTERNATIONAL VIEWPOINTS .....	44
2.7.1	Types of Self-Employment.....	45
2.7.2	Various Viewpoints on Self-Employment Factors .....	45
2.8	GLOBAL EXPERIENCES OF LINKING TVET GRADUATE TRAINEES WITH SELF-EMPLOYMENT .....	49
2.8.1	Germany: Current Reforms.....	49
2.8.2	Kenya: Best Practice .....	49
2.8.3	Ghana: Root causes of TVET Mission Drift.....	49
2.9	THE SELF-EMPLOYMENT ENVIRONMENT IN ETHIOPIA.....	50
2.10	CHAPTER SUMMARY .....	52

<b>CHAPTER THREE</b> .....	<b>53</b>
<b>THEORETICAL FRAMEWORK</b> .....	<b>53</b>
3.1 INTRODUCTION .....	53
3.2 CAPABILITY APPROACH AS THEORETICAL FRAMEWORK .....	53
3.3 APPLICATION AND PURPOSE OF CAPABILITY APPROACH .....	55
3.4 CORE VALUES OF CAPABILITY APPROACH .....	56
3.4.1 Resources .....	56
3.4.2 Conversion Factors .....	57
3.4.3 Functionings and Capabilities as Doings and Beings .....	57
3.4.4 Capabilities as Real Freedoms .....	57
3.4.5 Procedures to select Relevant Capabilities .....	58
3.4.6 Distinguishing Well-Being and Agency, Freedom and Achievements .....	59
3.4.7 Choice .....	60
3.4.8 Acknowledging Human Diversity and Agency .....	60
3.5 THE CAPABILITY APPROACH IN EDUCATION .....	61
3.5.1 Capability Approach in TVET Sector .....	62
3.6 PUTTING THE CAPABILITIES APPROACH INTO PRACTICE .....	63
3.7 CHAPTER SUMMARY .....	67
<b>CHAPTER FOUR</b> .....	<b>68</b>
<b>RESEARCH METHODOLOGY</b> .....	<b>68</b>
4.1 INTRODUCTION .....	68
4.2 RESEARCH METHODOLOGY .....	68
4.2.1 Research Paradigm .....	68
4.2.2 Research Approach .....	69
4.2.3 Research Design .....	70
4.3 RESEARCH METHODS .....	71
4.3.1 Context of the Study .....	71
4.3.2 Participant Selection .....	74
4.3.3 Methods of Data Collection .....	76
4.3.4 Methods of Data Gathering and Processing .....	78
4.3.5 Methods of Data Analysis .....	80
4.4 MEASURES OF TRUSTWORTHINESS .....	83
4.4.1 Credibility .....	84
4.4.2 Transferability .....	84
4.4.3 Confirmability .....	85

4.5	ETHICAL CONSIDERATIONS .....	85
4.6	CHAPTER SUMMARY .....	87
	<b>CHAPTER FIVE .....</b>	<b>88</b>
	<b>DATA PRESENTATION, ANALYSIS, FINDINGS AND DISCUSSIONS .....</b>	<b>88</b>
5.1	INTRODUCTION.....	88
5.2	DATA PRESENTATION .....	90
5.3	DATA ANALYSIS AND INTERPRETATIONS .....	92
5.3.1	Organisational Backgrounds.....	92
5.3.2	Organisational Structure .....	95
5.3.3	Participants' Demographic Attributes.....	97
5.4	ANALYSIS OF RESEARCH SUB-QUESTIONS.....	99
5.4.1	Practices of Polytechnic College Leaders to Link Regular Programme Graduate Trainees with Self-Employment.....	99
5.4.2	Resources Issue and Conversion Factors to Link Graduate Trainees with Self - Employment.....	121
5.4.3	TVET Leaders' Capability Sets to Link Regular Programme Graduate Trainees with Opportunities for Self-Employment .....	132
5.4.4	TVET Leaders' choice to Link Regular Programme Graduate Trainees with Opportunities for Self-Employment .....	150
5.5.	CHAPTER CONCLUSION.....	157
	<b>CHAPTER SIX .....</b>	<b>158</b>
	<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>158</b>
6.1	INTRODUCTION.....	158
6.2	SUMMARY OF THE LITERATURE.....	158
6.3	SUMMARY OF THE MAJOR FINDINGS .....	159
6.3.1	Organisational Background .....	159
6.3.2	Practices of TVET Institution Leaders to Link Regular Programme Graduate Trainees with Opportunities of Self-Employment.....	161
6.3.3	Access to Resources as Conversion Factors to Link Regular Programme Graduate Trainees with Self-Employment Opportunities .....	163
6.3.4	Capability Set, Choices and Functions of TVET Institutions Leaders linking Regular Programme Graduate Trainees .....	166
6.4	PROPOSED MODEL TO LINK REGULAR PROGRAMME GRADUATE TRAINEES WITH OPPORTUNITIES OF SELF-EMPLOYMENT.....	172
6.5	CONCLUSIONS .....	175
6.6	POLICY IMPLICATIONS .....	176
6.5	RECOMMENDATIONS .....	177

6.5.1	Recommendations for TVET Institution Leaders to Improve Practices to Link Regular Programme Graduate Trainees with Self-Employment Opportunities .....	177
6.5.2	Recommendations for TVET Institution Leaders to Maximise Resources Utilisation and Upgrade Their Conversion Factors to Link Graduate Trainees with Self-Employment Opportunities.....	178
6.5.3	Recommendations for TVET Institution Leaders to Utilise Capability Set of Choices to Perform the Intended Functions to Link Graduate Trainees to Self-Employment Opportunities.....	178
6.5.4	Recommendations for Support Systems .....	179
6.5.5	Recommendations for Further Research.....	180
6.6	LIMITATIONS TO THE STUDY .....	180
6.7	A FINAL WORD .....	181
	<b>REFERENCES.....</b>	<b>182</b>
	<b>APPENDIXES .....</b>	<b>195</b>
	Appendix A: Ethical Clearance.....	195
	Appendix B: Request for Permission to Conduct Research at Addis Ababa TVET Institutions.....	197
	Appendix C: Request for permission to conduct research at Addis Ababa City Administration Labour Enterprise & Industry Development Bureau .....	198
	Appendix D: Request for permission to conduct research at Addis Capital Lease institution	199
	Appendix E: Request for permission to conduct research at Addis Saving & Credit institution.....	200
	Appendix F: Request for permission to conduct research at General Winget Polytechnic College .....	201
	Appendix G: Request for permission to conduct research at Misrak Polytechnic College	202
	Appendix H: Request for permission to conduct research at Akaki Polytechnic College.	203
	Appendix I: Semi-structured interview objectives to Polytechnic College Deans .....	204
	Appendix J: FDI interview Questions for management committee members, Academic commission member, Department heads, Vocational guidance and councillors and Trainees council representatives .....	208
	Appendix K: FDI Interview questions for Addis Ababa City Administration Government Higher Expertise.....	212
	Appendix L: Proof of Editing.....	214
	Appendix M: Turnitin Report .....	215

## **LIST OF FIGURES**

Figure 2.1: VET for African development – emergent approaches.....	27
Figure 3. 1: The theoretical framework for the study .....	65
Figure 4. 1: Map of Addis Ababa City with ten sub-cities .....	73
Figure 4. 2: Organisational structure of public TVET institutions, Addis Ababa City Administration .....	96
Figure 4. 3: Self-employment linking model.....	174

## **LIST OF TABLES**

Table 4.1: Research methodology.....	82
Table 5.1: Participant profiles.....	91
Table 6.1: Aspects of capability and leader development .....	171

# CHAPTER ONE

## ORIENTATION AND BACKGROUND

### 1.1 INTRODUCTION

This chapter covers the background, problem statement, research question, objectives of the study and theoretical framework. Additionally included are sections on the significance of the study, delimitations, the research methodology, the sample process, and the methods used for data collection and analysis and the key words used in this study. A summary and division of the chapter are also included, along with a reference to any ethical issues that were considered.

Ethiopia's capital Addis Ababa, as well as the African Union (AU), recently experienced a variety of socio-economic problems, such as the effects of the COVID-19 pandemic, civil war and post-civil war crises in the nation, Russian-Ukraine war effects, amongst others. As a result, the country is currently dealing with a number of challenges including low productivity, inflation and high rates of unemployment. Ethiopia Unemployment Rate was 19.1 % in 2022 ( UNESCO-UNEVOC, 2022).

In order to draw investment, particularly manufacturing investment that would provide employment possibilities, the socio-economic structure of the country must fundamentally change and become more competitive. Therefore, technical and vocational educational training (TVET) is one of the important options to promote economic development and access for work possibilities throughout the country, notably in the Addis Ababa City Administration, in order to address such unemployment concerns (Edukans Foundation, 2020).

The key goals of the Ethiopian technical and vocational education and training policy and strategy to support job creation and foster the culture of self-employment (MoSHE, 2020). The vast majority of TVET programmes in the research region, on the other hand, are currently focused on employment in large corporations and are primarily created to prepare trainees for paid employment (Edukans Foundation, 2020). This circumstance, which directly opposes the objective of the national TVET policy and strategy, motivated the researcher to conduct this study. In addition, the researcher's own experience as a trainer and employee of

the Vocational Guidance and Counselling (VGC) division at one of the public polytechnic colleges in the study area, served as the springboard for this study because the researcher saw the difficulty TVET graduate trainees have with self-employment.

Furthermore, the idea for this study came from a survey of the literature. The researcher looked into how TVET leaders in different countries provide opportunities for their trainees to obtain self-employment. Leadership has a critical role in the management, organisation and administration of education all over the world (Baruth, 2019). It is important to remember that managing people of different ages at once makes educational leadership unique but it necessitates in-depth experience (Ahmad, 2017). In preparing a skilled and creative workforce for the sector, deans and vice-deans of TVET institutions play a vital role in Ethiopia, particularly Addis Ababa, in implementing the strategy (MoE, 2018a; MoSHE, 2020). One of the services provided by TVET leaders is consulting with prospective TVET trainees to facilitate job opportunities for graduate trainees; however, there is a major gap between the number of graduate trainees and the available job opportunities in the study area (Baraki, Worku & Asfaw, 2021).

The greatest gap is that TVET institution leaders are unable to create alternatives to self-employment for educated graduates in their field of study. Furthermore, they do not care much about the existing state of self-employment nor do they take responsibility for it. As a result, the researcher asked the following questions: In Ethiopia, Addis Ababa primarily, how far will the TVET institution leaders enable trainees to be self-employed? What kind of strategy could be used to address the challenges faced by graduate trainees on regular programmes as they make the transition from TVET training to self-employment? The capability approach impressed the researcher with regard to responding to the questions posed above. The capacity approach emphasises the quality of life and well-being of persons as an alternative normative framework to the output and efficiency criteria, typically used in social evaluation. The capacity approach prioritises human demands over economic values that place social justice, human rights and poverty reduction at the centre of discussion about TVET and skill development (Powell & McGrath, 2016).

This study's objectives included identifying any gaps in the implementation of the Ethiopian TVET Policy and Strategy (MoE, 2018a; MoSHE, 2020) related to self-employment, as well as introducing new frameworks to help TVET institution leaders in Addis Ababa City Administration connect graduate trainees with self-employment opportunities. The study also



aimed to offer fresh perspectives for Ethiopia's TVET system by bridging the gap between graduate trainees in TVET's capacity to immediately become self-employed after graduation.

## **1.2 BACKGROUND OF THE STUDY**

Technical and vocational education and training (TVET) is one of the educational options that are currently offered on a global scale (Tikly, 2017:70). According to UNESCO-UNEVOC, (2020:9) The term 'TVET' is broad and refers to all facets of education, including general education, the study of technologies and related sciences, as well as the acquisition of practical skills, attitudes and knowledge that is important to workers in various fields of the economy and society. TVET was created to provide students with an aptitude for education with the opportunity to address regional and global labour shortages. In order to acquire jobs as skilled and semi-skilled employees, students can select from a variety of specialised disciplines.

In the Ethiopian context, the overall objective of the National TVET Policy and Strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people (Lasonen, Kemppainen Raheem, 2019 MoSHE, 2020). However, in relation to formal effectiveness and efficiency, two main areas of TVET delivery as a whole, are under scrutiny.

There are three ways to provide the Ethiopian labour market with qualified individuals. The first method is the formal programme, in which participants formally enrol in a training facility, receive training and then undergo evaluations and certification. The second way is non-formal training delivery, in which individuals gain knowledge and abilities for a variety of vocations as a result of their typical daily activities. Entry to non-formal training assesses and evaluated these individuals when they apply for certification by taking into consideration their prior education. The third type is informal TVET, any form of TVET that is not structured and does not adhere to a set curriculum or syllabus is considered informal TVET. It has allowances for things like on-the-job training, self-learning and learning via experience, amongst others. Another likely significant informal TVET is traditional apprenticeships in small and micro businesses (Fessehaye, 2019).

In Addis Ababa currently, the majority of formal TVET programme trainees are primarily trained for paid jobs, with a focus on employment in large corporations. As a result, there is a significant disconnecting between the TVET Policy and Strategy's planned national aims and its actual execution in the Addis Ababa City Administration's environment of self-employment. The Federal TVET Agency reports from 2018 to 2022 are the best source to illustrate this absurdity. The data reveal a substantial discrepancy in the number of trainees who are self-employed. Data from the previous five years showed that just 559 (6.6%) of the 8 432 TVET graduates in 2018 were able to start their own business and find self-employment. Out of 8837 and 8354 individuals, respectively, only 534 (6.04%) and 630 (7.5%) worked for themselves in 2019 and 2020. Furthermore, in 2021 and 2022, only 820 (9.2%) of the 8 900 graduates and only 390 (5.5%) of the 7 021 respectively, were self-employed (Ayele, 2022:105-137).

The data indicate that linking regular programme graduate trainees with self-employment endeavours in the study area, as one of the goals of the national TVET policy is difficult. Additionally, the agency reports showed that TVET leaders have skill gaps according to the new TVET Policy and Strategy and thus focus on simple enrolment expansion, not taking into account the lack of awareness of entrepreneurial competency and lack of the commitment to develop a culture of self-employment (Hailu, 2017). It is thus important to assess the achievements of TVET institution leaders, as well as the challenges and opportunities in light of the capability approach in the context of self-employment. The capacity approach emphasises the quality of life and well-being of persons as an alternative normative framework to the output and efficiency criteria typically used in social evaluation (see Chapter 3).

Promoting self-employment through a TVET plan, however, is a difficult task for the Addis Ababa City Administration because of various considerations. One of these, and a significant issue for TVET institutions in the research area, is the leaders' ineffective use of resources in TVET institutions. In light of the capabilities approach, it is crucial to look into the conversion aspects of TVET institution leaders. According to so-called 'conversion factors', a person's ability to accomplish a particular activity or state of being depends on them (Osmani, 2016). The capacity approach shifts the emphasis from means (the people's resources and the public goods they can access) to goals (what they can achieve and be with those resources and benefits). This change in emphasis is necessary since materials

and products do not guarantee that humans will be able to transform them into actual actions and beings (Powell & McGrath, 2016).

This study's goal was to investigate how TVET institution leaders link graduate trainees of standard programmes to become self-employed in the Addis Ababa City Administration by using a capability framework. Policy makers and programme designers may be able to better comprehend current TVET leadership structures, policies and practices taking into account the study's research and findings. The reader is given a clear understanding of an efficient TVET leadership system, fundamental tools for interacting with TVET leadership systems and the many policy directions that Ethiopia is now adopting to address these difficulties in connection with self-employment. This might facilitate policymaker and practitioners' realisation of the critical need for TVET system institutional improvements. In alignment, the TVET leadership structure needs to be adaptable and sensitive to the knowledge and skill demands of the labour market, particularly in high-growth industries.

As a result, the researcher made an effort to review leadership research that had been done generally and TVET leadership specifically in Ethiopia. For instance, Wondaferew (2014) and Hailu (2014) both conducted studies on 'Factors Influencing the Quality of Training: Technical and Vocational Education in Addis Ababa' and 'Factors Affecting the Quality of TVET Programs: The Case of Four Public TVET Colleges in Addis Ababa', respectively. Yalew (2022) researched 'The state of leadership practices in polytechnic colleges of Addis Ababa, Ethiopia'. What have not been addressed is the effects of allowing TVET institution leadership to create opportunities for self-employment for graduate trainees generally and regular programme graduate trainees specifically.

### **1.3 STATEMENT OF THE PROBLEM**

In the Ethiopian context, the overall objective of the National TVET Policy and Strategy is to create a competent, motivated, adaptable and innovative workforce contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people (MoSHE, 2020:18). Ethiopian TVET institution leaders, that is, deans and vice-deans, play major role in realising the strategy by the supply of skilled and entrepreneurial workforce to the industry (MoE, 2018e). Nevertheless, TVET institution leaders in the study area have limitations with achieving the country's TVET Policy and Strategy in the area of self-employment. As the result, this research attempted to

explore enabling situations for TVET institution leaders to link graduate trainees with the opportunity of self-employment in Addis Ababa City Administration. There are a number of unexplored facets of the issue described in the study's background that demand further scientific examination from a research perspective.

TVET graduates have been encouraged to create their own jobs by using their entrepreneurial competencies, developed from training and collaborating with government and Non-Governmental Organisation (NGO) efforts, according to the Ethiopian TVET Strategy (MoSHE, 2020). However, there is disconnecting between the national TVET policy and the empirical data about the relationship between graduate trainees and self-employment in the research field. In light of the capabilities approach, as it is evaluative approach, it is vital to assess the successes, challenges and opportunities experienced by TVET institution leaders in the context of self-employment in the study area.

The Addis Ababa City Administration financial reports demonstrate that the city administration allocated a sizeable budget for TVET institutions to build new facilities and upgrade their status in terms of infrastructure to enhance the calibre of training and develop human resources by taking into consideration the issue of pervasive unemployment (Edukans Foundation, 2020). With the help of this budget distribution, TVET institutions can carry out the objectives outlined in the national TVET Policy and Strategy (MoSHE, 2020). However, due to a number of factors, promoting self-employment through a TVET plan is a challenging assignment for the city administration. One of these is the leaders' inefficient utilisation of resources in TVET institutions, which is a major problem for those institutions in the research field (Edukans Foundation, 2020). It is critical to examine the conversion features of TVET institution leaders in light of the capabilities approach.

As a result, trainees encounter issues such as low awareness of the advantages of the TVET Policy and Strategy, inefficient resource utilisation, lack of knowledge of the labour market, incorrect information about the role of stakeholders and little awareness of entrepreneurial skills and self-employment opportunities. Graduate trainees in the study area have not attempt to become self-employed due to these and other factors. Consequently, it is critical to develop a new framework that assists in connecting TVET graduate trainees with self-employment prospects in Addis Ababa City Administration in order to address the issues they have with self-employment in the research area. With so many demands placed on higher ranking leaders from a single institution, this research attempted to investigate the enabling

circumstances for TVET institution leaders to link regular programme graduate trainees with self-employment opportunities with regard to the capability approach in the case of Addis Ababa City Administration.

#### **1.4 RESEARCH QUESTIONS**

The main research question for this study is: *How can TVET institution leaders link regular programme TVET graduate trainees with self-employment opportunities in light of the capability approach in the Addis Ababa City Administration?*

The main research question necessitated the formulation of sub-questions

- How do leaders of TVET institutions connect graduate trainees in regular programmes with prospects for self-employment in the Addis Ababa City Administration?
- Which available resources may leaders at TVET institutions use as conversion factors to link graduate trainees with prospects for self-employment in the Addis Ababa City Administration?
- What capability set of choices do TVET institutions leaders have to link graduate trainees in the Addis Ababa City Administration?
- Which model is suggested for TVET institution leaders to connect graduate trainees in regular programmes with prospects for self-employment in the Addis Ababa City Administration?

#### **1.5 RESEARCH AIM AND OBJECTIVES**

The primary aim of this study was to examine how TVET institution leaders link graduate trainees in regular programmes with opportunities for self-employment in light of the capabilities approach in Addis Ababa City Administration. The objectives of this study were:

- To assess the practices of TVET leaders in linking regular programme graduate trainees with self-employment opportunities in Addis Ababa City Administration.
- To identify the resources those are accessible to use as conversion factors for leaders in TVET institutions to link graduate trainees with self-employment opportunities in Addis Ababa City Administration.
- To analyse the capability set of choices TVET institutions leaders have to link graduate trainees in Addis Ababa City Administration.

- To propose model that will help TVET institution leader to link regular programme graduate trainees with self-employment opportunities in the Addis Ababa City Administration

## **1.6 SIGNIFICANCE OF THE STUDY**

This study aimed to make a significant contribution by developing a model or tactics that will enable TVET institution leaders to perform their given duties more effectively. Thus, it is intended that this study will serve as a foundation for future research on how TVET institutions could support self-employment.

## **1.7 THEORETICAL FRAMEWORK**

Since TVET is now at the centre of political reform aimed at reducing unemployment, reducing poverty and promoting economic growth, the way in which we evaluate TVET and the information sets we choose to utilise, is extremely important (Osmani, 2016). As a direct outcome, political pressure to change and, to do so in a way that increases participation and elevates the status of TVET is on-going and persistent (Azeem & Omar, 2019).

In this research, the researcher explores the potential of using the capabilities approach for TVET institution leaders to link trainees with self-employment opportunities in Addis Ababa City Administration. The capability approach, first introduced by Amartya Sen in the 1980s, views the development of capabilities and the freedoms to choose from these capabilities as the objective (or ‘ends’) of interpersonal evaluation. The causal relevance that they have for individuals’ well-being should be taken into consideration while evaluating organisations and systems, especially TVET institutions. “It is people’s capabilities that must determine the appraisal rather than how much money, educational resources, or certifications they are able to command” (Powell & McGrath, 2016:67). As a result, the focus is on capabilities that matter to individuals and the degree to which institutional and socio-economic arrangements expand or limit individuals’ capacities, rather than on the institutional structures that are hoped will lead to such capability development,

The capability approach offers a thorough normative framework for analysing social structures and personal well-being, as well as for formulating policy recommendations and suggesting societal reform (Thapa & Singh, 2019). As a result, the researcher’s choice of using the capability approach helped evaluate TVET institution leaders’ strategies for

connecting graduate trainees with self-employment opportunities, resource conversion factors and an examination of the capability set to function properly in order to connect regular programme graduate trainees in line with the national TVET Policy and Strategy in Addis Ababa, Ethiopia.

The capability approach's application provides a new set of evaluation criteria for TVET by emphasising human well-being and posing the question, "Does the social policy genuinely increase people's prospects in terms of capabilities?" Or According to Azeem & Omar, (2019)do these organisations, in the context of TVET institutions, help to advance or to reduce the talents, functions and agency freedom of TVET trainees ? The goal of the Ethiopian TVET Policy and Strategy is to increase entrepreneurial culture development options (MoSHE, 2020), but what worthwhile opportunities will these TVET institutions offer, and how can we tell which opportunities are important to these trainees? This research makes the claim that present optional strategies, while helpful for political and institutional accountability, are mute on these crucial issues.

Amartya Sen identified a number of issues with the methods used to measure well-being today, including the idea that people's abilities to transform the same resources into worthwhile functioning (or 'beings' and 'doings') can vary significantly (Osmani, 2016). The capability approach makes an effort to solve these issues. Because of this, evaluation that solely takes into account the means without taking into account what certain people may achieve with those resources, is insufficient. Secondly, some individuals are able to accept the severity of their situation, which prevents them from desiring things they will never be able to possess (Thapa & Singh, 2019). Therefore, evaluation that does not take into account whether such measures are consistent with what an unbiased observer would believe to be the subject's actual conditions is insufficient. In order to achieve the goal of the Ethiopian national TVET Policy and Strategy, it is crucial to examine how TVET institution leaders operate in light of developing an entrepreneurial culture in TVET institutions within Addis Ababa City Administration by taking into account leaders' individual differences with regard to the capability approach.

## **1.8 RESEARCH METHODOLOGY AND DESIGN**

In this section, a brief outline of the research methodology that guided the study, is given.

### **1.8.1 Research Paradigm**

The constructivist paradigm was used in this study. It recognises different realities (Hancock, Windridge. & Ockleford, 2016). Human nature and experiences are described by the paradigm (Gama & Alves, 2021). In the study area, TVET institution leaders' behaviours, resources, conversion factors, capability sets, choices and operational processes were examined. The participants for the study were selected deans, vice-deans, members of the management committee, academic commission, trainees' council and different government bureaus higher expertise in Addis Ababa City Administration. Accordingly, TVET institution leaders' efforts to link graduate trainees with the opportunities of self-employment were studied qualitatively.

### **1.8.2 Research Approach and Design**

In this study, a qualitative methodology was used. The primary reason is that human services and experiences may be explored by research methodologies including in-depth interviews, focus groups and document analysis, which are well adapted to unravelling the complexity of human (MacLean, 2013). As a result, leadership strategies to promote opportunities for self-employment in a selection of Addis Ababa's TVET institutions were studied qualitatively

After considering the review of the literature, the researcher applied a case study methodology under the direction of qualitative approach designs. Analysing issues that exist within the confines of a particular organisation, setting or circumstance, is the primary goal of case studies. The case study design was also the main factor in choosing this approach because it allows for a thorough knowledge of the circumstances and implications for everyone concerned. In contrast to a particular variable in discovery, the context was of more importance (Creswell, 2014). The researcher opted to use a case study research design. Consequently, there were six public polytechnic colleges and nine public TVET colleges, making a total of fifteen public TVET institutions. All of these public TVET institutions fall directly under the control of the Addis Ababa City Administration (Broek, Werquin, Coles-Bert & Buiskool 2022) and in addition to these, there are private TVET institutions. All public and private TVET institutions have also been grouped into six cluster centres in order to pool resources and work towards a shared objective (MoE, 2018a). The polytechnic



colleges in this cluster are the General Winget Polytechnic College Cluster, the Addis Ababa Tegbaried Polytechnic College Cluster, the Akaki Polytechnic College Cluster, the Nifassilk Polytechnic College Cluster and the Entoto Polytechnic College Cluster (Fessehaye, 2019).

### **1.8.3 Research Methods**

The research methods explain how the research was conducted and comprise sampling, data collection and data analysis.

#### ***1.8.3.1 Sample and sampling techniques***

According to Hancock *et al.* (2016), the research site and participants may be chosen on purpose to achieve the study's goals. Consequently, three polytechnic colleges, General Winget Polytechnic College, Misrak Polytechnic College and Akaki Polytechnic College were purposefully selected. Three TVET head deans in total from each sampled polytechnic college took part in the structured interviews as a result. Additionally, there were two focus groups interviews (FGIs) conducted. Whether a person or site was 'information rich' determined whether they would be used to gather data (Farr, 2018). Twelve participants from various divisions of each sampled college took part in the inaugural FGI. Twelve people in all attended the inaugural FDI, including three management members, three academic commission members, three VGC coordinators, and three trainee council representatives. It was assumed that each sampled college had one representative from each of the mentioned divisions. The second FDI group consisted of seven participants drawn from the sampled colleges and government agencies. They featured four experts from the TVET bureau of the Addis Ababa City administration, the Labour Enterprise and Industry Development Bureau, the Addis Finance Institution, and the Addis Lease Capital institutions. (See Chapter Four for more information).

#### ***1.8.3.2 Data collection***

Different data gathering instruments were employed to meet the purpose of the research. A thorough understanding of a problem can be gained by combining a number of qualitative data collection tools (Manchester, 2015). In accordance with the view of the above-mentioned authors, the researcher employed structured interviews and FDIs with the primary intention of triangulation of facts or complementarity or expansion.

### ***Structured interviews***

Data collection methods were tailored to the needs and capacity of participants through a flexible approach. In so doing, the structured interview method was applied. This tool is mostly used by qualitative researchers who employ a case study research design (Hancock, Windridge. & Ockleford, 2016). Here, qualitative instruments were particularly important to enable a free response, get adequate information from participants and triangulate as well (Manchester, 2015).

### ***Focus group interviews***

The focus group interview (FGI) was the second method used to collect data. This tool aims at collecting high-quality data in a social context from different stakeholders (Patton, 2002), which primarily help understand a specific problem from the viewpoint of the participants of research (Dilshad & Latif, 2013). Accordingly, two FGIs were conducted with two groups; the first group contained twelve and the second group contained seven discussants respectively and were drawn from three polytechnic colleges and relevant government offices for the study.

### ***Document Analysis***

Document analysis was also used to support data from the interviews. Content analysis was used to classify the different documents. In reviewing these sources, each is examined thoroughly to ensure accuracy and relevance (Gama & Alves, 2021). The main documents that the researcher used in this study were the Ethiopian TVET Policy and Strategy, sampled college strategic plans, annual plan and reports, different manuals and relevant human resource profile of research participants.

#### ***1.9.3.3 Data Analysis***

Data analysis is the process of examining data to determine what is significant. Additionally, it is a procedure that really makes meaning of the data. Thematic analysis is giving the researcher the opportunity to examine the data in more detail following a systematic process. In other terms, data analysis is the ‘breaking down’ of data into more manageable parts and coding these ‘chunks’ of data, guided by the aims of objectives of the research. The development of themes through description, classification, and observation of concepts was another goal of qualitative analysis (Shaheen *et al.*, 2018:110).

In the data analysis procedure, two methods were primarily used simultaneously. Before drawing conclusions about all the cases together, as is customary in multiple-case studies, each case was thoroughly examined, and individual case reports were published (MacLean, 2013). As a result, each effort is explained in detail, and its success determinants are given according to what the interviewees said. Within-case studies seek to explain and comprehend what took place in a particular setting. Only thereafter can the researcher proceed to a cross-case study to find trends between cases and provide more complex descriptions and compelling explanations (Nucci, Narvaez & Krettenauer, 2014). By doing this, the possibility of making hasty judgments before carefully considering each of the three scenarios is reduced. This cross-case data analysis aids theory development from cases and improves generalizability (Thamarassen, 2018).

In addition, data were thematically analysed in each case study, which is a common strategy in case study design for qualitative research (MacLean, 2013). The researcher was able to go back and forth between categories and themes with the aid of the second comparative analysis (Manchester, 2015). The main sources of information for the findings were semi-structured interviews, focus groups, and an analysis of the organisational papers. Documents were utilised to more specifically outline the profile, the history, the organisational structure, strategies, annual goals, and reports.

## **1.9 MEASURES OF TRUSTWORTHINESS**

The idea of trustworthiness in qualitative research has taken the role of the more traditional concepts of reliability and validity (Farr, 2018). Data reliability in a quantitative study design is equal to external validity, internal validity, reliability, and objectivity and is linked to authenticity, neutrality, conformability, consistency, application, credibility, transferability, and dependability. (This is discussed in Chapter Four in-depth).

## **1.10 ETHICAL CONSIDERATIONS**

What is right and unsuitable in the conduct of scientific investigation is considered when discussing ethics in research (Manchester, 2015). Protecting participants from bodily or psychological injury is governed by research ethics. As a result of their participation in the study, they must not experience any emotional injury, stress, embarrassment, or other negative emotions (Nucci *et al.*, 2014). According to Farr (2018), maintaining participants' anonymity, protecting their privacy, and guaranteeing the confidentiality of their responses are all components of ethics. Additionally, participants must consent to participate in the

research and be aware that they can withdraw at any time if they choose. The gathered information must be handled in complete confidence. Researchers must never expose subjects to procedures or risks that are unrelated to the research undertaking or its methodology. Additionally, they ought to respect and uphold the participants' confidentiality, privacy and dignity.

Researchers should defend the institutions when necessary. In this research, the researcher meticulously completed the required steps to obtain ethical clearance from the University of South Africa (UNISA) in order to accomplish these goals. Prior to initiating the research at the three polytechnic colleges in the study area, letters were addressed to the Department of Adult Basic Education's top administrators requesting their consent. After acquiring an ethical clearance certificate from the College of Education at UNISA's Ethics Committee (Appendix A), the necessary ethical conditions were then completed. Also approved by the Senate was the inclusion of UNISA students in the study.

The researcher made sure that the subjects freely consented to participate in the study at the time of data collection. Participants understood they might withdraw from the study at any time and for any reason. Each participant was required to sign letters of consent. All participants were treated with dignity and with respect. The researcher preserved an exact and secure record of all the transcripts and private materials for ethical reasons, and stored them in a secure location. The codes were used to maintain the confidentiality of the real names of the participants.

### **1.11 DELIMITATIONS OF THE STUDY**

Theoretically, even though there are different normative theories, this research delimits itself on the theory of capability introduced by Amartya Sen in the 1980s. The rationale to use Capability approach is the central idea of the approach is individuals can differ greatly in their abilities to convert the same resources into valuable functionings ('beings' and 'doings') (Tikly, 2013). Geographically, within the Federal Democratic Republic of Ethiopian Constitution there are eleven regional states and two City Administrations (Federal Democratic Republic of Ethiopian Constitution Peoples Representatives, 1995). This research geographically restricts itself to the Addis Ababa City Administration because, as indicated by Federal TVET Agency (FTA) Annual Report (Addis Ababa City Administration, n.d.), all regional states and city administrations in the country have their own specific nature in the implementation of the Ethiopian TVET Policy and Strategy (Edukans Foundation, 2020)

especially with regard to self-employment. Ethiopian TVET programmes are delivered in the form of formal, non-formal and informal programmes. Formal programme includes regular or extension trainees in which participants formally enrol in a programme at a training facility, receive training, and then undergo evaluations and certification. This research confined itself regular programme graduate trainees in the Addis Ababa City Administration.

## **1.12 DEFINITION OF KEY TERMS**

(a) *Formal Training* refers to the entire system that is governed by well-defined guidelines. This is primarily instruction in fixed-term public or private schools, which is completed with a state diploma or certificate. Here, the path to innovation is a planned process of identifying and promoting a recognisable talent or product, with support for its development and marketing (UNDP, 2018).

(b) *Graduate Trainee* refers to a person who is trained at TVET institutions in a specific Occupational Standard (OS) and covers all necessary units of competencies, assessed by the Centre of Competency (CoC) and become competent (MoE, 2018b).

(c) *Labour Market* is a process where labour is sold and bought. Labour as the knowledge and aptitude to do a task can be purchased and sold in a market just like any other commodity. The sellers are the workers while the purchasers are the government agencies and companies that hire the workers at a price both parties agree upon, which is commonly called salary/wage. The other dimension of the labour market is self-employment opportunities people create through the establishment of business enterprises/companies (UNDP, 2018).

(d) *Self-employment* implies a situation in which an individual works for him/herself instead of working for an employer that pays salary or wages. Since it is not possible for the government to provide employment for all, there is need to devise strategies to empower individuals for self-employment. Earning one's livelihood directly from one's own trade or business rather than as an employee of another is self-employment (ILO, 2019).

(e) Support services – include governmental and non- governmental agencies which are working together with TVET institution and have their share in the success of TVET graduates in venture-creation efforts (Haile, 2022).

(f) *Technical and Vocational Education and Training* (TVET) is concerned with the acquisition of knowledge and skills for the world of work to increase the opportunities for

productive empowerment and economic development in knowledge economies and rapidly changing work environment (ILO, 2019).

(g) *Training Institution* refers to governmental, private or non-governmental institutions, colleges and polytechnic colleges that engaged in the provision of technical and vocational education and training are technical and vocational education and training organisation established to create competent and self-reliant middle level work force to contribute to the economic and social development of the country (MoE, 2018b).

(h) *Vocational Guidance and Counselling Service* is intended to guide potential TVET trainees to decide proper career path which they need to pursue (Edukans Foundation, 2020).

### **1.13 CHAPTER DIVISION**

*Chapter One* covered the introduction and background of the study, the study's context, its justification, theoretical and conceptual frameworks acting as lenses, the problem statement, the research questions, its purpose and objectives, significance, the research methodology, definitions of key terms, and its chapter division.

*Chapter Two* reviews the literature relating to the global perspectives of TVET, TVET in Ethiopia, TVET leadership, global TVET experiences. Additionally, the chapter also discusses self-employment from international viewpoints, different types of self-employment and various countries' experience of self-employment including Ethiopian, among other topics.

*Chapter Three* discusses the capacity approach's theoretical foundation, applications, goals, fundamental values and other aspects. Also discussed are the capabilities approach's applications in the field of education and how to put it into practice.

*Chapter Four* presents the methodological and research design processes as applied during the empirical investigation for this study. The chapter introduces the research paradigms applicable to this study. The empirical investigation adopted a constructivist research paradigm as the most appropriate research paradigm. This study was guided by a qualitative research approach and a case study research design. Research methods, which included sampling, data collection and data analysis, are described. Final sections relate to measures of trustworthiness and ethical considerations.

*Chapter Five* presents the analysed the data as collected by using the interviews and focus group interviews. Thematic analysis method informed the analysis of the data for this study. The analysis provided the themes as the main findings of the research, which were interpreted and discussed in order to generate the answers to the research questions.

*Chapter Six* is a summary of the major findings, conclusions and recommendations in light of the aim of the study, which was to explore the enabling conditions for TVET institution leaders to link graduate trainees with the opportunities of self-employment. The chapter is organised into three main parts, namely summary of major findings, conclusions and recommendations.

#### **1.14 CHAPTER SUMMARY**

The circumstances that motivated this investigation were briefly discussed at the beginning of this chapter. Ideas regarding the necessity, importance and link between self-employment and TVET, were discussed. The study's problem statement, primary research question, related questions, goals, and objectives were all mentioned in the chapter. Following a discussion of the study's importance, the essential principles were briefly explained, and then a highly detailed breakdown of the research techniques was given. Several ethical issues were also taken into consideration.

In the following chapter, a general overview of Technical Vocational Education and Training (TVET) and leadership in TVET sector and self-employment from an international perspective is presented and discussed.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The conceptual underpinning for the research is presented in this chapter. According to the literature review, which also serves as a lens for this study, the researcher's perspective is explained, taking into account the review of related literature. The researcher attempts to first examine a general overview of technical vocational education and training (TVET), re-evaluating the purpose of TVET globally and in the context of Africa and the experience of using the capability approach framework in the education sector. Leadership in the TVET sector is discussed with reference to challenges and opportunities of the TVET sector as well as leadership in the TVET sector in Ethiopia. The second major subject that is covered in this chapter is self-employment from an international perspective, self-employment types, experience of TVET institutions linking TVET trainees with self-employment globally as well as in Ethiopia.

#### **2.2 OVERVIEW OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

This section gives an overview of technical and vocational education and training with the first subsection viewing TVET from a global perspective, and then it re-evaluates the purpose of TVET and finally, views the use of the capability approach framework globally.

##### **2.2.1 TVET from a Global Perspective**

The definition of technical vocational education and training (TVET) has changed over time in response to the needs of the society it serves (IAG-TVET, 2016). The term 'TVET' was formally recognised by UNESCO and ILO at the second International Congress on TVET, which was held in Seoul, Republic of Korea in 1999 (UNESCO-UNEVOC, 2020); however, the term 'TVET' as it is now used, needs to be defined and set apart from other terminologies. Over time, a number of terms have been used to describe different facets of the field that is now known as TVET. Azeem and Omar (2019) give Career and Technical Education (CTE), Vocational Education and Training (VET), and Occupational Education (OE) as examples. The term Technical Vocational Education and Training (TVET) was first used in 1994 in Ethiopia's national education and training policy (Baraki *et al.*, 2016).



TVET is a broad concept that includes general education, the study of technologies, and the acquisition of practical skills attitudes and information linked to employment in various sectors of economic and social life (Kraak, Paterson & Bok, 2016). TVET has roots in human history and is a global goal of the United Nations (UN) and other international organisations for achieving economic and social development on a global scale (UNICEF, 2019). It is concerned with the acquisition of knowledge and skills for the world of work to increase the opportunities for productive empowerment and economic development in knowledge economies and rapidly changing work environment (Wondaferew, 2016).

It is a well-known fact that TVET plays a crucial role in the development of human resources and, in turn, the expansion and prosperity of society. This is due to the fact that TVET equips individuals with the necessary skills to increase production, income levels and access to work possibilities (Rasool & Mahembe, 2014). It accomplishes this by fulfilling three key functions: providing the human resources that society requires, increasing work opportunities and thus improving the standard of living and inspiring individuals to pursue higher education and training. Currently, according to UNESCO's estimations, 80% of employment relies on the practical use of technical and vocational skills (UNESCO-UNEVOC, 2019).

In an ever-changing world faced with social, environmental and economic disruptions, modern TVET systems need to adapt to the scale and speed of change. The transitions to a green economy, the implementation of digital technologies in the labour market and the emergence of new forms of employment have an impact on the way we live and work. It is clear that, to remain relevant, TVET institutions need to be proactive and address the challenges and opportunities of the 21<sup>st</sup> century. For economies to become or stay competitive, it is therefore essential that national TVET leaders are aware of such developments and have the required management and leadership skills to translate their understanding into action (Kraak *et al.*, 2016).

TVET leaders must have a vision for and an awareness of the major global trends and developments that have an impact on their individual industries. The worldwide community decision in 2015 to work together to accomplish the goals of the UN's 2030 Agenda for Sustainable Development, is a historic global call to action (Smit, 2018). In order to realise the Sustainable Development Goals (SDGs), also known as the Global Goals, the resulting framework instructs Member States to establish their own national goals (Rasool & Mahembe, 2014)..

### **2.2.2 Re-Evaluating the Purpose of TVET Globally**

The objective of TVET can be seen more broadly via the lens of fostering the growth of human talents and functionings that people, communities and society, as a whole, have good reason to value. This implies that TVET cannot have a single goal. Depending on the situation and the range of abilities that an individual has reason to value, this person's capability set will change. The concepts of agency and freedom are crucial in this context; people must be given the freedom to exercise their agency by having access to knowledge and the opportunity to engage in TVET (Tikly, 2013). A combined assessment of the needs of various people and groups must serve as the foundation for how the goals of TVET are articulated at the institutional and social levels. The final result is that, depending on the setting, the purpose of TVET will invariably encompass a variety of economic, social and cultural purposes (UNESCO-UNIVOC, 2019).

The capabilities approach offers an alternate perspective on how to think about TVET's purpose. TVET is frequently seen as a way to build a variety of abilities, aptitudes and competencies. These can be broadly translated into functionings, or methods of 'doing' and 'being', in the language of capacities (Magsino, 2010). By highlighting the possibilities and liberties (capabilities) that contribute to the development of these functionings, the concept of capabilities enhances already-existing concepts of TVET, which have ramifications for the concerns of access and inclusion, as covered below.

By viewing TVET through the lens of capabilities, it is also possible to re-evaluate pre-existing dichotomies like 'vocational' and 'academic' and 'indigenous' and 'modern'. By emphasising what is valued in various contexts, the attention is shifted from long-standing arguments over the nature and standing of various forms of knowledge to the practical requirements of people and societies. This gives rise to the possibility for the UNESCO-UNEVOC's *Revisiting global trends in TVET* discussion to centre on the utilisation of many forms of knowledge, including indigenous knowledge, to address current concerns. This is consistent with the focus on acknowledging the potential contribution of indigenous knowledge to development (Tikly, 2017).

The practical value of the capabilities approach is that it goes beyond providing a theoretical and abstract notion of social justice but provides a practical framework by which social justice can be enacted, monitored and evaluated through the lived lives of human beings. Reflecting on the contribution that the capability approach makes to higher education, Walker

(2008: 477) notes that “these are attractive ideas for higher education” but, she asks, “How might they be applied for more practical evaluation purposes?”

To sum up, the researcher perceived that the capability approach is similarly attractive for TVET, if not more so than for higher education, as it challenges, through its commitment to human well-being, the neoliberal underpinnings of VET policy that emphasise human resource development above human well-being (Eichhorst, Rodriguez-Planas, Schmidt & Zimmerman, 2021). However, we are left with the tricky question of how to operationalize the capability approach for practical purposes. A first step in operationalizing the capability approach is provided by Simon *et al.* (2013), who argue that the capability approach affects evaluation on two levels: ‘substantial’ and ‘procedural’. The substantial level involves the actual information sets on which we base our evaluations, which are in turn driven by the kinds of questions that we have asked and the procedural level relates to the processes involved in deciding on the information sets and gathering the information required.

### **2.2.3 Global Experience of Using Capability Approach Framework in Education Sector**

To gather a global perspective, reflections from a number of countries on the use of a capability approach is outlined in the subsequent sections.

#### ***2.2.3.1 Capability approach in VET evaluation in South Africa***

South Africa was faced with the triple challenge of reforming the Apartheid-divided institutional landscape of vocational education and training (VET) institutions, addressing equitable access to skills and reorienting its skills development system to the nation’s insertion into the global economy (Powell & McGrath, 2016). A wave of institutional reforms was enacted and a vast programme of evaluative research followed in its wake. Thus, we counterpoise an alternative approach to evaluation that draws on the insights of the capabilities approach. By putting the needs of people first – rather than the needs of the economy – the capability approach brings to the forefront the importance of social justice, human rights and poverty alleviation. Such an approach pays better attention to what individuals and institutions value and are seeking to do, whilst retaining the economic rationale as an important part of such analysis and insisting on the continued salience of evaluation for the improvement of delivery and outcomes (UNESCO-UNIVOC, 2020).

### ***2.2.3.2 Capability Approach in primary education in Tanzania***

The capability approach has emerged as a crucial paradigm that has changed the emphasis of development away from economic growth towards the well-being of people as its ultimate objective. Many academics have started to look into its use and operationalization in the field of education due to its theoretical and philosophical appeal. By examining how it might be applied to the formal education modality, particularly in relation to school reform interventions in Tanzania, Capability Approach can make a contribution to this effort (Tao, 2017).

In order to clarify inequalities that affect teacher and students' ability to convert resources into functionings and the social structures that set the conditions for their agency and freedoms, it makes use of information gathered from the researcher's prior experience teaching in a Tanzanian government primary school. It will also look at how the promotion and restriction of skills relates to the wellbeing of teachers and students and how this may impact the general standard of education (Tao, 2017).

Additionally, the capability approach has theoretical and practical applications that serve as the cornerstone of a real school development intervention in Sub-Saharan Africa. The purpose of such an intervention would be to pinpoint the skills that educators and students should prioritize in order to plan improvement initiatives for their development. These initiatives' successful outcomes would enhance not just the wellbeing and morale of instructors and students, but also the quality of education through their favourable effects (Thapa & Singh, 2019).

### ***2.2.3.3 Capability Approach in Vocational Education and Training in Sri-Lanka***

In Sri Lanka, vocational education and training (VET) is still in its infancy and many individuals still favour the academic road to higher education. It was also implied that because a VET programme restricts students to a career path, it does not properly prepare students to make worthwhile life decisions (Azeem & Omar, 2019). Therefore, Sri Lanka needs to think about a coordinated development strategy to guarantee that VET is seen as an appealing educational path leading to legitimate employment. The researcher has argued that without a comparable investment in an employment base that can support people once they have obtained vocational qualifications, the growth of VET using the human capital theory is unlikely to yield the economic rates of return envisaged.

This could entail increasing on-the-job training that supports employment, with employers covering the costs and the theoretical component delivered at the tertiary level, while maintaining high levels of pure theory such as math and science, as in VET systems like Germany or Switzerland. Additionally, the provision of VET after school would permit the maintenance of a liberal school curriculum and provide people with the freedom to choose their own educational and professional paths without being constrained by any one path (Haikin, 2015). It is clear from the preceding brief overview that the capabilities approach was utilised to assess the worldwide TVET system as a whole. In light of the capability approach, the researcher employed the capability approach to assess the TVET institution leaders' enabling conditions for connecting trainees with self-employment prospects.

### **2.3 TVET COLLEGES IN THE CONTEXT OF AFRICA**

The African Union Commission's vision is to create an integrated, peaceful and prosperous Africa, propelled by its own people to take its rightful place in the global community and the knowledge economy (AUC, 2014). The fact that this strategy is built on the growth of the continent's people and resources is a significant benefit. The mission in recent years has seen a quick advancement in technology, making it necessary to incorporate flexibility, adaptability and continual apprenticeship in training supply. This paradigm shift has resulted in a more holistic policy in favour of the sector, making it possible to adopt and recognise the acquisition of skills in all areas of education and training, be they formal, informal, or non-formal as one of the most significant developments in the TVET sector in recent years. To meet the needs of the continent's economic development in terms of skilled people capacity, both in adequate quantity and quality for collective social welfare, TVET should be an integrated system. The strategic mission is the first goal of this strategy is to create an integrated general framework that can act as a platform for the continent around which AU Member States can group together or be invited to build integrated TVET systems at the national, regional and continental levels by creating and implementing national and regional plans (AU, 2020).

#### **2.3.1 TVET Policy, Systems and Institutions**

Examining Sub-Saharan African technical and vocational education and training, there has been some research conducted on the system that focused on criticism rather than being concerned with efficiency-focused policy reform. International research on skill creation has benefited from the institutional political economy tradition (Mthethwa, Bayaga, Bossé &

Williams, 2020; ILO-UNESCO, 1997). This is less well-established in Africa, maybe because it does not adequately address development issues and because it has concentrated on formal labour markets, which are insignificant in the African setting (Ogbunaya & Udoudo, 2021). In South Africa, the institutional shaping of the apprenticeship system that looks beyond the regulatory domain has been explored. Research into colonial, settler and imperial foundations has begun, as have the borrowing, lending and transferring of policy as well as the nature of the economy that supports the society (Tripney & Hombrados, 2014).

This body of work is essential for highlighting how systems change over time and how they reflect the complexity of national political-economic structures in ways that show the fundamental influence of Marx on this approach. The approach emphasises the necessity to look at system dynamics for the challenges and possibilities that will determine the potential success of innovations intended to make VET more accessible and sustainable. This goes against simplistic faith in capitalism, the market or naive policy transfer as literature has traditionally been more macro-level focused, but there are indications that more people are becoming conscious that the approach needs to be more multi-level (Ogbunaya & Udoudo, 2021).

One of the major socio-economic development concerns of the majority of African nations is the growing issue of youth unemployment and underemployment. Youth and adults are not taking advantage of the employment prospects that give a respectable income without job-related skills. Supporting young people in obtaining professional skills through technical and vocational education and training (TVET) programmes, is a crucial component of development initiatives in many nations (USAID, 2018) and in addition, it aids in promoting entrepreneurship as well. Of concern are the many nations on the continent that are in conflict or have recently emerged from one. Wars, crises and other natural disasters have disrupted the provision of TVET systems.

The researcher perceived these circumstances are the results of insufficient human resources caused by the loss of skilled instructors and other staff, who are frequently not replaced. TVET systems in many countries are characterised by under-resourced, out-dated or damaged infrastructure, inadequate inter-sectorial linkages, a lack of labour management information systems and inadequate human resources, despite significant positive efforts to strengthen TVET and entrepreneurship training.

### **2.3.2 Vocational Knowledge**

The complex literature on the relationship between theory and practice is related to the knowledge and skills needed. The system-wide study of TVET brings to the fore concerns of what types of subject knowledge as well as practical skills should be taught to learners and at which stages. South Africa has produced a fairly significant body of research into these issues likely as a result of the very strong attempt to implement outcomes-based education in both the school system and the rest of the education and training system (USAID, 2018).

Research has argued for the need for subject- and discipline-based curricula as the basis for meaningful work as well as the broader frame within which practical skills and knowledge are located. Recent research has explored the nature of practical knowledge and its relationships to disciplinary knowledge in disciplines such as engineering with possible application for TVET (Yusuf, 2018). The researcher argues that the outcomes or competence-based approach has been derived from crude labour market analysis; by contrast, labour process analysis reveals how different jobs with the same title are often very different and how the nature of knowledge used at work differs dramatically within the same ostensible occupational role.

### **2.3.3 TVET for Community Development**

A tradition that draws on critical adult education also addresses many of the same themes. The Youth, Education and Work network, which is centred on the UNESCO Chair in Lifelong Learning, Youth and Work at Gulu University in Uganda, as well as radical adult and community education traditions in South Africa, are the two main African hubs for this (Wilson *et al.*, 2019).

An African participant in the orthodoxy, Uganda is viewed as a perfect example of how officials not only speak up about the value of TVET but also promote colonial beliefs that a formal education is the only thing that counts. It seems that excessive academic requirements, high dropout rates, and extreme youth unemployment drive young Ugandans into prostitution, an issue consistent with South African concerns expressed in the literature on critical capabilities (UNESCO-UNEVOC, 2016).

### **2.3.4 Skills for Sustainable Development**

More sophisticated theoretical stances on the phenomena of green skills and TVET in Africa are beginning to take shape in response to these difficulties. These draw on transformational

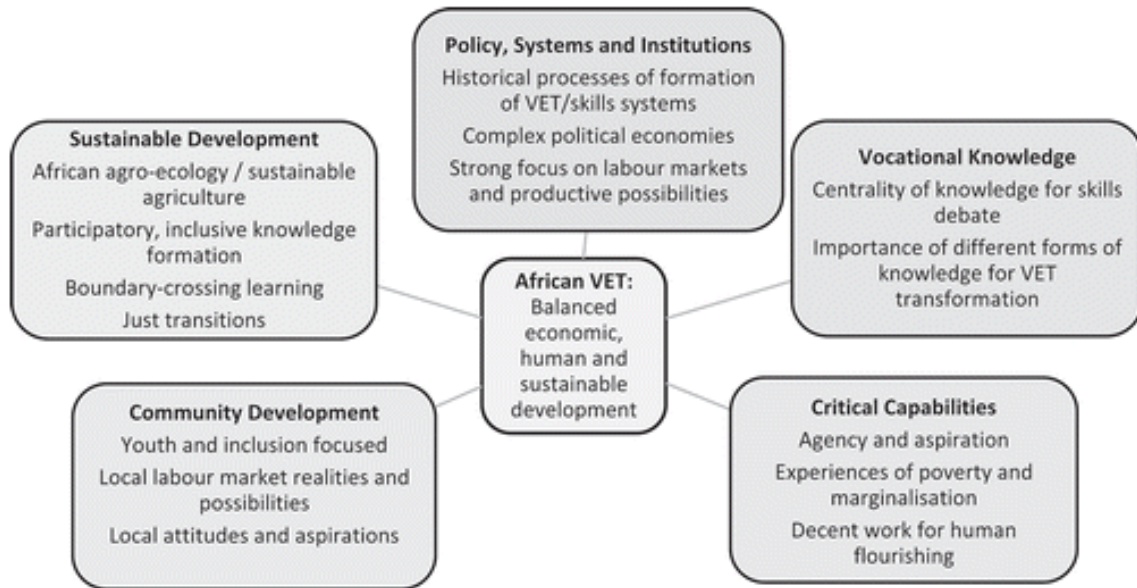
learning and curriculum theory and praxis, critical realism, political ecology theory, sociology, and development studies. This raises questions about the political economy of knowledge creation, which also relate to the accounts of vocation knowledge and community development. The sustainable development approach draws attention in particular to omissions, including the absence of sustainable agricultural curricula in a large portion of industrial, conventional TVET (Fawcett, El Sawi & Allison, 2018).

### **2.3.5 Towards Theorising TVET for African Sustainable Development**

The previous section highlighted the need for a more theoretically sound interpretation of VET for African development. Research acknowledges that people are not isolated beings controlled by the nefarious forces of the free market. Instead, the workings of political economies that have developed as a result of conflicts and agreements, in particular historical and geographical contexts, have profoundly shaped reality (Xiaoyan & Shuang, 2013). Due to the inequities and exclusions that have resulted, unique types of labour markets and education and training systems have emerged. These particular forms have a significant impact on how individuals and societies perceive the worth of various modes of learning and employment. They do not, however, completely capture what people believe, dream, and do but there is the aim of transformational potential for VET, albeit one that will be challenging to realise.

Even though there is a need for a united account were desired, there is little consensus on what a new, reformed, and revolutionary VET vision for Africa would entail. What does come out of this collection of accounts is a consensus that we need to be more critical about how VET is helping people, communities, businesses, and nations find innovative ways to increase productivity while also delivering on decent work, sustainable livelihoods, and just transitions. This calls for improved conceptualisations of economies and labour markets various contexts, including industrial, rural, and informal urban settings, and thus, new VET theories for new times (McGrath *et al.*, 2022).





(Source: McGrath *et al.*, 2020)

**Figure 2.1: TVET for African development – emergent approaches**

## 2.4 TVET COLLEGES IN THE CONTEXT OF ETHIOPIA

Ethiopia's technical and vocational education and training (TVET) system is expanding so swiftly that it is supplying a sizable number of skilled workers to meet the country's labour needs in order to meet the demands of its economy and industrial sectors (Fufa, 2018). It employs an outcome-based methodology, which means that in addition to the training system's inputs, processes and outputs; it also takes into account how well the overall training outcome matches with local and national labour market expectations. Therefore, freshly graduated trainees in the TVET industry should be prepared to working, either for pay or as self-employed almost immediately.

Policymakers in Ethiopia have taken notice of TVET, and they have, in turn, looked at different TVET delivery methods around the world and been influenced by the German training approach. The question of whether Germany's dual training system may be exported to other nations is raised by the rising demand for high-quality training on the global stage. International admiration for the German educational system dates back many years (Baraki *et al.*, 2022). To achieve this, the national TVET system has been restructured into an outcome-based system, in line with many contemporary TVET systems elsewhere. This means that at all institutions, norms and regulations of the TVET system are to be (re-)defined so that they help citizens in becoming competent, with specified competences needed in the labour

market, serving as the final standard of teaching, training and learning. Such a system is frequently seen to be associated with a decreased rate of youth unemployment.

Through facilitating demand driven, high-quality TVET and the transfer of necessary technology, the initial TVET Policy and Strategy plan, launched in 2008 and revised in 2020, set as its goal to train competent, motivated, adaptable and innovative lower and middle level professionals that can contribute to poverty reduction and social and economic development (MoE, 2008; MoSHE, 2020). A wide range of stakeholders from the public and private sectors were involved in the strategy's development. It outlines the key tenets of the planned TVET development over the next few years. The strategy's core tenet is that the development of TVET depends on an outcome-based system and committed, reliable stakeholder cooperation.

Addis Ababa City Administration divides TVET institutions into three levels: centres, colleges, and polytechnics. TVET Centres offer education from Level 1 to Level 2; TVET Colleges offer instruction from Level 1 to Level 4 and Polytechnics offer instruction from Level 1 to Level 5 (MoE, 2018a). There are consequently nine public TVET colleges and six public polytechnic colleges, for a total of fifteen public TVET institutions. The Addis Ababa City Administration TVET Bureau is directly in charge of all these public TVET institutes (Ayele, 2022).

In addition, there are many private TVET colleges and centres in the country. In order to pool resources and work towards a common goal, all public and commercial TVET institutions have been organised into six cluster centres (MoE, 2018b). Misrak Polytechnic College cluster, General Winget Polytechnic College cluster, Addis Ababa Tegbaried Polytechnic College cluster, Akaki Polytechnic College cluster, Nifassilk Polytechnic College cluster, and Entoto Polytechnic College cluster are the polytechnic colleges in this cluster. When compared to other TVET institutions, these cluster polytechnic colleges tend to have better government budgets, generate more internal revenue, have relatively well-organised workshops, senior staff members with experience and have high enrolment and graduate trainees per year.

There are three ways to provide the Addis Ababa labour market with qualified individuals. The first method is the formal programme, in which participants formally enrol in a training facility, receive training and then undergo evaluations and certification. The second way is non-formal training delivery, in which individuals gain knowledge and abilities for a variety

of vocations as a result of their typical daily activities. This type of training is able to assess and evaluate these individuals when they apply for certification by taking into consideration their prior education. The third type is informal TVET, any form of TVET that is not structured and does not adhere to a set curriculum or syllabus is considered informal TVET. It has allowances for things like on-the-job training, self-learning, learning via experience, amongst others. Another likely significant informal TVET is traditional apprenticeships in small and micro businesses (MoE, 2018c)

#### **2.4.1 Vision and Missions of the TVET Strategy of Ethiopia**

The vision of 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 (MoE, 2008; MoSHE, 2020). The mission is to: engage in research-based knowledge and technology transfer endeavours to transform the economy and address societal issues through community engagement; and produce a productive, self-reliant, competent, and innovative workforce with employable skills to meet labour market demand in terms of both quality and quantity (MoE, 2008).

#### **2.4.2 Objectives of the Ethiopian TVET Policy and Strategy**

The Ethiopian TVET Policy and Strategy's primary objective is to promote high-quality, demand-driven technical and vocational education and training that is applicable to all levels of Ethiopian society and to all economic sectors in order to create a skilled, innovative, adaptable and motivated workforce that will aid in eradicating poverty and fostering social and economic development (MoSHE, 2020). The National TVET Policy and Strategy's specific objectives are: to make a comprehensive, integrated, outcome-based; decentralised TVET system for Ethiopia and continue to enhance it bolster TVET organisations to transform them into centres for technology capacity, accumulation and transfer; to create a structure that is consistent for all participants and stakeholders in the TVET system at all levels; raise the calibre of TVET (both formal and informal) and adapt it to the demands of the labour market; bolster the self-employment culture and aid the economy in creating jobs, especially in the developing regions (McGrath *et al.*, 2020:18).

#### **2.4.3 Conceptual Principles of the Ethiopian TVET Policy and Strategy**

In this section, conceptual principles of the Ethiopian TVET Policy and Strategy (MoSHE, 2020), which include stakeholder involvement, decentralisation, efficiency in the TVET

system, cooperative TVET delivery and apprenticeship training, TVET for self-employment and vocational guidance and counselling, are described.

#### **2.4.3.1 Stakeholder involvement**

The intersection of the education sector, the labour market, business, the micro and small enterprise (MSE) sectors, agricultural and rural development and public administration is where TVET functions. The TVET system must be led and executed with the participation of a large stakeholder group in order to serve and relate to all these sectors through high quality and demand-responsive instruments. In order to increase the TVET system's relevance and efficacy, many stakeholders need to offer their own knowledge, skills and abilities. The following TVET system functions require significant involvement from stakeholders in particular: TVET delivery through the provision of training to their own staff, offering internships to trainees, and providing apprenticeship training, monitoring and evaluation, policy development and policy drafting and reviewing through participation in relevant bodies and panels, financing through resource contributions to the TVET system, quality assurance through active involvement in setting occupational standards and conducting occupational assessment and participation from stakeholders (McGrath *et al.*, 2020:25). Stakeholders, who have only once used TVET services as customers, now have the responsibility to contribute time, money, ideas and other resources towards the improvement of TVET. The government is willing to share responsibilities proportionate to each stakeholder's capabilities and to consider various interests and viewpoints in order to encourage stakeholders to make such investments

#### **2.4.2.2 Decentralisation**

In accordance with the decentralisation policy of the Ethiopian government, the new TVET system aims at progressive decentralisation, that is, the responsibility for all functions to be gradually devolved to lower levels in the system in order to increase efficiency of services and responsiveness to the needs of the actual target groups. In a decentralised TVET system, the federal authorities are responsible for policy formulation and all statutory functions at federal level (that is, system of occupational standards, assessment, certification, drawing up of accreditation rules and others), the system of TVET teacher/instructor training and further training, as well as coordination, advice to authorities at lower levels and implementation of selective support instruments to the implementing actors (McGrath *et al.*, 2020:25). The main responsibility for the implementation of the new TVET system rests with the state authorities

which may, again, delegate functions to lower levels as appropriate. The state TVET authorities plan, coordinate, support and supervise the TVET provision in their respective regions, secure funding for the public TVET institutions in the regions, develop support mechanisms for non-public TVET supply and implement the statutory functions on behalf of the Federal TVET Agency. The state authorities will also capacitate zonal and woreda TVET Offices and the TVET Councils at lower levels and delegate functions proportionate to their respective capacities (McGrath *et al.*, 2020) .

#### **2.4.3.3 Efficiency in the TVET system**

To make best use of scarce resources, all necessary efforts are undertaken to increase efficiency in the TVET system. This applies to the management of TVET at all levels, the method of TVET delivery and the possibilities of recognising previous learning achievements. Efficiency is to be raised at all levels of TVET management through appropriate organisational development, human resource development policies and clear definitions of functions and responsibilities. Studies indicate that a significant scope for improving internal efficiency in TVET institutions, for example, through increased capacity utilisation, improved human resource and financial management and better management of equipment, tools and training materials may be undertaken (McGrath *et al.*, 2020:26). To this end, management capacity building is to be provided to TVET institution management based on thorough needs analysis. Furthermore, the gradual delegation of increased management responsibilities to TVET institutions, including responsibilities in the recruitment of trainees, is expected to improve internal efficiency. This may be complemented by the introduction of performance-based budgeting in public TVET institutions.

#### **2.4.3.4 Cooperative TVET delivery and apprenticeship training**

The flexibility of TVET delivery also allows for a strengthening and further development and deepening of cooperative TVET (including apprenticeship training). Cooperative TVET is a mode of TVET provided in partnership between enterprises and TVET institutions. Usually, the bulk of practical training takes place in an enterprise, while theory and initial practical exposure is provided by the TVET institution. In more advanced TVET systems, for instance in many European countries, cooperative TVET schemes are organised as formal apprenticeship training, implying a work or apprenticeship contract between the trainee and the company (McGrath *et al.*, 2020:27).

The major advantage of apprenticeship training (and more generally cooperative TVET delivery forms) is its proximity to the world of work. Trainees are systematically exposed to the world of work and learn the occupational practice in a real-life situation. Experience shows that this leads to significantly better training outcomes, practical skills, work attitudes and theoretical comprehension of the occupational requirements. Furthermore, enterprises get to know the trainees, which often lead to employment after graduation. Through cooperative TVET schemes, companies can also contribute to the further development of the TVET system. Finally, apprenticeships and other forms of cooperative training tend to be more cost effective than school-based TVET, as TVET institutions need not invest in sophisticated machinery and training periods in the institutions will be reduced (McGrath *et al.*, 2020).

#### **2.4.3.5 TVET for self-employment**

Self-employment employability, a key element of current international policy discourse on post-school education, is a significant entry point into the labour market, particularly in urban and rural areas. However, being technically proficient in a certain vocational field is not enough to be self-employed. Entrepreneurs need self-confidence, inventiveness, realism in their market analysis, fundamental business management abilities, and a willingness to take risks in order to succeed (McGrath *et al.*, 2020:29). In addition, obtaining funding, licences, and access to property or buildings to operate from are important for starting a business. In light of this, all pertinent TVET programmes will need to include fundamental training in entrepreneurship and company management. Using worldwide experience in this area, TVET authorities will support TVET providers in creating relevant training packages.

When developing their training programmes, TVET providers are also urged to take the local micro- and small-business sector workplace into account. Examples of this include the development and application of appropriate technology as well as the planning of internships or joint training initiatives with micro and small businesses. As conventional apprenticeship training is particularly beneficial at preparing young people for self-employment, the TVET executive bodies need to take steps to strengthen and improve its quality. Institutions that provide TVET must act as hubs for the development and dissemination of technology. In order to carry out research projects on problem-solving, they must work closely with the private sector, as indicated in the Ethiopian Education Road Map (MoE:2018a).

#### ***2.4.3.6 Vocational guidance and counselling***

Vocational advising and counselling are to receive more focus in order to help future trainees, particularly young people, make the best career choice and make full use of the initial and lifelong learning opportunities offered by the TVET system. Vocational counselling must begin at the pre-TVET level. As a result, TVET colleges are to hire and educate personnel for career counselling. In addition to working with NGOs, community organisations, and other pertinent organisations are to provide guidance to other local target groups, collaborating with schools to provide early orientation to school leavers. In order to promote apprenticeships and get youth ready for apprenticeship training, TVET institutions' vocational advisory staff are crucial. They serve as focus points for the planning of TVET graduates' self-employment support (McGrath et al., 2020:30). The TVET authorities will create a concept for implementing suitable career-advising and counselling frameworks within the TVET system, including a system of aptitude evaluation to support individual career choices.

To sum up, one could argue that the Ethiopian TVET Policy and Strategy is well organised and addresses a variety of issues related to self-employment from the above presentation of its main contents (MoSHE, 2020), but the literature presented for this research has revealed that there is an important component necessary to achieve the strategy's goals related to self-employment. Therefore, it is crucial to consider alternative options that bridge the gap between the strategy and the practice in relation to self-employment in the research domain.

#### **2.4.4 Challenges and Opportunities of the TVET Sector in Ethiopia**

TVET sector accomplishments are negligible in comparison to the scope and diversity of deliverables anticipated by the public and private sectors of the economy. This weakness has resulted from a lack of the appropriate and dynamic policy, readiness and/or adequate resources to implement the policy, availability to inefficient utilisation of resource, lack of contextualisation of TVET strategy plan to national and regional economic structure to underdeveloped business/industry culture, inefficient and poor empowered governance, poor TVET institution structure, equitable access to target group, and quality of provision (Edukans, 2020).

One of the challenges faced by educators and policy-makers in Ethiopia working in the TVET sector, is determining the extent to which their curricula are preparing students for the full spectrum of working life, including paid employment, work in cooperatives, self-employment, starting businesses, family work, social work, and volunteer work (UNDP,

2018). The Addis Ababa City Administration should endeavour to encourage the culture of self-employment in the research sector since it can discourage trainees from following their aspirations.

According to the Addis Ababa TVET Bureau Manual, the goal of the vocational advising and counselling service is to help aspiring TVET students choose the best career path (Fufa, 2018). As a result, VGC employees work for TVET organisations, in addition to assisting TVET graduates with self-employment. Despite the fact that the TVET institutions in the study area have been using this technique for many years, it has not been effective due to an inadequate structure and the limited power of VGC officials. In general, it is important to look into the types of self-employment-related beliefs, motives, norms and behaviours those TVET institution leaders, trainers, and VGC hold.

The fundamental restrictions listed above may either directly or indirectly, have an impact on TVET graduate trainees' desire to go from education to employment and self-employment with ease in their field of study. As a result, graduate trainees deal with issues such as a lack of understanding of the advantages of the TVET strategy, inefficient resource use, ignorance of the labour market, false information about the role of stakeholders, and early awareness of entrepreneurial skills and opportunities for self-employment. Graduate trainees in the research area did not engage in self-employment due to these and other factors (UNDP, 2018). Introducing a new framework that assists TVET graduate trainees in connecting with self-employment prospects in Addis Ababa City Administration is crucial as this could enhance the involvement of all stakeholders in order to address graduate trainees' difficulties with self-employment in the research area.

There are many new opportunities that the new TVET policy could create in the future. The majority of these are not properly used because of implementation issues. The introduction of a clear TVET strategy is the first opportunity for the expansion of TVET such as the integration of formal, non-formal and informal approaches and opening the way for all those who would like to run the business, which are the results of the strategy (MoSHE, 2020). The TVET system must be led and executed with the participation of a large stakeholder group in order to serve and relate to all these sectors through high quality and demand-responsive instruments. The partnership mechanism created to include the business sector, NGOs, as well as bi-lateral and international organisations, is another potential that should be fully utilised, especially by the providers (Adams, 2019). Additionally, the capital city of Ethiopia



is an excellent illustration of the country's recent, rapid economic progress. It is a well-known fact that Ethiopia has had one of the world's fastest growing economies since the start of the 21<sup>st</sup> century, with double-digit growth rates during a sizable portion of the first decade. Ethiopia continues to be one of the fastest-growing non-oil producing economies in the world (Sabri, 2012).

Decentralising TVET is a step that enables it to respond to local demands and benefits as well as to effectively use local resources of all kinds. This step gives training institutions the opportunity to develop various mechanisms of income generation that they can directly utilise in their respective institutions (Ahmad, 2017). Additionally, this gives trainees who desire to transition from TVET into the regular education system the prospect of entering higher education. This helps institutions by supplying qualified employees for training purposes, in addition to helping individuals.

## **2.5 LEADERSHIP IN THE TVET SECTOR**

Educational leaders are not only necessary in the 21<sup>st</sup> century, but also needed to assure 21<sup>st</sup> century teaching and learning (Reeves, Shanahan, Torres & Chua, 2011). In this sense, rather than joining in or going along with the flow, the International Online Journal of Educational Leadership's response to the age of acceleration is to embrace a "new mission" and "acquire a new discourse" in educational leadership for the 21<sup>st</sup> century (Burchell, Coutts, Hall & Pye, 2015:12).

To reflect the changing nature of the workplace, the TVET setting needs to evolve. "TVET leaders must stimulate entrepreneurship and prepare students for the job market," stated (IAG-TVET, 2016:70). In this context, TVET institutions play a critical role in creating programmes that aim to fulfil the needs of the labour market and the unique requirements of learners and employees, as well as new strategies for supporting transformation. By taking an active role in promoting change rather than simply accepting it, they will need to set the example for others to follow. This change in TVET institutions is not being possible without a strong and committed leadership team. It is required of TVET leaders to drive the transformation necessary for the creation of a vibrant, usable and accessible system (Vanderweyer, 2021). A successful leader must interact with members of society and the labour market and possess an entrepreneurial mind-set.

TVET leaders need to be well-aware of the important trends and changes that have a global impact on their respective businesses. The international community's decision to pursue the

objectives of the 2030 Agenda for Sustainable Development in 2015 was a momentous worldwide call to action (UN, 2015). In order to fulfil the aim of the Sustainable Development targets, the resulting framework invites Member States to set their own national targets. In order to promote inclusive and equitable economic, social, and environmental sustainability, the Sustainable Development Goals (SDGs) are described in the 2030 Agenda for Sustainable Development (Vanderweyer, 2021; UN, 2016).

In particular, SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all call for a transformative vision of technical and vocational education and training (TVET), a move away from viewing TVET solely as a contributor to skills development for the labour market and towards a vision where TVET empowers people, businesses and communities to become contributors in the transition towards sustainable societies and economies (UNESCO-UNEVOC, 2020). Since we are currently living in a period of tremendous technological innovation and rising competition, it is obvious that the world of work is rapidly changing. It is also obvious that the skills required in the workforce vary and diversify along with social, technological and economic changes. If economies are to become or remain competitive, national TVET leaders must be aware of such developments and have the appropriate management and leadership skills to put their knowledge into practice (Halıcıoğlu & Yolaç, 2015) by addressing the issue of unemployment through motivating self-employment. TVET institutions must adapt and TVET systems must adjust as well. In many regions of the world, this adaptation process must be done under challenging conditions, which emphasises the importance of leaders' duties.

In order to achieve the objectives, it is crucial to modify the leadership context for Addis Ababa Polytechnic Colleges. According to Mijena, Olana, Legesse and HI (2017), school leadership has an impact on the standard of education and training across all types of institutions. A school cannot exist without a strong leader. Good leadership consists of a variety of unique styles along with the ability to use them in a variety of situations. The framework of current leadership theories provided the direction for this inquiry. Particularly, it merged the theories of transactional and transformational leadership (Baraki *et al.*, 2022). Despite the fact that there are numerous varieties of leadership theories, ranging from conventional to transformative (Sabri, 2012), to tackle such a transformation process effectively, a range of qualities is required for leadership. Leaders they need to have strategic knowledge (vision for change), thematic knowledge (knowledge for change) and leadership

and management skills (skills for change) to ensure their implementation, as represented in Figure 2.2.



(Source: UNEVOC, 2021:6)

### Figure 2.1: Leadership qualities

A nation must first look within itself if it wants to see constant growth. Therefore, leadership training that could expedite the necessary transition processes, merits special consideration. Effective leadership is, however, viewed as a barrier to the growth of the TVET programme. According to UNESCO (2018) Medium-Term Strategy II (2018-2020), UNESCO-UNEVOC has developed a flagship capacity development programme for TVET leaders to alleviate this bottleneck (UNEVOC, 2021). Participants come from a variety of organisations that are a part of the TVET ecosystem, such as ministries, national bodies, universities or research organisations and training providers, in order to build a systemic knowledge of TVET. To successfully oversee such a transformation process, leaders must have a number of qualities, including strategic understanding (vision for change), thematic knowledge (knowledge for change), and leadership and management skills (skills for change) to ensure their execution (Eichhorst *et al.*, 2021)

#### 2.5.1 Global Experiences of the Roles and Tasks of TVET Leaders

In the short and medium terms, TVET leaders manage complex and knowledge-intensive companies (Othman, Mohammed & D'Silva, 2021). Institutional leaders in TVET are individuals who are hired or appointed to a recognised leadership position to oversee TVET institutions and programmes and who are accountable for achieving the objectives specified

by the programme-offering organisation. They establish the institution's basic beliefs and strategic vision and work with other staff members to see the goals through to completion. VET leaders may also be accountable for achieving the institution's goals and effectively managing its resources, depending on the context of the country (Azeem & Omar, 2019). They are also responsible for all aspects of their institution's performance, including its financial health.

In various nations and types of institutions, TVET leaders are responsible for a variety of aspects. They might be in charge of a single or multiple-field vocational institution, or they might run a public or private TVET facility that offers adult education courses. Within comprehensive educational institutions (which may also offer general education programmes), they may also be in charge of TVET programmes. These organisations include upper secondary TVET schools, as in Germany and Denmark; adult community centres, independent training providers, and further education colleges in England, as in the United Kingdom; technical high schools, colleges of technology, and colleges for specialised training, as in Japan; and Career Tech Education programmes in high schools and community colleges, as in the United States (US) (Eichhorst *et al.*, 2021). A TVET institution may have multiple administrators (Xiaoyan & Shuang, 2013). According to the Organization for Economic Cooperation and Development's (OECD) Education at a Glance report, upper secondary vocational leaders in ten OECD countries must adhere to specific teaching hour criteria, while doing so in others is optional (IAG-TVET, 2016).

Due to its tight linkages to the industry and the need to keep up with changes in the labour market, TVET differs from the rest of the education sector, as stated in the preceding paragraphs (Tripney & Hombrados, 2018). This indicates that TVET leaders have more duties than their counterparts in regular education, including establishing a solid connection with the labour market. As a result, it is critical for leaders to have a firm understanding of the regional commercial and economic landscape, engaging in communication with a wide range of stakeholders, such as employers and social partners, managing intricate commercial operations, which entails developing fresh concepts, revising instructional materials, and adjusting personnel makeup on the fly to stay up with the rate of technological innovation and evolving labour market demands (Haolader, Cicioglu & Kassim, 2017),

In order to support local and sectorial skill development and the labour markets that they feed into, TVET institutions and their leaders are crucial. At these several levels, including the

national one, they interact with employers, trade unions and other stakeholders. This implies that they are able to establish channels of communication to determine how the COVID-19 epidemic influenced each sector, which should increase stakeholder participation going forward (Vanderweyer, 2021).

The global COVID-19 pandemic has compelled nations to develop and make use of alternative educational methods, including online platforms (Yisihak, 2021). However, it is frequently far more challenging to administer and evaluate vocational programmes, including apprenticeships at a distance. Due to the rising use of online and virtual platforms, which enable learning continuity and support teachers in their use, this has created new tasks and duties for TVET leaders, which means that their role is vital in transitioning the functioning of TVET institutions to these platforms.

TVET governance would likely continue to be decentralised, according to Ahmad (2017) from the Organisation for Economic Co-operation and Development's Local Economic and Employment Development Programme (OECD LEED), who was interviewed for this study. OECD LEED is concerned that, in addition to being a problem with people, skills mismatch is also a serious issue. Therefore, OECD LEED emphasises the necessity of embracing TVET reform combined with addressing skills gaps and fulfilling employer demands, both current and future ones, that will arise through time. OECD LEED is engaged in examining the degree to which local TVET and skill systems might be tailored to meet employer needs (Sabri, 2012).

The relationships between education, the economy and business requirements are a perfect fit for many countries' driving force behind TVET devolution. The European Training Foundation (ETF, 2017) acknowledges that the difficulty in creating new governance models that ensure coordinated activities of stakeholders, openness and accountability remains with increased devolution. At this time, coordination mechanisms are not working well, stakeholders are still forming important judgements about how to share responsibilities for better system management and stakeholders' capacities to successfully engage in productive partnerships are still lacking.

### **2.5.2 Growing Institutional Autonomy and Devolution**

Research has indicated that nearly eight out of ten TVET leaders responded affirmatively when asked if they had the freedom to work freely within a defined national or regional

structure (Baruth, 2019). Additionally, seven out of ten respondents stated that there is a good balance between local independence and accountability in the operating system they worked under. Overall, large majorities in every nation felt they had the freedom to make their own decisions. While TVET leaders thought they could work freely, half stated they were part of a system that was tightly controlled from above, with limited room for local decision-making (Baruth, 2019). The majority of respondents in countries such as Colombia, Kazakhstan, Morocco, Pakistan, South Africa and Vietnam responded in this way.

In contrast, a hundred percent of respondents from England and Nigeria claimed this was not the case, which is in line with the localism goal in England and the introduction of Innovation Enterprise Institutions and Vocational Enterprise Institutions as well as on-going devolution efforts in Nigeria. When asked to list the areas in which they had autonomy, respondents were most likely to say that they had complete autonomy to develop employer partnerships (79%), with 93% having ‘complete’ or ‘some’ autonomy. When it came to funding and finances, the degree of autonomy was the least, with only around half of the institutions having any control over borrowing (52%) or the power to determine the salaries of their academic staff (48%). Few people have total control on the amount of tuition or the number of students enrolled. A key component of successful TVET development, and one in which institutions have the least latitude, is the availability of adequate and sustainable funding, as stated in earlier (Nhlapo, 2020)

### **2.5.3 The Contribution of Various Partners in Addressing Local Requirements**

Local partnerships between various development actors, whether they be public or private in nature, affiliated with non-profit and community-based organizations, the business sector, or others, with the aim of creating and implementing a local development agenda, are a crucial component of local development (Nhlapo, 2020). The word ‘partnership’ is used to refer to a variety of ideas, and frequently the distinctions between contractual agreements for the delivery of services and programs and consistency in the goals and activities of partners appear to be blurred (Edukans Foundation, 2020:65). This is due to a reorganisation of roles and responsibilities for tackling social and economic development issues. Local collaborations can range in kind from formal to informal.

### **2.5.4 Equipping TVET leaders with the right skills**

The design of a skills development programme for institutional leaders can be understood as involving different elements: initial training, recruitment and selection, induction,

mentoring, and professional development. In order to design an effective programme, initial training, recruitment and selection, induction, mentoring and professional development have to be thought of as a continuum (Vanderweyer, 2021). It is crucial that any initial training programmes on offer are relevant, aligned with the expected requirements for VET leaders, outlining the specific context and further opportunities for professional development, and that they are accessible to all prospective TVET leaders, was pivotal. This should be done through the following steps: defining broad guidelines by a task force at central government level; training for trainers; training for school leaders, including head teachers and others; identifying areas for priority action within the framework for the autonomy of each school/cluster of schools; design of strategic plans in association with the mission and purposes of each school/cluster of schools; implementing, monitoring, evaluating, and redesign of the strategic plans; external evaluation (Vanderweyer, 2016).

### **2.5.5 Professional development for TVET leaders**

Once they have begun their leadership role, leaders need to have access to professional development opportunities to keep their skills up to date. Professional development may be closely linked to career progression, in order to motivate participants to attend. It is considered a success factor for the implementation of TVET reforms. Professional development for TVET leaders needs to cover all aspects of the leadership role (Vanderweyer, 2016).

### **2.5.6 Develop SWOT analysis skill for TVET leadership**

Strengths, Weaknesses, Opportunities, and Threats or SWOT is a method for determining particular project's strengths, weaknesses, opportunities and threats. A SWOT analysis can be used for personal purposes as well, although organisations, from small businesses and non-profits to huge corporations, use it most frequently (ILO, 2019). The SWOT analysis can provide a more complete picture of the current condition and advice on how to proceed. One may learn more about what is already working in these areas by analysing them. Thereafter, one may apply the tactics will certainly be effective, the strong points, to other areas that may need additional assistance, such as increasing the team's productivity (ILO, 2019).

SWOT defines internal initiatives that are performing poorly as 'weaknesses' or vulnerability. It is a good idea to assess the strengths before the defects in order to build a benchmark for success and failure. Current assets and liabilities, as well as any external actions that will increase competitiveness, are sources of opportunities for SWOT analysis

(Vanderweyer, 2016). These could range from areas where you need to improve to places where the first two sections the analysis fall short. ‘Opportunities’ can include internal ones like optimising team processes or external ones like expanding product offerings to gain a competitive edge. In any situation, taking advantage of chances is a fantastic way to grow as a team. Opportunities identify possible areas for improvement. ‘Threats’ are potential difficulties in a SWOT analysis. Threats are different from weaknesses in that there is little or no control over them. Anything from a global pandemic to an increase in the level of competitiveness could cause this a threat. The weaknesses and threats identified in a SWOT analysis may lead to an enhanced organisational strategy. Learning from mistakes ultimately proves to be the finest approach for success. One can create an action plan with the team after identifying areas that could use some simplification. By doing this, one is able to make the most of the business’s advantages and apply what is known to work (Edokpolor & Owenvbiugie, 2017).

Accordingly, TVET institution leaders in the study area are expected to do SWOT analysis to link trainees with self-employment by recognises possible solutions. TVET leaders can keep track of the pragmatic factors that can influence decision to take advantages by using a SWOT analysis. These analyses may all help to recognise and get ready for project.

#### **2.6.7 Develop key performance indicator skill (KPI)**

Key performance indicators (KPIs), are a quantifiable way to track progress towards a certain objective. KPIs provide benchmarks to measure progress, targets for teams to strive for, and insights to help people all around the organisation make better decisions. Key performance indicators help every division within the business, from marketing and sales to finance and human resources, progress strategically. KPIs are an essential tool for ensuring that that the teams are supporting the overall goals of the business (Nhlapo, 2020)

Key performance indicators come in many different varieties. Some track annual progress towards a goal as opposed to monthly progress. The only thing all KPIs have in common is a connection to a strategic aim. The most common KPI category is strategic KPIs which are all-encompassing KPIs that monitor the organisation's goals. Executives typically utilise one or two strategic KPIs to assess the company's performance at any given time. Market share, revenue, and return on investment are a few examples. Operational KPIs focus on the efficacy and efficiency of organisational processes and are typically more time-sensitive. KPIs also tend to make managers less reactive and more constant due to their clarity and



focus. In other words, managers who are naturally intuitive in their management style or who are naturally intuitive due to a lack of data, suddenly become much more data oriented. But that does not negate the importance of intuition (Edokpolor & Owenvbiugie, 2017).

KPIs have numerous advantages, particularly when one considers how easy it is to create and manage, as well as how much more efficient the business will be as a result for TVET institution leaders in the study area. As the result, TVET leaders have to give due attention how to implement KPI principles by considering the advantages to link graduate trainees with self-employment.

### **2.5.8 Improve attractiveness of leadership**

Higher salaries may play a major influence in drawing talented leaders to the profession, but they are not always associated with better performance. According to an empirical study of administrators in institutions in England, the effectiveness of principals as judged by students' academic results did not significantly correspond with any of their personal traits, including their salary (Bhurtel, 2015). The results imply that performance motivation may come from other attributes that are not readily apparent and are most likely related to a leader's skills and other qualitative elements.

Furthermore, it emphasises the importance of investing time and money in studying methods to improve TVET leadership effectiveness given the impact of individual leaders on student performance as well as the necessity of hiring and keeping the best TVET leaders. In contrast to hiring a new high-performing teacher or trainer, which may only have an influence on a few classes, the employment of a high-performing principal has an instant impact on thousands of students at a college (Fawcett, El Sawi and Allison, 2018). Running TVET institutions is challenging and requires a complex set of leadership skills. It is possible to use a range of policy instruments to guarantee that TVET leadership is a desirable job with outstanding working conditions.

## **2.6 TVET INSTITUTION LEADERS IN ETHIOPIA**

The government's capacity building programme will include the established TVET programme. Coordination with TVET institutions will be used to carry out the programme's micro and small business activities. A technology transfer programme should aid in growing small enterprises and opening up employment prospects. TVET deans and vice-deans play a significant role in ensuring that the sector has access to a trained and innovative labour force.

It requires proper implementation of the duties and responsibilities determined from the plan in order to be an effective leader (Awraris, 2021).

According to (MoE, 2020) the TVET leader's duties and responsibilities include executing formal and informal training programmes, modifying technology, and offering micro and small enterprise industry extension services. Even if not all TVET deans and vice-deans are successful, there are a lot of institutional deans and vice-deans who have achieved more in terms of putting outcome-based TVET systems into place (Gachunga, Karanja and Kihara, 2020). The TVET dean and vice-dean performance management system does not explicitly specify that it will reward and take remedial action depending on delivery results (Akademilerİ *et al.*, 2018)The establishment of a performance management system is necessary to inspire other deans and vice-deans.

The inability of deans and vice-deans to lead effectively, their lack of commitment, their ignorance of the importance of implementing TVET system documents, the inadequacy of their implementation of the outcome-based TVET system, and their resource constraints are challenges to their efficiency and effectiveness (Abeje, 2022). Beyond that, the TVET leader places greater focus on the process; if someone cannot carry out their tasks and activities, they will not be held accountable because there is no defined performance management mechanism.

Additionally, the TVET Proclamation 954/2008 is not a basis for the selection or appointment of deans and vice-deans. Presently in Ethiopia, there are not enough capacity-building activities for deans and vice-deans to address their skill gaps, tasks, and responsibilities, and there are awareness-creation restrictions on system papers and no established dean and vice-deans' motivating systems (Education, 2017)To increase their effectiveness and efficiency, it is crucial to prepare a performance management manual for TVET deans and vice-deans.

## **2.7 SELF-EMPLOYMENT IN INTERNATIONAL VIEWPOINTS**

Researchers and different institutions offer a wide variety of self-employment idea understandings, according to (Premand *et al.*, 2021). Since self-employment rarely requires significant financial inputs, advanced management skills or knowledge of the legal framework for setting up or maintaining a business defined it as the most basic kind of entrepreneurship. Self-employment, according to (Sanchez *et al.*, 2015) is a successful but risky form of business that gives people a greater sense of independence and more fulfilling lives. Gustafsson & Zhang (2022) provide an explanation of self-employment as business

owners that have a large workforce. (Burchell *et al.*, 2015) defines the self-employed as people who do not receive a wage or salary but yet generate revenue by engaging in their profession or business on their own dime and at risk.

Many academics (including Temkin, 2017; ADEM, 2022; Brzozowski & Lasek, 2022) use the terms ‘self-employment’ and ‘entrepreneurship’ interchangeably in their research. Even while other academics (such as Temkin, 2017; Sanchez *et al.*, 2015) disagree, saying that self-employment cannot accurately reflect a nation's degree of entrepreneurship. Chetty, (2016) contends that these two occurrences can be considered equivalent due to the deeply ingrained social perception of their connections. As a result of evaluating the literature, this research discovers that there is no universal scientific agreement on the distinction between entrepreneurship and self-employment. In conclusion, entrepreneurship, self-employment, job creation, and MSE ventures are taken as equivalent concepts based on this literature study with respect to the endeavours of TVET graduates even though they are not exactly the same in other situations. As a result, throughout this research report, the words ‘self-employment’ and ‘self-employment ventures’ (including MSE, individual, and cooperative operations) are used interchangeably.

### **2.7.1 Types of Self-Employment**

One who engages in independent work, with or without partners, earning a salary that is directly correlated to the profit (actualised or potential) from the goods or services produced, and who typically does not hire employee(s) on behalf of others to work alongside him, is described as being self-employed without employees (also known as non-employers (Burchell *et al.*, 2015). Self-employed person with employees is also known as an employer.

### **2.7.2 Various Viewpoints on Self-Employment Factors**

The factors influencing people's efforts to work are examined using a variety of methods and theories. According to Halvorsen and Morrow-Howell (2017), the main factors affecting self-employment are personality qualities, socio-cultural factors, economic situations and the interaction of these elements. Other academics, such as Dawson and Henley (2019), contend that the primary influences on self-employment are social, religious, sociocultural, psychological, political, and economic policies. Sanchez, Diaz-Serrano and Teruel (2015) provides a different perspective on the variables influencing self-employment. These variables include economic, non-economic and governmental issues. The market, resources

and capital are all economic factors while the social and political situations, such as social mobility, security, and psychological elements, are non-economic factors.

Issues like economic and industrial policies and strategies, which have an impact on both of the aforementioned elements, are included in the government's measures and actions. There are various ways to examine the elements that affect self-employment, yet they all seem to be expressing the same thing in somewhat different ways. Despite the different ways they approach the various elements, they complement one another. The main influences on self-employment schemes can be divided into a variety of categories, such as personality influences, socio-cultural influences, governmental legislation and support system influences, which are discussed below.

#### **2.7.2.1 *Personality trait factors***

These are a group of inborn or taught characteristics of an individual's personality that affect their vocation. People who work for themselves have a special personality that cannot be taught. This suggests that the self-employed personality is innate and that schooling has little bearing on being self-employed. As an alternative, several authors, including Dawson and Henley (2019), contend that learnt socio-cultural effects are the origins of the self-employment personal. According to Sanchez *et al.* (2015), anyone can work for themselves as long as they adhere to certain rules (Narita, 2020). However, there are still many people who believe that an individual's attitude toward self-employment is influenced equally by nature and nurture. As a result, in this research the researcher chose to take the third group's position, which holds that both elements contribute to self-employment in different ways. Whether self-employment tendencies are innate or developed through time, successful people typically have a certain set of personality qualities.

#### **2.7.2.2 *Socio-cultural factors***

These characteristics primarily focus on aspects like values, conventions and entrepreneurial traditions within families and communities. According to Brzozowski and Lasek, (2022), certain cultures support self-employment while others do not. Applying an epidemiological method, one might view the differences in self-employment rates according to the country of origin of ancestors as corroborating proof of the cultural influence on self-employment. The study's findings demonstrate that culture has a statistically meaningful impact on self-employment ( Sanchez *et al.* 2015). Further investigation reveals that there are variations in

the effects of culture on self-employment based on gender, with men being more sensitive to culture than women; additionally, the impact of cultural differences is more pronounced for people engaged in professional, scientific, and technical activities as well as those in the hospitality and food service industries ( Sanchez *et al.* 2015). We also look at the transfer of culture, noting that it plays a significant effect even if the influence of culture on self-employment declines with age. Self-employment is viewed in some societies as a career for people with low self-esteem. For instance, it is well noted in Perry, Penney and Witt (2008) that the unfavourable social perception of TVET programmes deters TVET graduates from considering starting their own businesses. They emphasise that a particular familial background and experience are aspects that spur entrepreneurial action.

In the literature, there aren't many economic theories that focus only on self-employment (Narita, 2020). The explanation for this appears to be that economic theories that study entrepreneurship and self-employment frequently complement and correspond with one another . First to note the lack of an economic theory of self-employment was pioneering economic entrepreneur and ship theorist Mark C. Casson . He used the ideas of Friedrich Hayek, Frank Knight, and Joseph Schumpeter to create his contemporary economic theory of self-employment ( Sanchez *et al.* 2015). Based on this, the researcher established that institutions and culture play a significant role in determining an individual's success in self-employment throughout the world, including Ethiopia.

According to Pardo and Ruiz-Tagle (2016), the entrepreneurial traditions of the family and community play a significant role in how the entrepreneur develops and internalises the values and standards. In terms of societal views, the TVET programme is a victim of the unfavourable perception that Ethiopian society has of it. Fessehaye (2019) contends that students enrolled in TVET colleges are viewed as underachievers or grade 12 national examination failures. This perception of society as a whole and graduates in particular prevents them from developing their professional careers in general and from starting their own businesses in particular.

### **2.7.2.3 Public policies and initiatives**

The economic and political environment, which comprises a number of aspects affecting the potential self-employed, is comprised of government policies and activities. Lack of capital, employment opportunities, facilities, and the market are the most important economic variables. Therefore, the need for start-up cash and microcredit services are crucial for TVET

graduates starting new MSEs. Therefore, government economic policies that support self-employment through the provision of credits, working accommodations, and technical assistance (consulting personnel), to name a few, are important (Burchell *et al.*, 2015).

#### **2.7.2.4 Support system services**

Factors relating to the availability of support services include the calibre of educational facilities, lending institutions, staff assistance for independent contractors, and consulting services. These assistance programmes contribute to TVET graduates' success in their endeavours to launch new businesses (MacLean, 2013). According to some academics, support services are less significant because entrepreneurs are born, not made. However, it has been demonstrated that one can become self-employed with the appropriate training, follow-up support and help (Broek *et al.*, 2015). Untapped potential can certainly be discovered and developed through well-planned, comprehensive training that includes entrepreneurial skills. This leads one to the conclusion that the type and calibre of training provided in a TVET institution is crucial for the self-employment of TVET graduates. According to Fessehaye (2019), organisations that offer entrepreneurship and innovation training which fosters self-employment and an entrepreneurial environment. This demonstrates how the institution's ability to provide students with the required knowledge, abilities and attitude, opens the way for the realisation of self-employment.

Individuals' perceptions of self-employment as a beneficial and realistic career path can be considerably influenced by encouragement for it (MacLean, 2013). Support for career assistance and counselling is another component that helps trainers encourage their graduate trainees to start their own businesses. Guidance and counselling services, according to Edmond, Oluniyi, Bamidele and Kanu (2018), must be thoroughly integrated with all TVET programming in order for the aims of TVET to be fully achieved.

Work experience is another training setting factor that affects self-employment. Work experience can be described as any type of exposure to a business setting, such as an apprenticeship or a set duration of paid employment. Many graduates opt to work for pay, since it allows them to get experience without spending money. This is supported by a study finding by Fessehaye (2019) that nearly half (43%) of respondents said they got the idea for their business from the work experience they gained while working for pay in the same industry or profession. It is also apparent that methods of work-integrated training, such as apprenticeship, cooperative training and free practice programmes, are essential.

## **2.8 GLOBAL EXPERIENCES OF LINKING TVET GRADUATE TRAINEES WITH SELF-EMPLOYMENT**

To alleviate poverty and unemployment, countries have adopted different mechanisms of promoting self-employment. One of the mechanisms is through providing entrepreneurship training to those who have the potential, by involving the private and public sectors as well as NGOs. To indicate the above, an outline of selected countries is given in the subsequent sections.

### **2.8.1 Germany: Current Reforms**

Qualification modules were established to make it simpler for young people to enter training because one of TVET's aims is to draw more participants and so expand the number of trained employees. Those who struggle with learning and young people from impoverished social backgrounds are their main target audiences. Institutions like the Craft Chamber and the Chamber of Industry and Commerce, are the providers as they are required to give an explanation of each taught module. Within the programme, there are three primary parts: education chains that offer career-start counselling, job starter structural programme for introductory TVET and vocational orientation programme (Brzozowski & Lasek, 2022).

### **2.8.2 Kenya: Best Practice**

As long as there is a pool of trained staff to support the programme, the idea of 'best practice' has been present in TVET institutions in Kenya since 1994. Many TVET graduates start their own enterprises and use the entrepreneurial abilities learned at technical training institutes. The reaction of TVET institutions in Kenya to the on-going business training requirements brings training more in line with market demands. Kenya has a well-established system for involving businesses in deciding on the training's subject matter, making it feasible to better prepare young people for the workforce. Exchange is a crucial component in determining a best practice (Obwoye & Kibor, 2021).

### **2.8.3 Ghana: Root causes of TVET Mission Drift**

One of the key reasons Ghana's TVET business has deviated from its goal is the inadequate funding allocation. More generally, these flaws include everything from serious infrastructural shortages to outdate and inadequate training materials. TVET institutions need the tools and gear used in vocational training in order to stay abreast with the new skills of the current era. This relates to the fundamental issue of underfunding in the TVET sector (Polytechnic, Ad and Coast, 2013). Due to these challenges, the TVET system is only

gradually changing to keep up with the workplace's rapid changes. This is consistent with TVET institutions' gradual adoption and use of technological advancements to increase the applicability of the advice they offer and the relevance of the courses they teach.

## **2.9 THE SELF-EMPLOYMENT ENVIRONMENT IN ETHIOPIA**

Self-employment in the Ethiopian context is linked with the informal sector. According to Hailu (2017), this sector offers opportunities in self-employment; however, those with post-secondary education including TVET graduates do not usually venture in this sector. The domination of petty trade activities implies that this sector is mainly a refuge for the poor and it does not comprise quality jobs that could improve living standards and raise incomes. This then raises the question of how the informal sector could be attractive to TVET graduates. The technical skills acquired from the TVET system, coupled with entrepreneurship training focusing on the informal sector, enables TVET graduates to produce competitive and marketable goods and services that satisfy the needs of consumers. To be rewarded adequately, the self-employed have the task of developing their enterprises from micro/small to the next succeeding levels by applying their entrepreneurial skills (Tadele & Terefe, 2018), which would possibly attract TVET graduates to be engaged in value-adding activities in the informal sector.

In the Ethiopian context, the relationship between the formal or public and the private sectors and the informal sectors can be mutually beneficial especially if a deliberate link between them is created. The formal sector, for example, can subcontract the informal sector to process raw materials into intermediate materials to be eventually used as an input in manufacturing finished marketable commodities.

In the past few years, there has been a notable interest on issues of mobility and transition into self-employment in developing countries like Ethiopia. Addis Ababa, the capital city of Ethiopia and Africa Union (AU) therefore, registers persistently higher unemployment rates than the national average. The official survey conducted in 2022 by the Central Statistics Agency (CSA) indicated that Addis Ababa's unemployment rate stood at 27.9%, 26.9% and 26% for the years 2020, 2021 and 2022 respectively (Ayele, 2022:208). It is vital that Addis Ababa's socio-economic structure significantly transforms and becomes more competitive in order to attract investment, manufacturing in particular, that would generate employment opportunities. Therefore, to provide solutions for unemployment, implementing the TVET



strategy is one of the key options to create job opportunities and strengthen economic development.

To produce the manpower the country needs, the Ethiopian government needs to build TVET institutions throughout the country to offer education and training to all its youth. In the context of Addis Ababa City Administration, there are fifteen public polytechnic colleges and TVET colleges and more than seventy-five private TVET colleges and institutions as well as six Non Governmental Organization (NGO) TVET colleges (Ayele, 2022:105-137), serving the population of 5 460 591, as at 2023. To ensure the demand-orientation of actual TVET delivery and its linkage with the local labour market, TVET institutions need to take responsibility for considering 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 organisation of internships or cooperative training programmes for 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.

Currently in Addis Ababa, the majority of TVET programmes are primarily created to train trainees for paid jobs, with a focus on employment in large corporations. As a result, there is a significant disconnect between the TVET strategy's planned national aims and its actual execution in self-employment opportunities. The Federal TVET Agency reports that from 2018 to 2022 there has been a substantial low number of graduate trainees who are self-employed. Data from the previous five years showed that just 559 (6.6%) of the 8 432 TVET graduates in 2018 were able to start their own business and become self-employed and in 2019 and 2020, there were only 534 (6.04%) and 630 (7.5%) out of 8 837 and 8 354 respectively. Furthermore, in 2021 and 2022, only 820 (9.2%) of the 8 900 graduates and only 390 (5.5%) of the 7021, respectively, were self-employed (Ayele, 2022:105-137). The findings of this study indicate that linking regular programme graduate trainees with self-employment opportunities is difficult even though it is a goal of the Ethiopian TVET Policy and Strategy (MoSHE, 2022).

However, promoting self-employment is a difficult task because of various factors such as the leaders' ineffective use of resources in TVET institutions. In light of the capabilities approach, it is crucial to look what resources are accessible to use as conversion factors for

leaders in TVET institutions to link graduate trainees with self-employment opportunities in the Addis Ababa City Administration. According to so-called ‘conversion factors’ a person's ability to accomplish a particular activity or state of being depends on them (Osmani, 2016). The capacity approach shifts the emphasis from means (the people's resources and the public goods they can access) to goals (what they can achieve and be with those resources and benefits). This change in emphasis is necessary since materials and products do not guarantee that humans will be able to transform them into actual actions and beings.

## **2.10 CHAPTER SUMMARY**

This chapter gave an overview of the TVET system as well as TVET in Africa and Ethiopia. According to the review of literature, TVET has roots in human history and is a global goal of the UN and other international organisations for achieving economic and social development on a global scale. Leadership concepts in general and specifically TVET leadership in respect to worldwide experience was described. Leadership of TVET institutions and leadership of TVET colleges in Ethiopia was also discussed. There was an extensive discussion on self-employment looking at it from a global perspective. The rationale behind self-employment is to fundamentally reduce unemployment and poverty because it deals with the question of resource distribution and employment creation. Governments are concerned about the rising number of the young population and the prevalent unemployment issue, particularly in third-world nations like Ethiopia. However, because it depends on their political, economic, and social conditions, each country handles the issue of approach linking TVET graduate trainees with self-employment in a completely different method.

## **CHAPTER THREE**

### **THEORETICAL FRAMEWORK**

#### **3.1 INTRODUCTION**

This chapter discusses the theoretical framework that guides the research. A theoretical framework is the ‘blueprint’ or guide for research (Ngulube, Mathipa & Gumbo, 2020). It is a framework based on an existing theory in a field of inquiry that is related and/or reflects the hypothesis of a study. The capabilities approach serves as the direction for this study. According to Haikin (2015), the capacity approach is a comprehensive normative framework for assessing social structures and human well-being, designing policies and making suggestions for societal transformation. In this chapter, the capability approach constructs generally are examined before moving on to study-specific ones and as such, the theoretical and conceptual frameworks are correspondingly explained in the following sections.

#### **3.2 CAPABILITY APPROACH AS THEORETICAL FRAMEWORK**

Instead of being a precise theory of well-being, the capacity approach is typically thought of as a flexible and multi-purpose framework (Powell & McGrath, 2016). This ambiguous and vague quality helps to explain why the name ‘capability approach’," rather than, say, ‘capability theory’, was chosen and is currently used in the philosophical literature. Both ‘capability theory’ and ‘capabilities approach’ terms are used to refer to the same issue in the literature, while the latter is frequently thought to be more precisely referring to Nussbaum's partial theory of justice. Robeyns (2016) relates that some philosophers have begun to use the word ‘capabilitarianism’.

The competence framework can also be used, and has been, for non-normative objectives, such as conceptualising a range of phenomena and assessing capacities in qualitative and quantitative research. These non-normative apps do not necessarily support the development of capabilities and have quite different methodological philosophies. The capabilities approach directs this study’s usage of a normative framework to evaluate the enabling circumstances that TVET institution administrators must create in order to connect trainees with self-employment in the Addis Ababa City Administration.

The capacity approach was first put forth by economist-philosopher Amartya Sen, and it has since undergone significant development thanks in large part to Martha Nussbaum, a number of other philosophers, and scholars in the humanities and social sciences. Despite the fact that

the capabilities approach has roots in a number of philosophers, including Aristotle, Adam Smith and Karl Marx (Robeyns, 2017), Sen is the one who first proposed the idea. A person's capability for wellbeing, according to the capability approach, is dependent upon their ability to engage in specific activities and display specific personality qualities, both of which have an impact on the kind of life they may successfully lead.

Although Amartya Sen developed the capability approach as an alternative model of development evaluation to theories like the Human Capital Theory (HCT), the approach has roots in a number of other theories, including those of Aristotle and Marx (Thapa & Singh, 2019). According to Walker and Unterhalter (2007), HCT focuses primarily on economic growth and 'resourcism', which is predicated on having access to resources for living a decent life. It assesses education in terms of the rise in private and social rates of return. The method has been further expanded by Martha Nussbaum, who has attempted to identify ten capacities within the larger framework against which assessments can be made (Robeyns, 2017).

The capability approach was based on the critique of the utilitarianism and resources-based evaluative accounts and standard economic models' inadequate informational underpinnings. Sen contends that these conventional models fall short in explaining the variety of personae and behaviours that people are capable of. Sen refers to this idea as 'capabilities'. True freedoms are necessary for humans to fulfil their potential as agents of change and as beings. Real freedom in this sense is having the means to partake in any endeavour or kind of existence that one so desires (Robeyns, 2011). That is to say, it involves more than just having the formal freedom to do or be something; it also involves having an actual chance of doing so.

According to Powell and McGrath, (2014) a theoretical framework known as the capability approach contains two normative claims. The first is that having the option to pursue happiness has the highest moral weight. The second is that capabilities and functionings should be used to interpret happiness. The things that a person is capable of doing or being, such as being well-fed, getting married, being educated and travelling, are known as their capabilities. Functionality is the state of having already reached a capability. The capability literature refers to a number of individual, socio-political and environmental factors as 'conversion factors' that have a significant impact on a person's capacity to convert a set of resources and public goods into a functioning state (that is, whether they possess a particular

capability). Capabilities suggest freedom that are unrestricted by any conceivable obstacles, as opposed to merely formal rights and freedoms. They are additionally known as real or substantial freedoms.

Many people have criticised the capability approach saying that it ignores the greater community and is overly individualistic. However, this accusation ignores the influence that individuals have on their communities as well as the notion that communities as a whole are stronger than the sum of their individual components (Osmani, 2016). The society in which a person lives has an impact on their values and choices, which in turn moulds and impacts those decisions. Because of this iterative interplay between communities and people, contrary to what some have said, the capacity model is not unduly individualistic.

Robeyns, (2011:48) suggest that “some external value on the excellent existence”. He also suggests that the focus should be on resource allocation rather than performance since equitable resource distribution allows for equitable participation conditions in society. The capability approach, on the other hand, argues that emphasising only the equitable distribution of resources does not always equate to the same degree of freedom to use those resources and ignores the larger relationship between the individual and the resources in order to live the life that one has reason to value. According to Tikly ( 2017:35), it is not sufficient to compare the possessions and resources that different individuals have access to in order to assess their wellbeing; rather, we must “consider how well people are able to operate with the possessions and resources at their disposal”.

### **3.3 APPLICATION AND PURPOSE OF CAPABILITY APPROACH**

This study attempted to evaluate TVET institution leaders' capability in light of linking trainees with self-employment opportunities by using the capability approach as the basis for orientation knowledge. This indicates first and foremost, that the individual is the key unit of evaluation. When evaluating the TVET system using the Capability Approach, it is important to consider how well it prepares graduates for engagement in society at large and their decision-making skills. The capabilities approach so promotes human wellbeing and enables us to examine other strategies. As a result, human activities that are reversible or almost so, are valued in and of themselves. The capacity method is used by the researcher because it provides a normative framework for evaluating both societal systems and individual human wellbeing. The ‘capabilities’ of the individual, which refer to what a person is able to perform in life, are the fundamental units for evaluating quality of life. One believes that there is

intrinsic value in having the choice to decide and actively pursue the things that one has good cause to value (Alkire, 2017). According to this definition, a life that is well-lived is one in which individuals make the major decisions.

The capability approach focuses on a person's capability to make choices, and their capability to achieve 'wellbeing' and live the life that 'they have reason to value' (Haikin, 2015; Osmani, 2016; Walker & Unterhalter, 2016), rather than developing an individual with the outcome of limiting their participation into particular work roles, without offering them the opportunity to choose a different route, even if it increases the likelihood of employment and raises aspirations.

The capability approach can be used for a wide range of objectives, and the theory's selection of objective or application affects other specifications. Some objectives add more normative, descriptive, and/or Meta theoretical commitments. In contrast to a commitment to non-Western and holistic ontologies, a capability theory of environmental justice grounded in the Western philosophical tradition, may find it difficult to explain the protection of non-human entities, such as animals, forests, and rivers (Osmani, 2016). Students and academics from various areas value the capabilities approach. As a result, each of them interprets the writings on the capacity approach using their own disciplinary framework and has unique expectations for the methodology. Additionally, it can be difficult to have a cross-disciplinary conversation because some 'facts' that one discipline takes for granted, are contested by another.

### **3.4 CORE VALUES OF CAPABILITY APPROACH**

This section looks at a range of core values found within the capability approach.

#### **3.4.1 Resources**

Service and goods are resources. They should not necessarily be considered as being exchangeable for money or income, as this would limit the capabilities approach to measurements and analyses in market-based economies, which is not its aim (Tikly, 2017). The concept of resources in this research represents all material and non-material resources which helps to achieve the vision, mission and objectives of the TVET institution in the study area. However, three conversion aspects have an impact on the relationship between the good and the functioning to achieve particular 'beings' and 'doings'.

### **3.4.2 Conversion Factors**

According to so-called ‘conversion elements’, someone's ability for a particular ‘doing’ or ‘being’ depends on their background (Tikly, 2017). The origins of all conversion elements can vary, but they all have an impact on how a person can be or is able to transform resource characteristics into functioning. Resources have particular qualities that make them appealing to people, including commercial commodities and services as well as goods and services produced in non-market economies, such as households. Conversion factors come in a variety of forms, and they are frequently divided into three classes when they are examined. Personal conversion factors are factors that are internal to the individual, such as commitment, leadership style, and entrepreneurial orientation. Social conversion factors are factors that are specific to the society in which an individual lives, such as public policies, social norms, practices that unfairly discriminate, societal hierarchies, or power relations. Environmental conversion factors are factors that are specific to the physical or built environment in which an individual resides (Walker & Unterhalter, 2007).

### **3.4.3 Functionings and Capabilities as Doings and Beings**

The normative commitment to conceptualise well-being in terms of capabilities and functionings, is at the heart of the capability approach. Functionings are ‘doings’ and ‘beings’, which are different human states and activities that a person has accomplished, such as being well-nourished, getting married, getting an education, and travelling (Powell & McGrath, 2014). Capabilities are the actual, or substantive, opportunity that they have to accomplish these doings and beings. The term "basic capabilities" refers to either the freedom to perform some fundamental tasks deemed necessary for survival and to avoid or escape poverty or to "the innate equipment of individuals that is necessary for developing the more advanced capabilities," such as the capability of speech and language, which is present in a new born but needs to be fostered (Tikly, 2017). There has recently been debate in the capability literature about whether capabilities and functionings should only include positively valued ‘doings’ and ‘beings’, such as those that we have reason to value or those that advance some ultimate normative aim, like human dignity or agency, or whether they are value-neutral concepts that encompass both normatively.

### **3.4.4 Capabilities as Real Freedoms**

As previously mentioned, the term ‘capabilities’ refers to the actual, or ‘substantive’, freedoms that exist for humans to do particular acts and states of being (Thapa & Singh,

2019). The use of the word 'freedom' is a subject of common confusion in secondary literature. Sen frequently connects capacities with freedoms, particularly in his later work, without necessarily being clear about the specific freedoms he has in mind. This equation, however, is susceptible to misinterpretation since, as Sen himself admits, there are various types of freedom (some of which are beneficial, some of which are damaging, and some of which are insignificant), and the word 'freedom' has a variety of meanings for various individuals. Simply put, "functionings" refers to the accomplishment of abilities, whether on purpose or by mistake. For instance, if a person chooses not to use their true right to vote, voting does not take place (Powell & Mcgrath, 2016).

### **3.4.5 Procedures to select Relevant Capabilities**

Without choosing the valuable functionings, it is evident that we cannot use the capacity approach as a broad framework for more specific aims, whether theoretical or empirical. Can we come up with strategies to prevent the biases described above when making such a selection? In order to prevent the potential biases mentioned above Robeyns (2003) suggested that all lists should satisfy the following requirements:

- a. Making the list explicit, talking about it, and defending it.
- b. *Methodological justification*: We should explain, examine, and justify the methodology used to create the list. For various applications of the capability approach, this methodology will vary.
- c. *Different levels of generality*: The list should be compiled in at least two stages if it is intended to be applied empirically or to result in workable policy ideas. Each stage will produce a list at a different degree, ranging from perfect theory to lists that are more grounded in reality. This indicates that restrictions and limitations connected to measurement design and data collection, or to political or socio-economic viability in the case of policy-oriented applications, will only be taken into account starting from the second stage. It is critical to distinguish between the ideal and second-best levels because the second-best restrictions could alter over time due to, among other things, advances in knowledge, improved empirical research techniques, or shifting perceptions of political or economic viability.
- d. *Exhaustion and non-reduction*: The skills on the list should encompass all pertinent dimensions and significant factors. These are, of course, merely very broad concepts that aim to prevent biases in the choice of capabilities. Their sole purpose is to



function as a sort of ‘check and balance’ for the reality that every researcher and policy maker operates inside a unique personal context and must take extra care to prevent biases brought on by personal experiences. These personal characteristics can include things like being a man or woman, black or white, working-class, middle-class, or upper-class, having a lot of exposure to various groups and cultures or not, and so on. However, it also incorporates prejudices brought on by disciplinary practices, routines, traditions, and ideals.

The second thing to consider is which techniques have been put out in the literature to successfully pick capabilities, presuming that the aforementioned principles can assist in avoiding, or at least greatly reducing, biases. The researcher does not believe there is a blanket response to this query that would apply to all applications of the capability approach. Differentiation between three distinct categories of small projects (whether empirical assessments or policy design), large projects (large-scale empirical assessments), and tiny projects (political and policy design) might be helpful (Robeyns, 2011).

Small-scale projects are characterised by the fact that it is generally apparent who the impacted parties are, such as the target group of an employment or development project and that all concerned parties may meet to debate the project or the policy in theory. In this situation, it is possible to choose the pertinent capabilities by utilising participatory approaches, which involve group discussion of the capabilities. Alkire (2017) has talked extensively about the literature on this methodology, potential difficulties, and ways to try to make sure that all necessary competences are included without being imposed upon from the outside. Evidently, it is impossible to inquire about the qualities that all impacted individuals could value most throughout large-scale empirical analyses. To avoid the potential bias indicated, the selection should be done deliberately and carefully. In order to choose the skills that TVET institution leaders have in their setting, the researcher attempted to take into account all the essential procedures.

#### **3.4.6 Distinguishing Well-Being and Agency, Freedom and Achievements**

Another aspect of the capability approach is the distinction between well-being and agency goals, and the possibility of narrowing down the concept of well-being to the standard of living. The main differences between these concepts can be summarised as follows. The standard of living is personal well-being related to one's own life. If we add the outcomes resulting from sympathies (that is, from helping another person and thereby feeling oneself

better off), we measure well-being. If well-being is supplemented with commitments (that is, an action which is not beneficial to the agent herself), then we are focusing on overall agency (Osmani, 2016). Moreover, all of these concepts of advantage can be further specified as being either achieved outcomes, or the freedom people have to achieve these outcomes, independent of whether they opt to achieve them or not. The distinction between achievements and freedoms is important for well-being and agency, but discussions on standard of living focus primarily on achievement levels.

### **3.4.7 Choice**

The limited frame of reference of what people know and see influences their decisions and values to some extent. Sen describes this as not being a ‘adapted preference’. Sen's adaptive preference postulates that as people grow ‘normalised’ to their living circumstances, such as material poverty and social injustice, they may assert that they are content or happy because their deprivations are muted and muffled (Powell & McGrath, 2014). But the point is that this is not the same as having a limited frame of reference for one's knowledge and perception. Adaptive preference would imply that a person changes their preferences as they get used to their own living circumstances, which might frame their own capacity functions. You cannot, however, make wise decisions regarding other situations if you are blind to them or unable to see them. This could have repercussions when using the capacity method to evaluate an educational system.

It could be argued that someone's choice and values may be constrained by those functions, with the effect of that people fall into a passive citizen role rather than as autonomous and active agents of change, if an educational system is being used specifically for the functions of state formation or for a specific utility function, like Vocational Education and Training (TVET). The values ascribed to them by society at large or the educational system may impact the quality of life they choose (Tikly, 2017). Consequently, this has an impact on a person's capacity to choose an educational setting or a level of engagement based on considerations other than circumstance, as well as on the curriculum and type of education that has been imposed on them.

### **3.4.8 Acknowledging Human Diversity and Agency**

A strong acknowledgment of human diversity is one of the key theoretical driving forces of the capability approach. Its criticism of other normative approaches is often fuelled by, and

based on, the claim that human diversity among people is insufficiently acknowledged in many normative theories, such as theories of distributive justice (Thapa & Singh, 2019).

According to Haikin (2015) the capability approach thus takes account of human diversity in at least three ways. Firstly, its focus is on the plurality of functionings and capabilities as important evaluative spaces. By including a wide range of dimensions in the conceptualisation of well-being and well-being outcomes, the approach broadens the so-called 'informational basis' of assessments, and thereby includes some dimensions that may be particularly important for some groups, but less so for others.

Secondly, human diversity is stressed in the capability approach by the explicit focus on personal and socio-environmental conversion factors that make possible the conversion of commodities and other resources into functionings, and on the social, institutional and environmental context that affects the conversion factors and the capability set directly. Each individual has a unique profile of conversion factors, some of which are body-related, others of which are shared with all people from the community, and still others which are shared with people having similar social characteristics

Thirdly, human diversity within the capability approach is captured by an acknowledgement of human agency and the diversity of goals people have in life. Sen distinguishes between two kinds of freedom, namely what he calls *well-being freedom* and *agency freedom* (Sen, 2000). Both of these can also be analysed in terms of whether they have been achieved. In that case, they are called well-being achievement and agency achievement. Well-being freedoms are those freedoms that promote our well-being generally.

### **3.5 THE CAPABILITY APPROACH IN EDUCATION**

According to Walker and Unterhalter (2007), given the complexity of human growth, talents and education, it might be challenging to analytically or politically separate apart education or schooling . A key component of the capacity approach is education. One of the very few vitally significant beings and doings that are crucial to well-being, has talked about the value of education for empowering women and the significance of public education as essential to democratic societies.

According Tikly (2017), education is a fundamental ability that influences the growth and expansion of other skills. Terzi (2008) and Vaughan (2007), however, deny that education may be a fundamental ability. The range of human liberties increases with access to education

and the growth of educational capacity. Lack of education hinders one's ability to make informed decisions and lead a fulfilling life. According to Sen (2000), education has a crucial social function in that critical literacy, for instance, encourages public discussion and engagement concerning social and political structures. It plays a crucial role in the process by widening our horizons and the range of people we interact with. Finally, it plays an empowering and distributive role in making it easier for the weak, marginalised, and excluded to form political organisations. Between social groups, within homes, and within families, it has redistributive consequences. Overall, education has interpersonal impacts because it enables people to use their advantages to benefit others, which promote social justice and democratic freedoms. In summary, Sen views education as an unqualified benefit for enhancing human potential and promoting human freedom.

Thus, the method prompts us to consider issues like: Is the distribution of valued abilities in and via education fair? Do some individuals have more opportunities than others to transform their resources into capabilities? If so, who, how, and why? In a nutshell, it refers to accepting the critical weight Sen (2000) accords education in the development of human potential.

### **3.5.1 Capability Approach in TVET Sector**

When evaluating an educational system using the capability approach, it is important to consider how well it prepares students for engagement in society at large and their decision-making skills. It is believed that vocational education is a system that focuses primarily on training individuals for employment. It is a curriculum whose content was chosen based on its practicality or relevance for the workplace and which prioritises practical knowledge above academic knowledge (Ramnani, n.d.). The types and degrees of knowledge that are necessary in this instance only apply to the primary position of performance and if they are "directly relevant to competent practice" (Haikin, 2015:63).

It is unethical to treat individuals as commodities and to impart inadequate information by creating a VET system to educate people for work roles in emerging economies. In this regard, rather than the education system being one of the mechanisms that enables individual choice of the good life, the final objective of education has already been determined, and the persons entering it are exploited as a tool of reaching that end. As a result, there is less freedom and opportunity for people to develop these qualities (Haikin, 2015). This research argues that a system of education that confines students to a vocational path while ignoring

their ability to make informed decisions and treats them as a resource or means to an economic end, cannot legitimately claim to be developing a person's capabilities to the fullest extent possible.

However, Azeem and Omar (2019) contend that the values of the society in question will determine the primary concern of education. Economic development and poverty reduction are top priorities in developing nations like Sri Lanka, and VET is frequently viewed as a means of attaining these goals. If the emphasis is on a system that exploits an individual as a means to an economic purpose, then this research would like to reiterate that it does give individuals the means to make their own decisions about leading a happy life. As opposed to emancipatory education, its focus is on work-related performance, with educational objectives and ideals connected with rational autonomy (Tikly, 2017). As a result, only a small number of professional alternatives are available. The limitation to certain job positions has even more dangerous ramifications because the VET system's limiting of occupations may serve to further entrench class distinctions.

If the capability approach emphasises a person's capacity for decision-making, their capacity to achieve 'wellness', and their capacity to live the life that 'they have reason to value' (Robeyns, 2011; Walker & Unterhalter, 2007), then developing a person with the goal of limiting their participation in specific work roles without giving them the chance to take a different path, does not meet the requirements of this app.

This research believes the concepts that underpin the capability approach are particularly relevant to TVET sector because many issues, especially those related to TVET institution leaders, go far beyond deliver training, and are more closely linked to well-being and agency.

### **3.6 PUTTING THE CAPABILITIES APPROACH INTO PRACTICE**

The capacities approach's practical relevance comes from the fact that it offers a framework for enacting, monitoring and evaluating social justice through the lived experiences of people rather than merely a theoretical and abstract notion "when considering the contribution that the capacity approach brings to higher education, but she questions "how may they be implemented for more practical evaluation purposes?" (Powell & McGrath, 2014:45). The capability approach challenges the neoliberal foundations of VET policy, which emphasise human resource development above human well-being (McGrath, 2012) making it equally or even more attractive for VET than higher education. But the challenging issue of how to

operationalize the capabilities approach for use in practice still remains. “The pudding must be the proof,” writes Alkire (2017).

According to Jirgensons (2015), the capability approach influences evaluation on two levels: ‘substantial’ and ‘procedural’, which is the first step in operationalizing the method. The actual information sets on which we base our evaluations are at the substantial level; these sets are in turn influenced by the types of questions we have posed. At the procedural level are the procedures involved in selecting the information sets and acquiring the necessary data. According to Jirgensons (2015:104), the information on which we base our evaluations "is not neutral" when it comes to the substantial level because decisions are made during evaluations about what to measure, what information sets to apply to these measures, and consequently, what not to measure and what is not to be included. The significance of human flourishing as measured through the concepts of ‘capabilities’, ‘functionings’ and ‘freedom’ is central to the ‘substantial level’ of evaluation, as stated above. According to Haikin (2015:54), "from a human capacities viewpoint, this shows that while necessary, evaluation of VET systems needs to be reviewed against a broader holistic set of criteria".

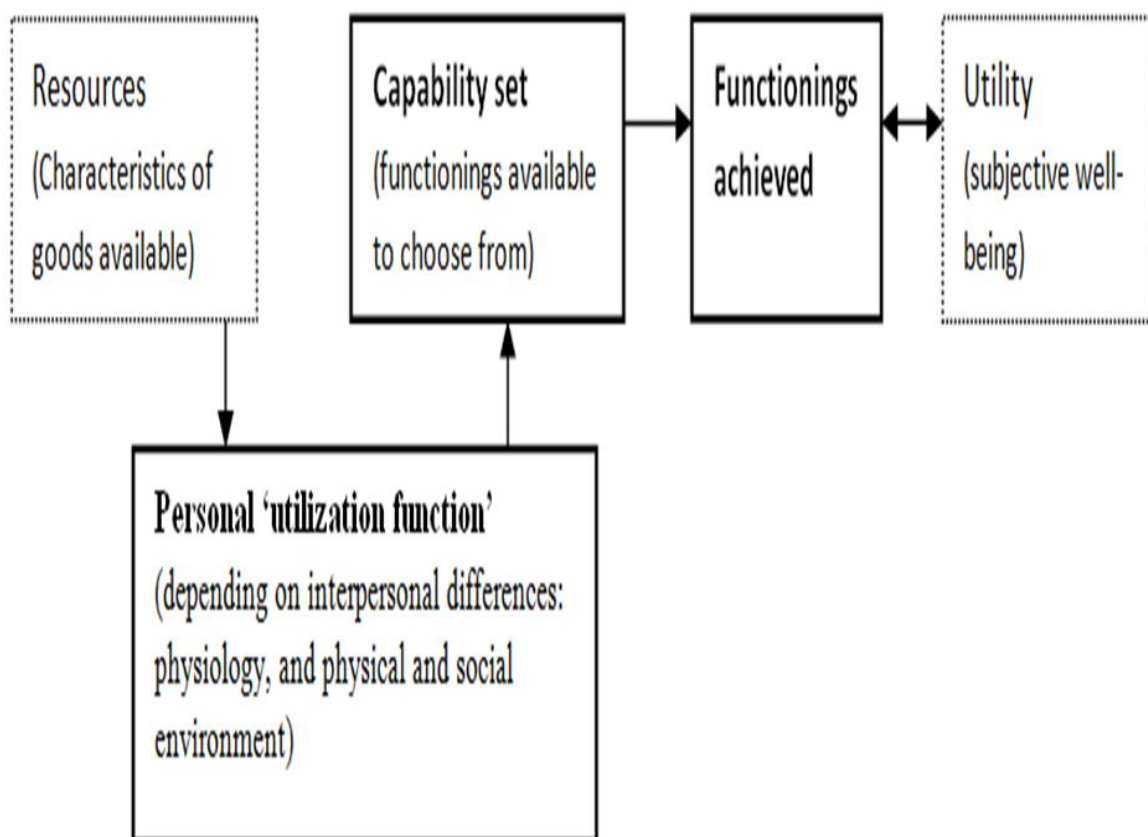
The importance of developing capability lists that identify the capabilities that matter to individuals and that define the dimensions or indicators to measure these, has been a focal point of recent discussions on the operationalization of the capability approach, developing from the importance of democratic participation and public debate (Thapa & Singh, 2019). It is emphasised that democratic participation and public discourse are crucial to the development of these capability lists because the choice of capabilities to be promoted through institutional and policy interventions, as well as the information sets used for evaluation, are not neutral but instead involve expeditiously weighing the advantages of one capability and, consequently, one information set, against those of another. The capacity approach, according to may be compared to a sophisticated balance on which two states of affairs or different courses of action can be assessed and contrasted. According to the capability approach, a first step in resolving these complex decisions and the contradictions that underlie them is public deliberation and participation. A second step is to increase the ‘capability of voice’ by creating social choice procedures and giving people the tools and spaces to express their opinions and make them matter (Alkire, 2017) .

The ability to assess whether a specific social initiative (in this case, TVET institutions) has increased or decreased critical capabilities by creating a ‘set of criteria’ chosen during the

social evaluation process is a key motivation for the development of capability lists, in addition to the space it creates for the expansion of voice. The function that capability lists provide as means to focus attention (Wells, n.d.) is another advantage. Capability lists serve a crucial role in correcting for ‘inattention blindness’ to human flourishing by focusing on human well-being.

Accordingly, based on the above discussions and elaborations, this research used the capability approach as a theoretical framework to examine how TVET institution leaders achieve the freedom to pursue their mission and achieve their aim, in this case, linking regular programme TVET graduate trainees with self-employment opportunities.

This is of the utmost moral significance as achievement should be interpreted in terms of people's capabilities and functionings for themselves and for the society including the beneficiaries or graduate trainees. The following theoretical framework developed by Amartya Sen in 1980s, was thus deemed appropriate for this research.



(Source: Wells, 2015)

**Figure 3.1: The theoretical framework for the study**

The above figure outlines the core relationships of the TVET institution leaders with the capability approach and how they relate to the main alternative approaches focused on resources and utility. Based on this, the framework is conceptualised accordingly:

*Resources* are considered an input, but their value depends upon individual's ability to convert these into valuable functioning, which are found in TVET institutions. *Material resources* include buildings, infrastructures and human resources. Non-material resources include TVET policy, strategy, manuals, and stakeholders. *Personal conversion factors* are internal to the person, such as commitment, leadership style, and entrepreneurial orientation. *Social conversion factors* are factors from the society in which one lives, such as public policies, social norms, practices that unfairly discriminate, societal hierarchies, or power relations. *Environmental conversion factors* emerge from the physical or built environment in which a person lives which includes the support system.

The *capability set* may include labour market information, entrepreneurship training, cooperative training practices, trainees' intention to be self-employed, industry extension service, support service, parents or/and guardians of trainees. *Functionings* relate to linking trainees with self-employment endeavours by utilising the capability approach core relations. *Utility* is considered both output and functioning in terms of achieving national TVET policy and strategy in relation to self-employment.

The capability approach attempts to address various concerns that Sen had about contemporary approaches to the evaluation of well-being, namely:

Individuals can differ greatly in their abilities to convert the same resources into valuable functionings or 'beings' and 'doings' (Osmani, 2016:59). For example, those with physical disabilities may need specific goods to achieve mobility, and pregnant women have specific nutritional requirements to achieve good health. The same is true for TVET leaders' need of a policy framework that helps them achieve organisational vision and mission related with the country's policy and strategy. Therefore, evaluation that focuses only on means, without considering what particular people can do with them, is insufficient.

People can internalise the harshness of their circumstances so that they do not desire what they can never expect to achieve. This is the phenomenon of 'adaptive preferences' in which people who are objectively very sick may, for example, still declare, and believe, that their health is fine (Tikly, 2017). Henceforth, TVET leaders utilise the resources around them to link graduate trainees but they take it as normal. Therefore, evaluation that focuses only on



subjective mental metrics is insufficient without considering whether that matches with what a neutral observer would perceive as their objective circumstances,

Whether or not people take up the options they have, the fact that they do have valuable options is significant. For example, even if the nutritional state of people who are fasting and starving is the same, the fact that fasting is a choice not to eat, should be recognised (Tikly, 2017). Rationally TVET leaders have the option to change the situations of inefficiency and ineffectiveness in the area of self-employment if they consciously understand the TVET strategy. Therefore, evaluation must be sensitive to both actual achievements ('functionings') and effective freedom ('capability').

Reality is complicated and evaluation should reflect that complexity rather than take a short-cut by excluding all sorts of information from consideration in advance. For example, although it may seem obvious that happiness matters for the evaluation of how well people are doing, it is not all obvious that it should be the *only* aspect that ever matters (Tikly, 2017). Therefore, evaluation of how well people are doing, must seek to be as open-minded as possible

## **1.7 CHAPTER SUMMARY**

Chapter three presented the theoretical framework supporting the study. It served to emphasise the stance of the research in highlighting pertinent issues of capability from ancient times to contemporary ones. It guided and directed the research not to deviate from the path of the study. The theoretical framework dealt with framing the orchestration of major concepts of the capability approach that were used as springboards to the study, whereas the conceptual framework served as an anchor to fix basics of capability approaches.

## **CHAPTER FOUR**

### **RESEARCH METHODOLOGY**

#### **4.1 INTRODUCTION**

This chapter explains and discusses the research methodology used in the study and the justification for using it. The qualitative research approach's theoretical foundations support the chosen research design and provide an explanation of the study site, defines the sample, explains the selection of participants and sampling techniques, explicates the data collection methods and procedures, and addresses the guidelines of structured interviews, focus group interviews. It also explains the ethical implications and the dependability of the tools. The planning, organisation, and execution of this research are described in the next section.

#### **4.2 RESEARCH METHODOLOGY**

According to Kivunja and Kuyini (2017) research methodology is a general word that includes the techniques, designs, methods and processes employed in an inquiry. It focuses on providing answers to the why, what, from where, when, and how of data collection and analysis. This initial section emphasises the broad ideas related to the research philosophy, whereas the later describes the methodology and approaches used in the study.

##### **4.2.1 Research Paradigm**

According to Kivunja and Kuyini (2017), when employed in the context of research, a research paradigm is a worldview or philosophical framework that guides the study process and includes ideas, beliefs and prejudices. The research paradigm that a study is nested in has an impact on how the research is conducted. This core concept serves as the foundation for the study's objective, research question, tools or measurements used, and analysis methods. The two often-employed model types on which the majority of research paradigms are based are positivism and constructivism. These act as a roadmap for the theories and methods used in the study project. In general, investigations using the constructivist and positivist paradigms of research are qualitative and quantitative respectively. There are many other variations of both of these research paradigms, some of which lead to mixed-methods studies (Kivunja & Kuyini, 2017). The constructive paradigm served as the foundation for this study, which took into account earlier discussions.

According to Lee (2011), constructivism emphasises the need for the researcher to be sensitive to insiders' perspectives and the entire social framework in which meanings are generated. Accordingly, it was deemed essential to do so from the participants' points of view in this study, an endeavour to identify enabling conditions for TVET institution heads to link graduate trainees with self-employment in light of the capabilities approach in Addis Ababa City Administration. Contrary to popular assumption, constructivists contend that reality, truth and knowledge are not just derived from observable facts but also from descriptions of people's intents, beliefs, values and motivations as well as their own self-understanding and sense-making (Taber, 2011). The researcher was primarily interested in how participants in each research setting constructed reality about the graduate trainees' self-employment linking process, as well as what their perceptions, truths and explanations of the world and their beliefs were, and how those constructions affected the people with whom they interacted.

In accordance with the constructivist paradigm, it is crucial to specify the study's ontology and epistemology. This paradigm's ontology is related to the philosophical investigation of the nature of reality. In light of this, the study focused on the participants' opinions, behaviours, activities and attitudes about TVET leadership in relation to self-employment (Creswell, 2014). As a result, the study concentrated on the capability approach in the study area in accordance with the constructivist paradigm and the conceptual framework, proposed in Chapter three. The study also examined how the capacity approach's variables could be integrated to help graduate trainees connect with self-employment prospects.

#### **4.2.2 Research Approach**

A research approach serves as a methodical and logical means of carrying out research in order to accomplish the aims and objectives of the study. It aids in the effective and efficient planning, design, and execution of research, ensuring that the findings are trustworthy, accurate and beneficial (Shaheen, Pradhan & Ranajee, 2018). An acceptable research strategy can be made after the research paradigm has been identified. The philosophical underpinnings of the study provide direction for what knowledge is sought, how it might be discovered, and how to transform the information or data gathered into that knowledge. The research paradigm lays out exactly how to look into the subject and the study becomes more understandable as a result, and the methods and analyses are of higher calibre. A qualitative research approach was employed to address the research issues of this study and deemed most appropriate.

Scientific research of this kind includes qualitative research. Scientific research, in general, entails an investigation that seeks answers to a question, methodically applies a predetermined set of procedures to answer the question, collects evidence, produces findings that were not predetermined, and produces findings that are applicable outside the immediate scope of the study every research project must include an explicit, structured, and public process (De Vos, Strydom, Fouche & Delport, 2011).

According to Creswell (2015), qualitative research is inductive in nature and typically involves the researcher exploring the meanings and insights in a particular context. It refers to a variety of data collecting and analysis methods that make use of semi-structured, open-ended interviews and purposeful sampling (Creswell, 2012). In-depth or expanded understanding of how things came to be in our social reality is one goal of qualitative research. It will likely be necessary to discuss using qualitative methodology if the research question involves learning how people experience something or what their views are, exploring a new area where issues are not yet understood or properly identified (for example, before developing questionnaire items), determining whether a new service can be implemented, looking at ‘real-life’ context, or looking at a sensitive topic where you need flexibility to avoid causing distress (Creswell, 2015). To identify the answer for the enabling circumstances for TVET leaders to connect trainees with self-employment in Addis Ababa City Administration, the researcher used a qualitative study approach.

### **4.2.3 Research Design**

Research design refers to the overall strategy utilised to carry out research that defines a brief and rational strategy for answering established research question(s) by gathering, interpreting, analysing and presenting data (Creswell, 2015). The viewpoint of the researcher on their ideas about the nature of knowledge and reality will be taken into consideration while designing a research project. These beliefs are frequently moulded by the discipline areas in which the researcher belongs. After considering the review of the literature, the researcher applied a case study methodology under the direction of qualitative approach designs. The main justification for using this design was that case study research is commonly used to acquire a thorough grasp of the issue and its significance for people involved. In contrast to a particular variable in discovery, the context was of more importance (Nucci, Narvaez & Krettenauer, 2014). A case study, according to (Sinha, 2017), is an examination of a ‘bounded’ system over a certain amount of time.

Multiple-case designs are used with more than one case to gather data from various sources and draw conclusions from the facts. They serve to confirm or corroborate evidence which enhances validity of the study (Sinha, 2017). In this research, multiple case studies gave the researcher the opportunity to examine variations both within and between cases (Cataldo, Kielmann & Seeley (2011). Replication of findings across cases was the aim.

One of the critiques levelled against case study research is that because the situation being studied may not be typical of other comparable circumstances, the research findings are not generally applicable. This reveals a misunderstanding of the case study research goal, which is to thoroughly describe that specific case. It is contextual and particularistic.

### **4.3 RESEARCH METHODS**

This section describes the research environment, population, sample size, strategies and instrumentation of the study. The sections that follow provide an explanation for each.

#### **4.3.1 Context of the Study**

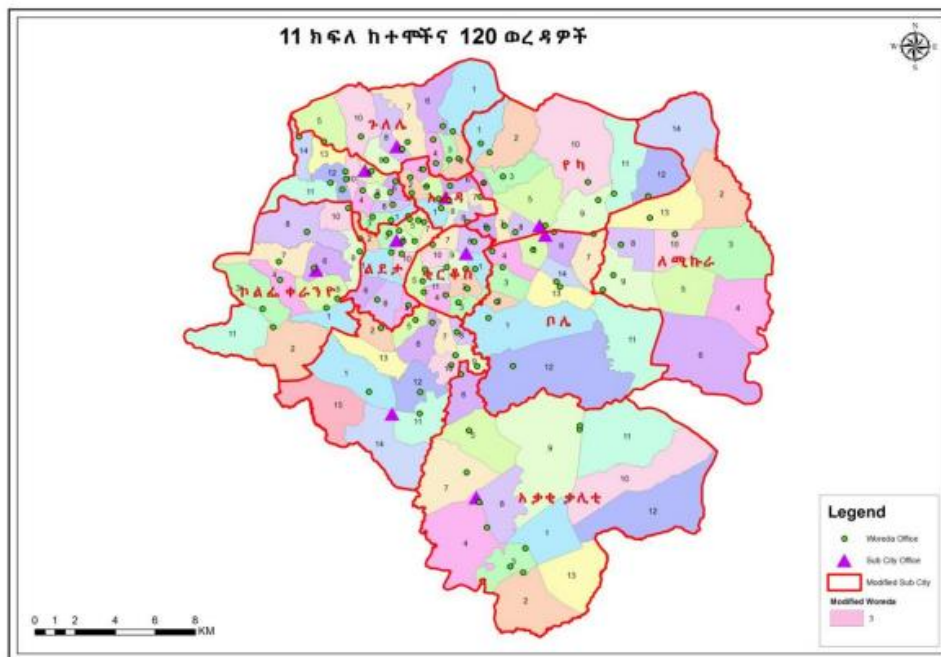
Currently, Ethiopia is the second most populous country in Africa, after Nigeria. Ethiopia's population was projected to reach 123.4 million in 2022 based on estimates from Trading Economics and the most recent census data ( UNESCO-UNEVOC, 2022). The urban population has grown 17% in 2015 to 18% in 2022. Among the urban population, 21% reside in the capital city Addis Ababa. The country is also characterised by a steady population growth. The population growth rate between the years 1984 and 2005 has averaged out at 3.6%. A report by the Ministry of Education (Edukans Foundation, 2020) also indicated that there was a 2.6% average growth rate. Therefore, although the data varies from resource to resource, all data sources affirm that there has been a steady population growth that has resulted in an annual addition of more than two million people.

Afar is one of the regional states along with Amhara, Oromia, Tigray and Southern Nations, Nationalities, and Peoples. Of Ethiopia's eleven federal governments or administrative regions, Benishangul Gumuz, Gambella, Harari, Somali, Sidama, and the South West are among them. Additionally, Addis Ababa and Dire dawa each have a charter city administration (Federal Democratic Republic of Ethiopia House of People Reprerentative , 1995:2). The Addis Ababa City Administration was thus specifically picked by the researcher for the case study. The justification is that Addis Ababa City Administration, where the researcher resides and works, makes it easier to conduct the research and collect data without having to deal with additional time or financial constraints.

Ethiopia's capital Addis Ababa, as well as the African Union (AU), recently experienced a variety of socio-economic problems, such as COVID-19 pandemic effects, post-civil war crises in the nation and international disasters, amongst others. As a result, the country is currently dealing with a number of challenges including low productivity and high rates of unemployment. In order to draw investment, particularly manufacturing investment that would provide employment possibilities, the socio-economic structure of the country must fundamentally change and become more competitive. Therefore, TVET is one of the important options to promote economic development and access for work possibilities throughout the country, notably in the Addis Ababa City Administration, in order to address such unemployment concerns.

The majority of TVET programmes in Addis Ababa nowadays are largely designed to prepare trainees for paid jobs, with an emphasis on employment in large firms. The anticipated national objectives of the TVET policy and how they are actually being carried out in the context of self-employment within the Addis Ababa City Administration are therefore much at odds. The report from the Addis Ababa TVET Bureau from 2018 to 2022 is the finest example of this insanity (Addis Ababa City Administration, Search.myway.com' (no date). The findings show a significant disparity in the proportion of trainees who are self-employed. Only 559 (6.6%) of the 8 432 TVET graduates in 2018 who received degrees during the preceding five years were able to launch their own businesses and find self-employment. Out of a total of 8 837 and 8 354 self-employed individuals in 2019 and 2020, there were only 534 (6.04%) and 630 (7.5%), respectively. In addition, only 390 (5.5%) of the 7 021 and 820 (9.2%) graduates in 2021 and 2022, respectively, were self-employed (Ayele, 2022:105-137). As indicated above at the local level, there are differences between the national TVET policy and strategy and the development of a culture of self-employment.

The study's environment was Addis Ababa, the capital of Ethiopia and the city where the African Union is headquartered. Addis-ketema, Akaki-kality, Arada, Bole, Gulele, Kirkos, Kolfe-keranio, Lideta, Nefas-silklafto, Lemi Kura, and Yeka are the eleven sub-cities that make up Addis Ababa. Figure 4.1 depicts the sub-city locations in relation to Addis Ababa City. Regarding the location of the three polytechnic colleges, college one was in Akaki-kality Sub-city, college two was in Yeka Sub-city and college three was in Addis-ketema Sub-city.



(Source: Office of the Mayor of Addis Ababa City Government Administration, 2021)

**Figure 4. 1: Map of Addis Ababa City with ten sub-cities**

A population is the complete group from which you want to infer conclusions (Creswell, 2015). A researcher may be interested in examining people of the target population. The study findings can be applied to this community as a whole because they share many important characteristics. There are consequently six public polytechnic colleges, nine public TVET colleges, fifteen public TVET institutions overall, more than one hundred private TVET centres and colleges, and six NGO TVET colleges. The Addis Ababa City Administration TVET Bureau has direct jurisdiction over each and every one of these public TVET institutes.

All public and private TVET institutions have also been grouped into six cluster centres in order to pool resources and work towards a shared objective (MoE, 2018b). The polytechnic colleges in this cluster are the General Winget Polytechnic College Cluster, the Addis Ababa Tegbaried Polytechnic College Cluster, the Akaki Polytechnic College Cluster, the Nifassilk Polytechnic College Cluster, and the Entoto Polytechnic College Cluster. Based on this, the researcher chose the General Winget, Misrak and Akaki polytechnic college clusters as several case studies for this study.

The target samples are public TVET institutions and government agencies as it is mentioned above. The population of the research was deans, vice-deans, human resources directors,

department heads, VGC team leaders and trainees' council representatives from public TVET institutions and government agencies expertise. Accordingly, there were 15 government TVET institutions in the Addis Ababa City Government Administration at the time of the current study. In attendance, according to Addis Ababa TVET Bureau (2022), there were 15 Chief deans, 45 vice-deans, 15 human resource directors, 3 650 trainers (including department heads), 15 VGC team leaders, 15 trainee representatives, and a large number of specialists from sampled stakeholder government departments.

#### **4.3.2 Participant Selection**

From the population that the data is being collected, a sample is taken. Given its small size, it ought to fairly represent the greater group. Pradhan, Ranajee, and Shaheen (2018). Believability and reliability are critical components of qualitative research. The sample size therefore has no effect on this. Rather, the primary objective is a thorough analysis of a phenomenon's natural existence from qualified individuals or sample members. As a result, the study focused on a limited number of samples and employed depth rather than breadth for the examination.

This research employed a purposive sampling strategy Palinkas *et al.* (2015). A collection of non-probability sampling strategies known as 'purposive sampling' involve choosing units for the sample based on their possession of specific qualities. In other words, purposive sampling selects units 'on purpose'. This sampling technique, also known as judgemental sampling, focuses on the researcher's judgement when determining and choosing the people, cases or events that can provide the most information to meet the study's goals. It is very helpful if you need to find examples with plenty of information or make the most of limited resources, but it is highly susceptible to research biases like observer bias (Palinkas *et al.*, 2015).

Due in part to funding from evaluation and policy-focused sources, qualitative research has recently gained in appeal and broadened its scope beyond simply capturing the singular and unusual. The importance of sample issues has increased in this setting, along with significant debate and discussion (Shaheen *et al.*, 2018). Even if it were feasible, it would not be required to gather information from every member of a community in order to come to reliable conclusions. In qualitative research, each study only includes a sample (that is, a subset) of the population. Which and how many participants to choose depends on the



research aims of the study and the features of the study population, such as size and variety (Creswell, 2014; Gama & Alves, 2021)

This qualitative research study specifically only considered the three polytechnic colleges, namely Akaki Polytechnic College, Misrak Polytechnic College and General Wingate Polytechnic College, which were purposefully chosen for the following reasons, despite the fact that Addis Ababa City Government Administration has six polytechnic colleges and nine TVET colleges. Firstly, Akaki PTC is located on the southern suburbs of Addis Ababa City in an industrial region. This college is a good example of how higher education and industry interact as well as how they provide combined training. Secondly, General Wingate PTC's deep knowledge of the TVET sector offers a wealth of learning. Thirdly, Misrak PTC was chosen because it is physically accessible to several governmental organisations and other stakeholders and is situated in the heart of Addis Ababa.

The following government organisations were also chosen using a purposive sample strategy. The Addis Ababa TVET Bureau was chosen since it oversees TVET institutions in the research area. The Addis Ababa Labour, Enterprises and Industry Development Bureau was chosen because it is tasked with organising businesses under SMEs, providing shade (a place to work), and establishing links to the market with other business. The Addis Saving and Credit Institution were specifically chosen because it offers loans to businesses as a way of financing start-up costs and business growth. Addis Capital Institution, meantime, offers machine leases to organised businesses in the form of leases.

For this particular research study, information-rich informants and research sites can be located based on their specialties, experiences, and position. Accordingly, using the critical case sampling technique, the three deans of the different TVET institution's polytechnic colleges and the three trainees development vice-deans were chosen for in-depth interviews and focus group discussions, respectively. Because of their position (for example, their particular role within an organisation) or their exceptional ability to convey a viewpoint, the cases selected are those that they think to be particularly essential. Based on the typical case sampling technique, three human resource directors and three VGC team leaders from each TVET institution were chosen for focus group interviews. It helps the researchers choose the traits of 'typical' persons and choose the sample to match the traits of typical situations when choosing participants for focus groups and so on. Additionally, based on convenience sampling, three department heads and trainee's council members from each TVET institution

were chosen. The researcher chose these individuals because they are available and likely to participate, potentially throughout a specified time period.

Participants in the study were chosen from the context of the research. The information was acquired from samples that were carefully chosen. The units of analysis were taken into account in the context of the study.

### **4.3.3 Methods of Data Collection**

Different data gathering instruments were employed to meet the purpose of the research. A thorough understanding of a problem can be gained by combining a number of qualitative data collection tools (Darlington & Scott, 2002:124). In accordance with the view of the mentioned authors, the researcher employed structured interviews and focus group interviews (FGI) with the primary intention of triangulation of facts or complementarity or expansion.

#### **4.3.3.1 Structured interviews**

Data collection methods were tailored to the needs and capacity of participants through a flexible approach. Interviews are the most valuable tool in gaining insight into people's perspectives, understandings and experiences (Frances, Coughlan, & Cronin, 2009). The most systematised kind of interview is the structured interview. Unlike interviews that are semi-structured or unstructured, the interviewer employs pre-planned questions in a predetermined sequence. Most structured interviews end with a closed end. They can be multiple-choice or dichotomous, requiring participants to select "yes" or "no" for each question. Although they do occur, open-ended structured interviews are less frequent. It is simple to compare participant replies in a consistent setting when you ask predetermined questions in a predetermined order. This can be a helpful explanatory or exploratory research tool as it can help you identify trends and indicate areas that require more investigation (Birks & Mills, 2015).

To achieve this, a structured interview method, relies on asking questions in a set order to collect data on a topic, was applied. This tool is mostly used by qualitative researchers who employ case study research (Creswell, 2007; Rashidi et al., 2014). Among the advantages of using structured interviews include decreased prejudice, enhanced legitimacy, dependability, and accuracy because of the meticulous planning that went into them. Compared to other interview formats, structured interviews are seen as having greater credibility. It is also straightforward, economical, and effective (Birks & Mills, 2015:76). In this case, qualitative

tools were very crucial to allow for a free response, obtain sufficient data from participants, and triangulate (Darlington & Scott, 2002). As a result, for the examination, the researcher selected a sample of noteworthy information sources.

#### ***4.3.3.2 Focus group interviews***

FGI was the second method used to collect data in this study. Focus group interview aims at collecting high-quality data in a social context (Patton, 2002), which primarily help understand a specific problem from the viewpoint of the participants of research (Dilshad & Latif, 2013). This tool is employed in order to triangulate information obtained through the one-to-one interviews (Birks & Mills, 2015:76). This method also was employed to gather data from different stakeholders. Accordingly, three FGIs were conducted with two groups; the first group contained twelve and the second group contained seven discussants respectively drawn from three polytechnic colleges and relevant government offices for the study. Consequently, three in-depth interviews with different interviewees and two consecutive FGIs with 12 members and another one with seven members from different offices were held. The comparable sample colleges also employed document analysis to look at the responder profiles and organisational structure.

The researcher faced problems that arose during the interviews were initially Interview and FGI studies can be very time-consuming and expensive to conduct. Studies including second interviews offer less anonymity, which worries a lot of respondents. In contrast to a study using mailed questionnaires, third-party respondents are not as easily accessible, as they may reside anywhere in the world or nation.

Overcoming these obstacles in the interview process can only increase the effectiveness and efficiency of the resources used during the interview process. The researcher provided the required paperwork, such as the UNISA ethical clearance letter and the Addis Ababa city administration TVET Bureau approval, in order to increase the anonymity. Additionally, the researcher will verbally explain how every document will be secure.

#### ***4.3.3.3 Document analysis***

Document analysis “describes functions and values and how different people define the organization” claim McMillan and Schumacher (2010:361). Additionally, document analysis was presented as a non-interactive data gathering method that might support semi-

structured interviews (Bowen, 2009). A distinction between primary and secondary sources should be made with reference to the documents. Primary sources are the unaltered texts that serve as the foundation of a case and secondary sources relate to sources that interpret and supplement main materials (McMillan & Schumacher, 2010). According to Bowen (2009), the initial stage of evaluating the sources involves selecting the documents you wish to use. Indicate your sources. Second, the researcher decides how to categorize the information sources according to size. Create duplicates for notes as the third stage. The final phase was to examine the document's schedule and look for biases. The fourth step was to ensure authenticity. In reviewing these sources, each is examined thoroughly to ensure accuracy and relevance (Gama & Alves, 2021).

The main documents used in this study included the Ethiopian TVET Policy and Strategy (MoSHE, 2020); sampled college strategic plans, annual plan and reports; entrepreneurship implementation manual; labour market study manual; TVET deans and vice-deans' performance management manual, vocational guidance and counselling manual, Occupational Standards; and Memorandum of Understanding with stakeholders and trainees' bank saving books.

Aligning with Bowen (2009), a systematic review of documentation provided background information that helped to understand the sociocultural, political, and economic context. It provided richness to the research and data from documents assisted in checking interview data and vice versa. The reviewed documents supplemented the interview data and served a useful purpose.

#### **4.3.4 Methods of Data Gathering and Processing**

Gama and Alves (2021) listed procedures for data collection in qualitative research. The first stage is to choose participants and locations using a sampling technique that will best aid in comprehending the study issues, which in this case was purposive sampling. The second step was requesting permission from the appropriate authorities and gaining ethical clearance. The third phase entails thinking about the kinds of data that can best address the study questions. The creation of procedures and tools for gathering and storing data is the fourth step, which in this research was structured interviews and focus group interviews. The administration of data gathering tools was the last phase, and it had to be done carefully to avoid any ethical pitfalls.

The researcher carried out this study project in the manner suggested by Creswell (2007:35, 2012:53, 2014:102, 2015:75), but with the flexibility permitted by the qualitative research field. Schedules were set up with deans in order to properly systematise and handle data. Participants in the FGIs were carefully chosen to allow for abundant and pertinent data access from the discussants. Similar to how the interviews and FGIs were handled; the settings for the participants were quiet, sufficient and appropriate.

Accordingly, three TVET deans from research area participated in the structured interviews. In addition, two FGIs were also conducted. The first FGI was conducted with 12 participants from different departments of each sampled college. The participants comprised three management members, three academic commission members, three VGC coordinators, and three trainees council representatives resulting in a total twelve participants for the first FGI. The second FGI had seven participants from different sampled college, government higher level expertise. These were three vice-deans from sampled colleges' trainee development, one expert from Addis Ababa City administration TVET bureau, one expert from Labour Enterprise and Industry Development Bureau, one expert from Addis finance Institution and one expert from Addis Lease Capital institutions.

Customising the data gathering methods took into account the requirements and capacities of each participant. The translation of English into Amharic, the native tongue, made it easier for the researcher and study participants to communicate. Additionally, it increased the data collection process's value. This allowed for a flexible approach, based on the retrieval of important data and information. In this case, qualitative methods were appropriate to promote candid conversation, collect enough information from participants and triangulate results (Gama & Alves, 2021). These authors argue that in order to fully explore a study problem, it is often possible to acquire a deeper grasp of the issue by integrating a variety of qualitative data collection techniques. The researcher used structured interview guides (*cf.* Appendix I) and FGI guides (*cf.* Appendices J & K), in accordance with the viewpoint of the aforementioned writers. These data collection tools were mostly used for the purposes of fact-triangulation, complementarity or expansion.

#### **4.3.5 Methods of Data Analysis**

Data analysis is the process of examining data to determine what is significant. Additionally, it is a procedure that really makes meaning of the data. According to Manchester (2015), the first step in performing a qualitative analysis is organising the data. When an interview was conducted, the researcher immediately typed up the transcript and checked for errors by listening to the recordings and comparing with the transcripts. The data were viewed objectively and impartially in this way. During the interviews, handwritten field notes were taken and then digitally captured. This aligns with Braun and Clarke's (2006) initial step in becoming familiar with the data by taking ownership of the data. Through repeated readings, the researcher is able to develop a thorough understanding and overview of the data collected before analysing it.

The interview transcripts' longest and most in-depth section caught the researcher's interest. He went back and read the scripts multiple times in an effort to find any important themes or meanings that he had missed the first time. The data were arranged into folders based on topics in a filing system he had devised. The researcher also looked for reoccurring themes. The researcher displayed duplicates of the information that he had manually entered in the margins. The interviews revealed that every bit of information had a number. The data was then matched, contrasted, and organised to make sure it was done in a systematic manner. The researcher had to read the transcripts several times in order to become comfortable with the information and understand it effectively. This led to the discovery of the underlying meanings.

The next step involves scanning through the participants' words and phrases, creating codes and then assigning these codes to chunks of data (Braun & Clarke, 2006). Crude conceptions begin to emerge during this step, offering the researcher cues to delineate groupings. The coding process is an inductive one and in a back-and-forth process, the researcher can then hone, develop and categorise the meanings of the codes to build categories or themes (Farr, 2018). Zigzag method is the name of this data analysis process. The researcher should code data by utilising different colours symbols, labels or abbreviations to code the collected data (Braun & Clarke, 2006).

Once the data were coded, it was re-examined and links between the codes were established to turn these codes into themes. This means the generation of themes (Braun & Clark, 2006). In other terms, data analysis is the 'breaking down' of data into more manageable parts,

guided by the goals of the research. The researcher looked for patterns, contrasts, themes, concepts, and specific ideas and established correlations and connections which led to the creation of themes, classifications and regularities. It was important for the researcher to revisit the data to ascertain whether the themes are accurate and are a true reflection of the data collected (Braun & Clarke, 2006). Thereafter, conclusions were drawn by looking at relationships in an effort to answer the research questions.

In the data analysis procedure, two methods were primarily used simultaneously. Before drawing conclusions about all the cases together, as is customary in multiple-case studies, each case was thoroughly examined, and individual case reports were published (MacLean, 2013). As a result, each effort is explained in detail, and its success determinants are given according to what the interviewees said. Within-case studies seek to explain and comprehend what took place in a particular setting. Only thereafter can the researcher proceed to a cross-case study to find trends between cases and provide more complex descriptions and compelling explanations (Nucci, Narvaez & Krettenauer, 2014). By doing this, the possibility of making hasty judgments before carefully considering each of the three scenarios is reduced. This cross-case data analysis aids theory development from cases and improves generalizability (Thamarassen, 2021).

In addition, data were thematically analysed in each case study, which is a common strategy in case study design for qualitative research (MacLean, 2013). The researcher was able to go back and forth between categories and themes with the aid of the second comparative analysis (Manchester, 2015). The main sources of information for the findings were semi-structured interviews, focus groups, and an analysis of the organisational papers. Documents were utilised to more specifically outline the profile, the history, the organisational structure, strategies, annual goals, and reports.

To sum up this section on the research methodology, Table 4.1 provides an overview of the methodology and methods followed in this research. It was primarily organised to make the chapter understandable by outlining the logical progression of the research's methodological processes and procedures.

**Table 4.1: Research methodology**

<b>Methodology</b>	<b>What to apply</b>	<b>How to apply it</b>
Paradigm	Constructivism	Describing the human nature and experiences
Approach	Qualitative exploratory	Exploring concepts, phenomenon, practices, and ideas
Design	Case study	Using inductive analysis/analytic induction
Population	15 deans 45 vice-deans 15 human resource directors 3650 trainers (including department heads) 15 VGC team leaders, 15 trainees' council presidents Expertise from different government bureaus	The entire available government polytechnic and TVET college deans, trainers and officials in Addis Ababa City Government Administration
Sampling strategy	Purposive	Purposive sampling selected participants with lots of information were accessed specifically to meet the objectives of the study.
Sample	3 college deans 3 vice-deans 3 VGC 3 department heads 3 HRM directors 3 trainee presidents 4 expertise	Three college deans for interview from the three sampled colleges 19 participants for two FDI sessions
Method of data collection	In-depth interviews	Collecting data using structured interview guide from three participants - three CDs.
	Focus group interviews	Two FGIs were conducted <ul style="list-style-type: none"> <li>• FGI1 guide from 12</li> <li>• FGI2 with Vice deans and expertise</li> </ul>
	Document analysis	Ethiopian TVET Policy and Strategy (MoSHE, 2020); sampled college strategic plans, annual plan and reports entrepreneurship implementation manual; labour market study manual; TVET deans



Methodology	What to apply	How to apply it
		and vice-deans' performance management manual, vocational guidance and counselling manual, Occupational Standards Memorandum of Understanding with stakeholders and trainees' bank saving books
Methods data analysis	Thematic analysis Zig-zag approach	Transcribing, coding, and categorising according to themes Analysing data in back-and-forth manner or zigzag method

As shown in Table 4.1, the constructive paradigm is the source of the qualitative research methodology. This study used a case study methodology. Structured in-depth interviews and document analysis were used to acquire the data. Thematic analysis with a zig-zag approach was used to analyse the data.

#### 4.4 MEASURES OF TRUSTWORTHINESS

In qualitative research, the notion of "trustworthiness" has replaced the more conventional ideas of validity and reliability (Lincoln & Guba, 1985). Data reliability in a quantitative study design is equal to external validity, internal validity, reliability and objectivity and is linked to authenticity, neutrality, conformability, consistency, application, credibility, transferability, and dependability (Thamarassen, n.d). Each interview session was digitally recorded and transcribed by the researcher to confirm the validity (trustworthiness) of the research study. The researcher was able to accurately represent what the participants had said during the interviews by doing this. So that the validity of the actual data could be confirmed, the transcripts of the interviews were made public.

The participants were also given the chance to provide their own ideas and thoughts, and the researcher used this to guarantee the validity of the research study. Additionally, in order to ensure credibility, the interviewers were not persuaded to embrace the researcher's ideas; instead, the researcher tried to maintain as much objectivity as possible. The researcher maintained a positive relationship with each respondent throughout the research investigation to ensure reliability. Additionally, the interview questions needed to be developed with great care and deliberation in order to guarantee that every respondent would grasp them completely and thereby eliminate any potential prejudice. Credibility and dependability were

acquired in this manner. The researcher upheld reliability throughout the investigation when engaging in qualitative research.

#### **4.4.1 Credibility**

Credibility is the same as internal validity in a positivist research study, which assesses how participants project their beliefs in relation to what they actually believe those viewpoints to be as social constructs (Kielmann, Cataldo and Seeley, no date). The idea that a research study's findings are credible supports the notion that they are trustworthy and acceptable, and this notion is bolstered when the research attempts to eliminate any bias and potential inaccuracy. It is essential that the researcher carefully plans the research endeavour in order to remove any prejudice and/or inaccuracy. The researcher, made sure the study was valid by exerting a presence in the field until the desired outcomes were obtained (Manchester, 2015). Or, to put it another way, the researcher tried to triangulate the data by using a range of data gathering methods, such as interviews, focus group interviews and document analysis. The researcher took part in a number of member checks to make sure that any potential bias was eliminated and mistakes were fixed. Using triangulation in the research study, the researcher was able to validate the data and so ensure its validity. Finally, credibility happens when the researcher is completely truthful during the entire study (MacLean, 2013)

#### **4.4.2 Transferability**

According to Gama and Alves (2021) transferability refers to how well the results of one study may be applied to the results of another. The similarity between the actual research study site and the receiving context is what is meant by 'transferability'. By offering as much information as possible, the researcher must persuade the reader that the research study is real. Additionally, by helping others understand situations that are comparable to their own, transferability may be improved (McMillan & Schumacher, 2010). Enhancements and evaluations can be made in this method.

Transferability could be problematic because this qualitative research sample is small. Transferability may be challenging to achieve since the interviewees opened up about their deepest aspirations, concerns and thoughts, which are a result of their own experiences and own worldviews (Lincoln & Guba, 1985. To achieve transferability, all interviewees must comprehend the interview questions in the same way (Farr, 2018). However, it might be claimed that the interviewees' personal experiences and description of their world make it

difficult to achieve transferability. By carefully choosing the study's participants and using their verbatim quotes taken from the data, the researcher was able to assure transferability.

#### **4.4.3 Conformability**

Conformability tests whether the findings of the study can be independently and objectively validated by other parties (Lincoln & Guba, 1985). Conformability, according to *Shaheen et al.* (2018) characterises the extent to which findings can be free of all bias and errors and exemplifies the findings' objectivity. The conformability issue could be resolved via audit trails. This suggests that the same observations may be made with the same results at a different time. Conformability indicates that the qualitative data is consistent with its original sources and is logically explicit, supporting the validity of the researcher's interpretation (Lincoln & Guba, 1985; Hancock *et al.*, 2016). Throughout the study, the researcher made sure that his own thoughts and feelings were not influencing the results. Throughout the entire research project, the researcher made a conscious effort to keep his prejudice in check. He did not put the interviews ahead of his personal beliefs and ideas. The researcher made an effort to lessen the possibility of bias in order to ensure conformability. The researcher was able to monitor the interviewees' responses to make sure they were consistent and he was also able to ensure that the participants' comments and responses were consistent.

#### **4.5 ETHICAL CONSIDERATIONS**

According to MacLean (2013), the researcher encouraged the respondents to express themselves freely without being questioned or persuaded because there was no right or wrong response to the questions. In order to ensure that all the information was accurate and nothing was omitted, it was essential that the researcher was open, honest, and upfront throughout. Researchers must never expose subjects to procedures or risks that are unrelated to the research undertaking or its methodology. Additionally, they ought to respect and uphold the participants' confidentiality, privacy and dignity. The researchers should defend the institutions when necessary.

The researcher meticulously completed the required steps to obtain the UNISA ethical clearance in order to accomplish these goals. After acquiring an ethical clearance certificate from the College of Education at UNISA's Ethics Committee (*cf.* Appendix A 2021/02/10/67117643/33/AM), the necessary ethical conditions were then completed. Also approved by the Senate was the inclusion of UNISA students in the study. Prior to initiating PhD research at the three polytechnic colleges in the study area, letters were addressed to the

Department of Adult Basic Education's top administrators requesting their consent (cf. Appendix B). As government agencies and polytechnic colleges were sampled, the researcher wrote to the Addis Ababa City Administration TVET Bureau to request permission to conduct the research (cf. Appendices C, D & E). Letters were also sent to sampled polytechnic colleges (cf. Appendices F, G & H). Letters of consent were signed by each participant.

Upholding human dignity and self-respect was crucial from an ethical standpoint when conducting the research study. To encourage personal integrity and fairness, the researcher should always have compassion in their hearts (Creswell, 2014)). The entire investigation must be conducted according to ethical standards. To do this, the researcher made sure of the following: Firstly, obtaining signed copies of the informed consent form; Secondly, encouraging voluntary involvement and participation from all respondents; Thirdly ensuring confidentiality, anonymity, and privacy; Fourthly respecting the opinions of all respondents and avoiding misrepresentation of all data collected; Fifthly ensuring that none of the study participants suffer physical harm or emotional distress.

All participants must also be made aware that they can leave the research project at any moment (Hancock *et al.*, 2016) asserts that the researcher must be able to develop an ethical study plan. According to the rules and policies of the University of South Africa (UNISA), ethical clearance is expressly required. Moreover, the same ethical standards applied to all UNISA students who wish to do research. All staff members and students are required to read over the University of South Africa's Code of Conduct for Research and sign an agreement to abide by its rules. The researcher ensured that all individuals freely agreed to participate in the study. Additionally, the researcher made a conscious effort not to take advantage of the participants but rather to appreciate and encourage all of their contributions.

All information supplied would only be used for research, as indicated to the participants. Confidentiality and anonymity were always guaranteed. The researcher made sure that every participant was aware of all the procedures they would be taking part in throughout the research project. In this approach, the study's participants were free to discontinue at any moment and for any reason. In accordance with the University of South Africa's ethical research clearance policy, the researcher also maintained an accurate record of all transcripts and confidential papers and committed to store them in a safe and secure location for a period of five years.

#### **4.6 CHAPTER SUMMARY**

The research paradigm, approach, design, and study methodologies were all covered in this chapter. Nested in the constructivist paradigm, this qualitative approach within a case study research design, this research attempted to answer the study's research questions. Three polytechnic colleges were selected from the population and subjects were purposively sampled by the researcher for interviews and FGIs. The structured interview guide, FGI guide, and document analysis were the tools used to obtain the data. Multi-level case analysis strategy was employed. In addition, thematic analysis was the methodology used to analyse the data. The 'zigzag' method linked data gathering and analysis, which was crucial for developing the categories of themes. In order to treat the study participants in accordance with the methodology of scientific research, ethical standards were followed. Therefore, the practices of TVET leadership toward self-employment in the research region were linked in this chapter between the theoretical viewpoints and empirical perspectives.

## CHAPTER FIVE

### DATA PRESENTATION, ANALYSIS, FINDINGS AND DISCUSSIONS

#### 5.1 INTRODUCTION

This study was conducted to examine how TVET institution leaders link graduate trainees in regular programmes with opportunities for self-employment in light of the capabilities approach in the Addis Ababa City Administration. This chapter describes the data analysis, presents the findings and discusses the findings. The data were collected via structured interviews, focus group interviews and document analysis and data were analysed through thematic analysis in line with the basic research questions described in Chapter One. To recapitulate, the main research question for this study was: *How can TVET institution leaders link regular programme TVET graduate trainees with self-employment opportunities in light of the capability approach in the Addis Ababa City Administration?*

The sub-questions were:

- How do leaders of TVET institutions connect graduate trainees in regular programmes with prospects for self-employment in the Addis Ababa City Administration?
- Which available resources may leaders at TVET institutions use as conversion factors to link graduate trainees with prospects for self-employment in the Addis Ababa City Administration?
- What capability set of choices do TVET institutions leaders have to link graduate trainees in the Addis Ababa City Administration?
- Which model is suggested for TVET institution leaders to connect graduate trainees in regular programmes with prospects for self-employment in the Addis Ababa City Administration?

The presentation of data is divided in three main parts. The first part is designed to present background information for each sampled TVET institution, presenting organisational background of the sampled colleges, presentation of data such as number of staff members, enrolments of regular programme trainees, number of regular programme graduate trainees, employment opportunities created for formal programme graduate trainees amongst others. The third sub-section includes participants' personal profile such as age, educational background, work experience and so forth. All these data was collected from the analysis of

documents found in each college in the form of annual magazines, brochures, annual reports and human resource office employee's records.

The second part the presentation of the data analysis proceeded to systematically follow the logic used to organise the problem and the respective research questions indicated above. In the data analysis procedure, two methods were primarily used simultaneously. Before drawing conclusions about all the cases together, as is customary in multiple-case studies, each is explained in detail, and its success determinants are given according to responses of the interviewees. Within-case analysis is the name given to this process by Miles, Huberman and Saldaña (2014). Within-case studies seek to explain and comprehend what took place in a particular setting. Only after that can the researcher proceed to a cross-case study to find trends between cases and provide more complex descriptions and compelling explanations (Miles et al., 2014). By doing this, the possibility of making hasty judgements before carefully considering each of the three scenarios, is reduced.

The main sources of information for the findings were semi-structured interviews, focus groups discussions and an analysis of the organisational papers and documents. Documents have been utilised to more specifically outline the profile, the history, the organisational structure, strategies, annual goals, and reports. The researcher was able to go back and forth between categories and themes with the aid of the second comparative analysis (Creswell, 2014; Gama and Alves, 2021). Accordingly, the main research question was split into three sub-research questions and associated research objectives of the study that were clearly communicated in the first chapter and then maintained through all the chapters. The research sub-questions were further broken down into interview and FGI guiding questions. Based on this for the purpose of maintaining the flow of data presentation, responses to the interviews questions are given followed by those from the FGIs.

In so doing, the first research sub-question was divided into three interview questions, the second into two interview questions, the third into three interview questions. Accordingly, the researcher summarised the analysis procedure by taking into consideration the larger number of interview questions employed for the college chief deans who have played a central role in TVET leadership in the institution. FGI guiding questions were forwarded for two groups. The first FGI guiding questions were forwarded for each sampled polytechnic college management committee members, academic commission members and trainees' council

representatives while the second addressed government officials and sampled college representatives. Analysis of data gathered from primary sources, the interviewees and FGI participants resulted in themes categorised into minor themes and major themes. The appropriate capability approach was deductively conceptualised as a theory from the practices of participants of the study. The third part of the analysis focuses on the discussion by singling out the major findings. However, these should be interpreted with thoughtfulness due to the limitation of the current research.

## **5.2 DATA PRESENTATION**

Data presentation is based on the specific scenario of each case study. Accordingly, data were collected from General Winget PTC, Misrak PTC and Akaki PTC respectively. The processes of data analysis comprised the organisational background, historical background, organisational structure and participant demography. The second part focuses on the analysed data collected from participants. The procedures of data analysed emerged from polytechnic chief deans, secondly from FGI1 participants of sampled college members, thirdly, data collected from FGI2 participants, which includes government agency high level experts and sampled college vice-deans.

The coding process was done for all respective participants in a parallel data collection process within the colleges. In addition, data were collected by document analysis of organisational papers. The document analysis was based on the national TVET Policy and Strategy (MoSHE, 2020), sampled college strategic plans, annual plan and reports entrepreneurship implementation manual; labour market study manual; TVET deans and vice-deans' performance management manual, vocational guidance and counselling manual, Occupational Standards Memorandum of Understanding with stakeholders and trainees' bank saving books of each respective sampled polytechnic college. It is narrated interchangeably but it is dependent on its importance. The analysis process began from the transcription process. In accordance with this, the researcher followed the following logic indicated in Table 5.1 to code the data collected from the participants.



**Table 5.1: Participants and data sources**

Participant	Total	Data Sources	Tool	Code	TVET Name		
Chief Deans	1	Chief Dean 1	Interview	CD1	General Wingate PTC		
	1	Chief Dean 2	Interview	CD2	Misrak PTC		
	1	Chief Dean 3	Interview	CD3	Akaki PTC		
Human Resource Director	3	Focus Group Interview1	FDI	FG1 A,	General Wingate PTC.		
				FG1 B	Misrak PTC		
				FG1C	Akaki PTC		
Department Heads	3	Focus Group Interview1	FDI	FG1 D,	General Winget PTC		
				FG1 E	Misrak PTC		
				FG1F	Akaki PTC		
VGC	3	Focus Group Interview1	FDI	FG 1 G,	General Wingate PTC		
				FG1 H	Misrak PTC and		
				FG1I	Akaki PTC		
Trainees Council Representatives	3	Focus Group Interview1	FDI	FG1 J,	General Wingate PTC		
				FG1 K	Misrak PTC and		
				FG1L	Akaki PTC		
Vice-deans	3	Focus Group Interview 2	FDI	FG2A	General Wingate PTC		
				FG2B	Misrak PTC		
				FG2 C	Akaki PTC		
TVET Bureau Expert	1	Focus Group Interview 2	FDI	FG2D	TVET Bureau Expert		
Labour Enterprise & Industry Development Expert	1			FG2E	Job Creation Bureau		
				FG2F	Addis Finance Expert		
Addis Finance Expert	1						
Addis Lease Capital Expert	1					FG2G	Addis Lease Capital Expert
Addis Lease Capital Expert	1						
<b>Total</b>	<b>22</b>						

### **5.3 DATA ANALYSIS AND INTERPRETATIONS**

This section of the study deals with the data analysis and interpretation of findings based on data obtained from participants from sampled polytechnic colleges. As a result, there are two sections. The first section discusses organisational background and covers the historical context, organisational structure and demographic characteristics of respondents. The second section presents the findings to each of the research sub-questions outlined in Chapter one.

#### **5.3.1 Organisational Backgrounds**

In honour of Major General Arde Charles Wingate's bravery during the Italian invasion, Emperor Haile Selassie I established the General Wingate Polytechnic College (GWPTC) as a secondary school in April 1946. The GWPTC is geographically located in the western region of the Addis Ababa City Administration. The school changed its educational philosophy later in 1981, when it transitioned into a building and trade school. The college has produced more than 80 000 graduates from its regular and extended courses 10+1-10+4 and subsequent Level 1 to Level 5 programmes over its 75-year history. Today, these graduates have significantly impacted the growth of the nation. For management, storage, various services and workshops for theoretical and practical education, the institution currently possesses a multitude of buildings built over different eras. The college serves as the cluster centre for the public TVET colleges in Addis Ketema and Kolfefe, together with numerous other private and NGO TVET institutes and colleges.

WPTC collaborates with different NGOs to maintain quality training by developing different projects. Under the East African Skills for Transformation and Regional Integration Project (EASTRIP), the Ethiopian Government has secured funds from the World Bank for strengthening selected TVET Centres of Excellence for high-quality skills development in selected priority sectors. A total of \$14.85 million has been raised for this project. Upon completion, the GWPTC will be used as a training centre for students and professionals from the East African region, including Ethiopia, in the field of Electrical Department Centre of Excellence as well as a Centre for Excellence in Research.

The researcher deduced from the polytechnic college's background history and physical observations that although GWPTC is among the country's oldest TVET institutions, it updates itself regularly to remain a competitive polytechnic college in Addis Ababa City

Administration in terms of campus and building expansion, workshops and greening TVET<sup>1</sup>. The researcher also noted that the polytechnic college worked harder to deliver quality training, expand the specialisation fields it offered, departmentalise, increase staff members, increase trainee enrolment rates, increase the number of graduates, and collaborate with various national and international stakeholders to become an excellence centre in the east African region.

Misrak Polytechnic College (MPTC) is located right at the centre of the Addis Ababa City Administration. Initially founded in 1977 as Asfaw Wosen Secondary School, Misrak Polytechnic College underwent a name change. It was known as Misrak Comprehensive School from 1977 to 2001 and provided both general and technical education. However, there has been a complete shift in emphasis toward TVET as a result of the new educational strategy of 2002. In 2004, it attained college-level status. In February 2011, it began operating at the polytechnic level. In order to re-establish Misrak Polytechnic College in 2016, Addis Ababa City Administration once more underwent organisational changes and issued Proclamation Number 49/2016. The Kotbe Campus, Raey Campus, and Berhan Campuses are the current names for the polytechnic college's three campuses. Since then, MPTC has effectively achieved several accomplishments.

Additionally, it acts as a cluster hub for numerous private TVET institutions as well as two public TVET colleges, Bole Manufacturing and Yeka Industrial College. MPTC produces many graduate students to add to the labour force as it offers accessibility for women, youth, vulnerable groups (people with disabilities) and the disadvantaged (for example orphans, single mothers). Developing citizens and building the economy through training (include regular training and short-term training) has led to employability, entrepreneurship and job creation for the younger generation, which is a major achievement for the college. Over the course of its 46-year existence, the college has produced more than 45 000 graduates from its diploma, 10+1-10+4 and Level 1 to Level 5 programmes through regular and extended courses. These trainees have today had a major impact on the development of the country. The institution currently uses buildings from diverse eras for administration, storage, a variety of services, theoretical and practical classrooms and workshops respectively.

---

<sup>1</sup> Greening TVET is an essential and cross-cutting theme for sustainable development. It refers to the efforts to reorient and reinforce existing TVET institutions and policies in order to reinforce achievement of sustainable development (UNESCO, 2017).

The researcher came to the conclusion that based on the polytechnic college's background history and physical observations, MPTC is among the oldest TVET institutions in the nation and updates itself over time to become a competitive polytechnic college in Addis Ababa City Administration in terms of building and compasses, workshops and green TVET. According to the study, the polytechnic college went above and beyond to deliver top-notch instruction, expand the specialisation fields it offered, departmentalise, hire more staff, increase trainee enrolment rates, increase the number of graduates, and collaborate with numerous stakeholders in order to establish itself as a national centre of excellence.

On the southern side of Addis Ababa City Administration is where Akaki Polytechnic College (APTC) is located. It began as a comprehensive high school in 1977. The emphasis on TVET institutes has completely changed as a result of the new educational plan put in place from 2002. APTC attained college-level status in 2004 and began operating at the polytechnic level in February 2011. In 2016, the Addis Ababa City Administration underwent organisational reforms and issued Proclamation Number 49/2016 in order to construct Akaki Polytechnic College. It has two campuses, called the Tesfa and Yengewesew campuses, respectively. Throughout its 46-year existence, APTC generated approximately 40 000 graduate trainees. The college also serves as the central location for a number of private and NGO TVET colleges. Today, these apprentices have significantly impacted the growth of the nation.

As a result of the new educational policy of 2002, there was total shift in emphasis towards TVET institutes. In 2004, APTC attained college-level status and in February 2011, they commenced operations at the polytechnic level. In conjunction with the Addis Ababa City Administration and adjacent businesses, the polytechnic college vision and mission is to offer interested clients competency-based training and pertinent technologies, preparing engaged people for the workforce.

According to the researchers' deductions from the history of the polytechnic and their physical observations, APTC is one of the city's earliest TVET institutes. It has reinvented itself over time, starting with comprehensive schools and ending as a polytechnic college. The Addis Ababa City Government operates a competitive polytechnic that offers structures, workshops, and greening of vocational training<sup>2</sup>. The polytechnic college works with

---

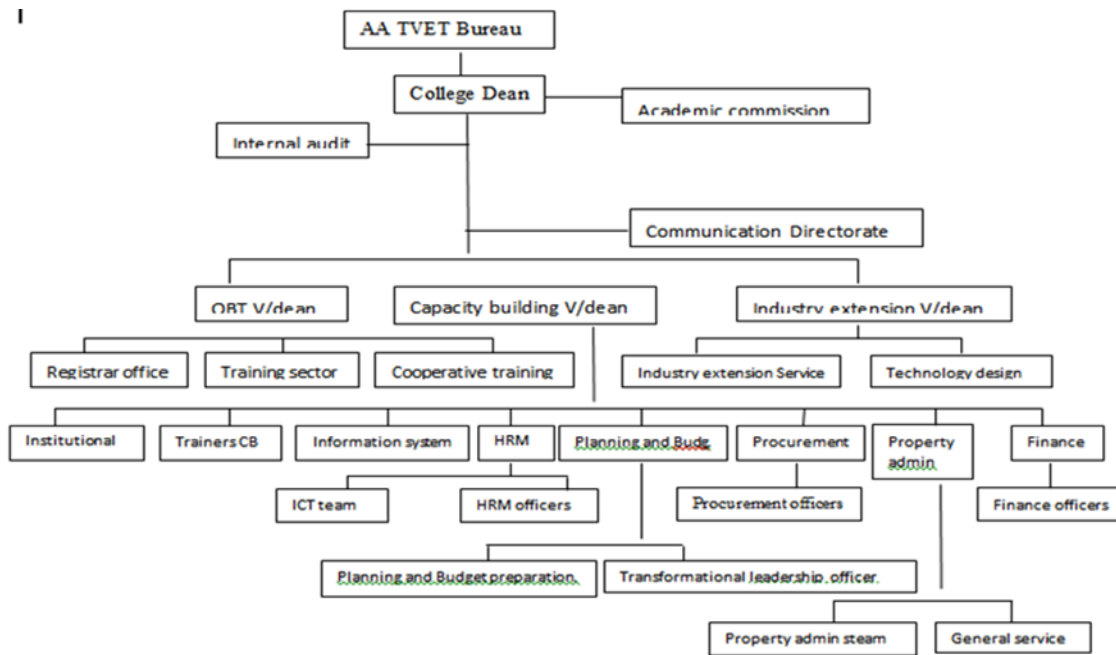
<sup>2</sup> The process of pursuing knowledge and practices with the intention of becoming more environmentally friendly, enhancing decision-making and lifestyle in more ecologically responsible manner, that can lead to environmental protection and sustainability of natural resources for current and future generations (UNESCO, 2017:8).

numerous national and international stakeholders to deliver high-quality education, broaden the specialisations offered, create departments, hire more staff, train apprentices, increase enrolment, increase the number of graduates, and find jobs in order to establish itself as a centre of excellence at the state level.

To sum up, the researcher deduced from the physical observations during the time of data collection, the polytechnic college's historical past it is amongst some of the country's oldest TVET institutions. The polytechnic college continuously improves to maintain its position as a top polytechnic institution in Addis Ababa City Administration through workshops, campus and building expansions and greening TVET.

### **5.3.2 Organisational Structure**

The college vision and mission are to provide interested customers competency-based training and relevant technologies, preparing engaged citizens for the workforce in partnership with the Addis Ababa City Administration and nearby enterprises. To achieve the vision and mission, the sampled polytechnic colleges have a common organisational structure. An organisational structure is a deliberate arrangement of human resources inside a business to achieve common goals. It outlines the duties and obligations of each team member to ensure that work and information move smoothly and that the organisation functions effectively (Tripney & Hombrados, 2018). An organisational chart outlines the roles, responsibilities, relationships and channels of authority held by managers and employees within each department (UNESCO-UNEVOC, 2020). It is critical to examine the organisational structure of the sampled polytechnic colleges in light of this. The college is directly under the supervision of the Addis Ababa TVET Bureau, according to proclamation number 49/2016 issued by the Addis Ababa City Administration. The organogram below shows organisational structure of the polytechnic colleges.



(Source: Sampled Colleges Archive)

**Figure 4. 2: Organisational structure of public TVET institutions, Addis Ababa City Administration**

As indicated in the above diagram, polytechnic colleges have a functional organisational structure. With this kind of organisational structure, employees have more influence and the hierarchy is flattened (Fawcett *et al.*, 2018). The fixed sets of departments created by the functional organisational structure are based on certain functions. The personnel are divided based on the demands of each department. To this end, the colleges have a chief dean, three vice-deans, campus coordinators and supportive directorates, for aspects such as planning and budget administration, human resource management, finance, purchasing, property administration, internal audit, building and maintenance and communication. There are several staff members at the institution who are either directly or indirectly involved in the training process.

Currently, the training process involves a number of staff members either directly or indirectly. In accordance with this, GWPTC employs 339 men and 186 women, with a total of 525 people, excluding contract workers. Some 348 people make up the academic faculty, including 265 men and 86 women. There are a total of 177 administrative employees, 74 of whom are men and 103 of whom are women.

A total of 686 individuals, excluding contract workers, work at MPTC, including 458 men and 228 women. Some 348 people make up the academic faculty, including 308 men and 144

women. There are 122 men and 1122 women among the 234 administrative employees in total.

There are 343 academic staff members overall at APTC, 257 male and 86 female, excluding contract workers. There are 126 administrative staff members in all, including 53 men and 73 women. The college's instructors are multidisciplinary experts with 30 instructors at the A level, 232 instructors at the B level, and 68 instructors at the C level of higher education.

In light of the aforementioned analysis, the researcher came to the conclusion that the organisational structure of the sampled polytechnic institutions is aligned for realising the vision and goals of the organisation since it frees up top leaders to focus on strategic issues.

### **5.3.3 Participants' Demographic Attributes**

During the data analysis process, the primary data gathered from the study's participants were taken into account. A purposive sample strategy was used to select each participant. Twenty-two people in all participated in the multiple case study. The chief deans were initially interviewed with a total of three candidates from each sampling college being interviewed. The colleges' natural setting served as the setting for the interviews. The trainees' development vice-dean, management committee members (HR director), and members of the academic commission (Department Heads, VGC, and Trainees' Council Representative) were also present at the FGIs, which were held at different times and were held off campus. FDI1, comprising the president of the trainees' council, the director of human resources, department heads, VGC heads and a selection of polytechnic colleges, was held at Misrak PTC. The trainees' development vice-dean participated in FGI2 at Misrak PTC with co-workers from sampled polytechnic colleges and higher-level government bureau experts. Misrak PTC was selected as the hub for all of the sampled polytechnic colleges.

#### **5.3.3.1 Chief Deans**

The chief dean (CD1) at GWPTC, was in his mid-to-late 35s. He has a Master of Arts (MA) in TVET Leadership and Management from the Ethiopian Technical University, currently Federal TVET Institute. He has worked in the TVET sector for 17 years, serving in a variety of polytechnic institutions and schools of applied sciences as chief dean, department head and trainer.

The chief dean (CD2) at MPTC, was in his mid-47s. He has a master's degree in public administration from Civil Service University. He has 18 years' experience in the TVET

sector, working in a number of roles, including four years as the principal dean of the polytechnic institution.

The chief dean (CD3) at APTC was 38 years old. He has a Master of Arts (MA) in TVET Leadership and Management from Addis Ababa University. He has worked as a main dean at the polytechnic institution for five years and has ten years expertise in the TVET sector.

### ***5.3.3.2 FGI participants***

The vice-dean (FG2A), human resource directorate (FG1A), department heads (FG1D), vocational guidance and council (FG1G), and trainees council president (FG1J) all took part in the GWPTC FGI. All of the group members are male. Every participant, with the exception of the trainee president, held a second degree, such as an MA or MSc in a different subject. Trainee presidents held the status of third-year level IV. They have spent five to twenty-five years working for GWPTC and other companies.

The MPTC focus group interview included participation from the vice-dean (FG2B), the human resource directorate (FG1B), the department heads (FG1E), the vocational guidance and council (FG1H), and the president of the trainees' council (FG1K). Males make up the entire group. Except for the trainee representative, every participant had a second degree, such as an MA or MSc in a different field. Third-year level IV was the status of trainee president. They have worked for MPTC and other companies for six to thirty years.

The vice-dean (FG2C), the human resource directorate (FG1C), the department heads (FG1F), the vocational guidance and council (FG1I), and the trainees' council president (FG1L) all took part in the focus group interview held at APTC. All group members are male. Every participant, with the exception of the trainee president, held a second degree, such as an MA or MSc in a different subject. Trainee presidents held the status of third-year level IV. They have spent three to twenty-two years working for APTC and other companies.

From the above presentations, the researcher understood that the participants had a wealth of information to share about their college based on their demographic profiles. These elements helped the researcher gather trustworthy data, improve analysis, and arrive at factual conclusions and suggestions regarding the case study.



## 5.4 ANALYSIS OF RESEARCH SUB-QUESTIONS

This section presents the findings of the analysed data according to each of the research sub-questions.

### 5.4.1 Practices of Polytechnic College Leaders to Link Regular Programme Graduate Trainees with Self-Employment

The first sub-question dealt with *What TVET institution leader practices link regular programme graduate trainees with self-employment opportunities?* As a major problem identified in this study, three related sub-themes were identified from the analysis of data. The findings included the achievements of leaders in the area of self-employment, the challenges experienced, opportunities for TVET leaders in the field of self-employment, the policy introduced, growing the country's economy and markets and the range of potential actors.

#### 5.4.1.1 Achievements of TVET leaders in the area of self-employment

According to Ethiopians TVET Policy and Strategy (MoSHE, 2020) the country's national TVET primary goals are to strengthen the culture of self-employment and promote job creation in the economy. Ethiopian TVET institutions have created their vision and missions based on the national TVET Policy and Strategy (MoSHE, 2020). It was undeniable that TVET leadership is instrumental in successfully attaining the organisation's goals and objectives. The sampled college annual plans revealed that for the previous three years in a row, the sampled polytechnic colleges planned to create self-employment opportunities for 10% of the total number of regular programme graduate trainees. However, in terms of giving graduate trainees enrolled in regular programmes, the opportunity to work as self-employed, has fallen short of the expected goal (MoSHE, 2020).

According to the analysis of documents presenting GWPTC regular programme's enrolment rates for the previous three years, 1 023 trainees were enrolled in the programme in 2019, 1 043 in 2021, and 1 361 in 2022. The employment rates of graduate trainees in the regular programme over the past three years also showed that, in 2019, out of 830 graduate trainees, 388 (46%) were wage employees and 24 (2%) were self-employed; in 2020 because of the impact of COVID-19, the college was forced to close which affected enrolment and graduation of trainees; in 2021, out of 845 graduate trainees, 524 (62%) were wage employees and 16 (1.8%) were self-employed, and in 2022, out of 805, 316 (39.2%) were

wage employees and 56 (6.9%) were self-employed. These findings showed that GWPC's efforts to connect graduate trainees with self-employment prospects are ineffective and not aligned with the country's TVET Policy and Strategy (MoSHE, 2020). To prove this point, it is important to consider participants' responses.

CD1 proclaimed that: *Providing graduates with chances for self-employment is one of our college's aims. The two scenarios, short-term graduate trainees and graduate trainees in regular programmes, need to be classified. In the first instance, in the case of short-term trainees, about 90% of graduates start their own firm as self-employment, either individually or collectively through organising Small and Medium Enterprises (SME). The key causes are that the majority of them were adults and women, they had unemployment Id card in their Woreda (local government), and several stakeholders collaborated to develop chances for self-employment. Additionally, the subject of providing these urban people with employment opportunities is on the political agenda of those governmental authorities in the municipal administration. As a result, they have more favourable access to working spaces with shade, loans, technical help, etc. However, when it comes to the second instance, formal graduate trainees, we obtain less than 5% annually for a variety of reasons. There is a bias that believes that because the regular programme trainees' graduating trainees are young, they will have the possibility to obtain further employment opportunities. As a result, we fell short of meeting our yearly goals for providing graduate trainees in our regular programmes with opportunities for self-employment (Interview 1 conducted on December 2, 2022)*

The same question was raised for FDI1 participants. Most of FGI1 participants stated that it is a difficult for leaders to create self-employment chances for regular programmes. Short-term trainees, however, have a better opportunity than regular programme graduate trainees to be presented with self-employment prospects, particularly when looking at the patterns of self-employment in TVET institutions. In order to demonstrate one of the FDI1 participant's responses, FG1D noted that: *The college has made attempts to create self-employment opportunities for graduate trainees enrolled in the regular programme, and we have regularly brought up the subject in meetings of the academic commission. However, despite these efforts, our college has not been able to establish the chances for self-employment as envisaged.*

In addition, participants in the FGI2 had different answers to the same question. Some of the participants (expertise) were unaware that the college had to provide graduate trainees

enrolled in regular programmes with job prospects. FG2A did note that there were contrasting viewpoints: *We are attempting to collaborate with several city bureaus to develop employment prospects for regular programme graduate trainees. However, we have yet to succeed in achieving the country's TVET strategy's intended goal in the area of self-employment.*

The study concludes that different experiences have impacted how effective GWPTC leaders have been in the field of self-employment. The college was successful in the area of short-term training by offering options for self-employment, with an average achievement of more than 90% for the three years 2019, 2021, and 2022. The main reason for the success is there was political intervention by Addis Ababa City Administration government officials. As CD1 noted, in addition to the efforts of the GWPTC leaders, other parties, including various government agencies, have played a role in achieving this result.

The enrolment rate at MPTC in 2019 was 940, in 2021 and 2022 it was 1 361 and 1 043 respectively. Accordingly, out of the 830 graduate trainees in 2019, 524 (62%) were wage employed and 16 (1.8%) were self-employed, in 2020 because of the impact of COVID-19, the college was forced to close and stop enrolling and graduating trainees. In 2021, out of 845 trainees, 524 (62%) were wage employees and 16 (1.8%) were self-employed while out of the 805 trainees who graduated in 2022, 316 (39.2%) were wage employed and 56 (6.9%) were self-employed. The findings revealed that MPTC has lagged behind the country's TVET plan in terms of providing graduate trainees enrolled in normal programmes with the possibility to work as self-employed. To support this assertion, CD2 noted that: *In order to provide opportunities, we as a college work to facilitate the circumstances. For instance, our college has an entrepreneurial centre that is open to use for any interested person. We have set up the G+2 building for this exercise because we don't want the ideas to just sit on the bookshelves; we want to put them to use. The major objective of this centre for entrepreneurship is to provide people with the resources they need to make their ideas a reality. But they didn't do it correctly. As a result, I'm embarrassed to declare that we are not effective in the self-employment section. The fundamental difficulty is that these graduate trainees are inexperienced and struggle with patience. In addition, this system's bureaucracy is difficult for both youngsters, and we have made an effort to distribute the associated weight. For instance, as I indicated before, we have done some work in connection to money that these people can obtain with little effort. We also assist them in obtaining microloans without collateral as start-up capital.* (Interview 2 conducted on December 8, 2022)

The same topic was also raised with FGI1 participants, and they all agreed that there is a major discrepancy between graduate trainees' desire to be self-employed and what the college can do to help them do it. To demonstrate this one of the FGI1E mentions: *We observed that our trainees were interested in working as self-employed and asked for our assistance in doing so. But because their inquiry goes beyond what the department can handle, we transferred them to the VGC office for additional career counselling.*

Additionally, when the identical subject was posed to the government expertise crew, their responses varied. Some of them were unaware that it was the college's duty to provide graduate trainees in regular programme with employment opportunities.

To summarise the subject, the employment rate of graduate trainees in the regular programme was much greater than the percentage of self-employment in MPTC. These facts might suggest that the college administration prioritised paid employment over self-employment. One could argue that MPTC executives do not pay enough attention to ensure that graduate trainees in standard programmes have the opportunity to become self-employed.

AKPTC document analysis of the college auditory report revealed the enrolment rate of regular programme trainees of the past three years data. In 2019, the enrolment rate in the regular programme was 737 trainees, 605 and 821 in 2021 and 2022 respectively. Additionally, employment rates over the past three years revealed that, in 2019, out of 458 graduate trainees, 223 (48.6%) were wage employees and 12 (2.6%) were self-employed; in 2021, out of 543 graduate trainees, 287 (52.8%) were wage employees and 16 (2.9%) were self-employed, and in 2022, out of 805, 316 (39.2%) were wage employees and 56 (6.9%) were self-employed. As previously indicated, in 2020 due to the impact of COVID-19, the college was forced to close and stop accepting new trainees. The aforementioned data showed that while enrolment rates fluctuate from year to year, the majority of graduate trainees are looking for paid employment. This data suggests that APTC did not successfully connect graduate learners with opportunities for self-employment. It is crucial to consider the research participants' perspectives in order to support these facts. CD3 therefore states: *To be quite honest, as institutions, we have a hard time connecting trainees in graduate regular programmes with chances for self-employment. However, it doesn't imply that we did nothing. Let me offer you an example from before three years ago: under the direct supervision of the college dean, we conducted a pilot initiative to connect graduate trainees with opportunities for self-employment at the college level. Giving regular graduate trainees*

*the chance to work for themselves was the primary objective of that trial initiative. We attempted to divide the trainees into five groups, each of which had five candidates who had completed in various fields of study, based on this. Government agencies like the Shade Administration Office, whose task was to provide shade (a place to work), the Addis Finance Institution, whose proposal was to provide loans, and other stakeholders who made significant contributions to its execution were among the various stakeholders who took part in the project. All five groups had organised themselves and started their own micro and small companies, according to an evaluation of the project's performance I conducted with stakeholders at its completion. Due to a variety of problems, only two of the five groups were able to carry on after a six-month period; even after getting shade and a loan, they were unable to do so. The two prosperous groups - from the building industry and the beauty, hairstyle, and cosmetics industry - were able to preserve and expand their businesses after overcoming challenges. In relation to self-employment, we discovered that by working with other sectors, we may achieve our organisational aims. (Interview3 conducted on December 5, 2022)*

In response to the same question, during FDI1, APTC participants concurred that the issue of self-employment depends on the fortitude of the college deans. This means that even if they confronted with bureaucracy and if they are doing their best, they can develop the self-employment opportunities for graduate trainees in the standard programme. To bolster these claims, FGI2 C notes that: *The leaders in our college have the authority and desire to handle self-employment issues anyway they see fit. Because when leaders focus on the regular programme, graduate trainees will have the potential to be self-employed, and the contrary is true.*

Based on the data presented above, it possible to generalise that APTC has often tried to create self-employment opportunities for its regular programme graduate trainees. Nevertheless, the researcher inferred that successful is dependent on the level of understanding how to exercise their agency freedom and agency performance in relation to the creation of self-employment opportunities for regular programme graduates at APTC. This means that leaders have a good understanding of the country's TVET strategy involving self-employment and as a result, are working in collaboration with other stakeholders. However, if the leaders are replaced, the issue may not get much focus. To sum up, the issue of self-employment is not institutionalised, as expected by policy.

#### **5.4.1.2 Challenges of TVET leaders to create self-employed graduate trainees**

In order to develop self-employed regular programme graduate trainees in the research domain, TVET leaders face a variety of problems, which are discussed in this section. This sub-theme is broken down into three minor analysis areas to better illustrate the difficulties facing TVET leaders. These aspects include the training quality, society's attitude towards the TVET system and the policy and legal frameworks.

##### ***Training quality***

The TVET system modifications implemented by developing countries, including Ethiopia, place a high priority on the control of training quality. However, those working in the field of vocational training continue to doubt the effectiveness of quality assurance systems. In order to address this challenge, the success and sustainability of TVET learners' transition to the labour market must find their justification in the calibre of instruction and the excellence of centre management (UNESCO, 2019).

From the data collected, the findings revealed that GWPC leaders understand the issues of training quality in terms of the structure and dynamics of the labour markets, which are among the external variables that contribute to TVET sector change. Training quality also results from systemic internal factors, such as the division of labour between central directorates and training facilities, the matching of certification requirements to qualifications, and the quantitative and qualitative regulation of training provision based on market demand. Therefore, a formal assessment procedure and a precise list of desired competencies (occupational criteria) can serve as the foundation for professional certification. In light of the above, the participants concurred that there is an issue with training quality, notwithstanding periodic improvements. To demonstrate this summary, CD1 noted that: *The assessment is currently the primary tool used at the city government level to quantify a TVET training quality characteristic, but it doesn't mean it is the only method available to measure training quality. Another government external organisation provides the assessment. The trainees went through the assessment at each level, and if they passed, they moved on to the next level. If they failed, they had to retake the assessment. If, on average, the majority of trainees passed the evaluation, it is assumed that the particular TVET polytechnic college or any other TVET institution is providing superior quality TVET training to other institutions. However, the assessment process faces the issue of inadequate validation of the skills taught by training programmes as a result of poorly defined partnership frameworks and unclear*

*certification levels. As a result, I concur that the training is of poor quality because it does not conform to the national certification system. As a result, the sector was unable to provide enough employment opportunities. Consequently, the majority of graduate trainees enrolled in the regular programme do not have a stable source of income, whether it comes from a wage or self-employment. (Interview 1 conducted on December 2, 2022)*

In accordance with the analysis of the aforementioned data, participants agreed that in order to ensure the relevance and quality of TVET, it is essential to have both an effective internal and independent quality assurance system. Other issues included the lack of an independent internal and external quality assurance system within the context of the TVET quality assurance system. As a result, appropriate policy intervention is required. With an emphasis on satisfying both the Qualification Framework (level-wise) and leadership profession-related (process, licensing, and regulatory-wise), the process of generating credentials seeks an unequivocal agreement from the major actors (employers and educators).

MPTC participants indicated that different levels of qualifications have prompted the development of occupational assessment tools. The levels of training are Level 1, Level 2, Level 3, Level 4, and Level 5. To guarantee the quality of TVET training, the plan mandates that students finish the first level and get a Centre of Competency (CoC) before moving on to the next level. Although the arrangement has several drawbacks, it can nevertheless be considered a solid achievement in terms of quality. However, it appears that MPTC participants are hesitant in giving high-quality training on this subject. They emphasised that even though they had been using this technique for a decade, as a college, they had failed to comprehend that they were providing high-quality instruction. It is thus crucial to pay attention to the participants' feedback in order to support this. Consequently, CD2 stated that: *Due to ill-defined co-operation structures and ambiguous certification levels, the CoC evaluation process struggles to adequately validate the skills taught by training programme. Therefore, I agree that the lack of compliance with the national certification system makes the training of poor quality. The industry was unable to offer enough employment possibilities as a result. Because of this, most graduate trainees enrolled in the regular programme lack secure employment opportunities. (Interview 2 conducted on December 8, 2022)*

Contrary to the positions taken by FGI1 participants, FG1B said that: *All training initiatives at the institutional level have as their main objective equipping TVET graduates with a*

*thorough knowledge, skill and work ethic. Additionally, the TVET strategy spelt out the criteria for quality. However, TVET leaders do not priorities the need for high-quality training, so each institution must implement a performance management system. To achieve these ultimate aims, the effectiveness of leaders must be continuously assessed, motivated, and subjected to corrective action based on performance evaluation standards and results.* (FDI1 conducted on December 12, 2022)

Furthermore, FG I2B1 mentioned that: *It is commonly acknowledged that high-quality technical and vocational education and training is crucial for combating youth unemployment. Due to its focus on the workplace and the development of employability skills, TVET is well-positioned to solve problems like skills mismatch that have prevented many young people from making a smooth transition from school to the workforce. The need of quality technical and vocational education and training in combatting youth unemployment is well acknowledged. TVET is in a good position to solve problems like skills mismatch that have prevented many young people from making a smooth transition from school to work because of its focus on the workplace and the development of employability skills.*

This research draws the conclusion that MPTC participants agree that addressing youth unemployment requires investing in technical and vocational education and training of the highest calibre. TVET leaders are well-positioned to address issues such as skills mismatch that have stopped many young people from making a seamless transition from school to the workforce due to its focus on the workplace and the development of employable skills. There is no doubt about the need for high-quality technical and vocational education and training to address youth unemployment.

APTC participants suggested that strengthening the suitability of qualifications, as well as the validation of and confidence in the outputs, depends on industry participation in all phases of the certification process and quality assurance process. Accordingly, the issue of quality training at APTC is again related to assessment. However, the purpose of training quality is questionable among participants. CD3 stated that: *An essential requirement for its appeal is the availability of high-quality education and training. High-quality TVET promotes lifelong learning, worker, trainee and trainee mobility, as well as transparency and mutual trust. There are many different factors that contribute to the quality of education and training, including the expertise of the instructors, the excellence of the curricula, programme, and training courses, the excellence of the materials used, the excellence of the facilities and*



*workshops, the excellence of collaboration, and, of course, the excellence of the TVET institution, including its management, personnel and operating procedures. Only if all of the ingredients are top notch, will the finished result be good.* (Interview3 conducted on December 5, 2022)

In addition to this, FG1C also mentioned that: *Graduate trainees in the standard curriculum have the opportunity to acquire knowledge and abilities for a variety of trades through TVET programmes. But a lot of barriers stand in the way of this chance. These issues relate to the accessibility, worth, and usability of TVET skills. It might be possible to enhance the programme's effects on graduate trainees' capacity to work for themselves by addressing these problems.* (FDI1 conducted on December 12, 2022)

FG12 D also mentioned that: *When it comes to TVET quality, the first step is to think about the traits that trainees or apprentices should have in order to succeed in their careers, contribute to society and advance their country. TVET focuses on the intellectual growth of trainees and apprentices. TVET programmes prepare people for a skilled population that, as a result of vocational education and training, successfully navigate the workplace and society for the good of themselves, their communities, and the entire country.* (FDI2 conducted on December 15, 2022)

Based on the above, the research has come to the conclusion that quality in complex systems like TVET does not come from a specific process, but rather from the way the product or service in its final form passes through the system. Meeting performance goals alone does not constitute quality assurance in TVET. Given the complexity of the education and training process, the notion of a graduate as a typical product is inappropriate. TVET programme or institution's competence-based training quality can be characterised by how well it satisfies stakeholder and labour market expectations as well as the mandatory standards set by TVET and other relevant organisations. The accomplishment of the outcomes and competencies (knowledge, skills, and attitudes), as outlined in the expectations of trainees, apprentices, and graduates, their families, employers, community, and nation, is a key indicator of TVET quality.

### ***Socio-cultural factors***

The important issue identified in this research, is youth unemployment which must be given full attention, as young people have the potential to grow the economy of the country; however, a large percentage of the country's youth is unemployed. Youth empowerment is an

attitudinal, structural and cultural process whereby the youth have the ability to make decisions that will put a country in better condition (Curtin, 2020). Accordingly, GWPTC participants justified this fact. From the gathered data, the research can conclude that TVET plays an essential role in the country's economy as it addresses issues pertaining to unemployment and growth of the economy of the country. However, socio-cultural factors have a negative impact in addressing the objectives of TVET in the study area. Accordingly, CD1 explained that: *It has never been easy to persuade trainees, their parents, communities and other stakeholders who see TVET as an adjunct to academic education to change their minds. People frequently have a negative opinion of TVET because it is typically reserved for those who have failed in society. The majority of parents, particularly those with professional skills, want their children to pursue jobs in engineering, medicine, law, and related sectors because they think these professions offer better job prospects. This problem is essential to the development of VET and appears to be among the major obstacles to improving TVET's social standing.* (Interview 1 conducted on December 2, 2022)

FGI1 and FGI2 participants also support the statement of CD1. FGI2E specifically mentioned that: *Social class is one of the primary issues affecting the unfavourable perception of TVET. For instance, although plumbers make as much money as engineers, they nonetheless have a lesser social status. A high social status may not always imply having money. Evidently, even if it doesn't result in more work or income, a college degree is still your passport to social mobility in some groups. How can we alter this belief in order to use an alternative metric for?* (FGI22 conducted on December 15, 2022)

Socio-cultural factors such as values, norms, and family and community affect entrepreneurial traditions of the society. Azeem and Omar (2019) point out that some cultures encourage self-employment, while others discourage it. In some cultures, self-employment is conceived as an occupation for low self-esteeming persons. For instance, the current negative social image of the TVET programme discourages self-employment ideas for TVET graduates. The findings of the study indicate that it is important to ensure that TVET training relates to real world skills needed by industry. Social and economic growth of a country relies heavily on the development and maintenance of a viable and responsive TVET sector. The research points out that with regard to societal attitudes, the TVET programme itself is the victim of a negative image held by society and it has its own negative implication for the failure of GWPTC graduate trainees in relation to self-employment.

According to the findings of this research, TVET is seen as a crucial tool in Ethiopian contexts for developing skills that will increase labour productivity and aid in lowering the nation's unemployment issue. The society's perception of TVET, however, is a difficult one. The government and TVET institutions must take greater steps to raise public awareness in order to improve the situation. CD2 explains: *The majority of the community still views training institutes as the final resting place for secondary school dropouts who are stupid and underachievers, even in modern times. Because of this, parents rarely consider blue-collar occupations for their kids, and as a result, the majority of parents have avoided TVET for decades. Young candidates have been entering and leaving the TVET system with poor self-efficacy as a result. This circumstance poses a severe challenge to boosting self-assurance and opening new career options, particularly for self-employment.* (Interview 2 conducted on December 8, 2022)

FGI1 and FGI2 participants also support the above. FGI1K mentioned that: *TVET trainees have the chance to take part in TVET programmes in order to acquire the skills required for a number of trades. But this faces numerous challenges along the way. One of these issues with society's negative attitude towards TVET is severe. The TVET track has become a last choice for those who have been unsuccessful in getting into more prestigious higher-education institutions due to the attitude of society, in general and potential trainees, in particular. The number of educated but jobless youth in Ethiopian cities is on the rise, and this situation needs to improve by working with the community to raise awareness of the needs of the labour market. TVET programmes offer only limited career prospects, and this further discourages young people from enrolling in them.*

According to the study, the TVET programme is a victim of negative societal attitudes and this has its own negative repercussions for the failure of MPTC graduate trainees with regard to self-employment. The findings of the study highlight how important it is to ensure that the TVET programmes connect to the practical skills required by employers. A nation's social and economic progress depends on the development and maintenance of a robust and adaptive TVET industry. Values, customs, the family and the community all have an impact on the social and cultural traditions of business. Haikin (2015) claim that although certain cultures encourage self-employment, others do not. For those with poor self-esteem, some cultures consider self-employment as a career. For instance, because of the negative social impression of the TVET programme, trainees are less inclined to contemplate starting their own businesses.

In terms of negative societal attitudes, the TVET programme suffering from unfavourable perception by Ethiopian society. Tadele and Terefe (2018) contend that research findings show that students enrolled in TVET colleges are viewed as underachievers or grade ten national test failures. This perception prevents the youth from developing their professional careers in general and from starting their own businesses in particular. In relation to this, the research revealed that socio-cultural factors are one of the challenges for leaders and as such, have a negative impact on the process of linking graduate trainees with self-employment. In addition, the problem also affects the interest of APTC graduate trainees in becoming self-employed in. In light of this issue, CD3 stated that: *Young people are attracted to white-collar careers and experience workplace embarrassment are when doing factory or office labour. TVET has a poor reputation in the public eye in APTC, as it does in many parts of the country. A large part of the reason why TVET is frequently linked to low employment, low salaries, and a lack of prospects for self-development is that earlier TVET programmes were of a low quality and did not prepare graduates for the challenges of self-employment. For students who didn't succeed in getting into higher education, TVET is seen as a location of treatment.* (Interview 3 conducted on December 5, 2022)

Others who took part in the discussion agreed with the aforementioned viewpoint, and in particular FGI1L1 noted that: *Socio-economic considerations, parental influence, the quality of TVET education, and peer influence were successively the strongest predictors of trainees' attitudes towards TVET education. It is advised that the government, the head of TVET, and TVET board members arrange and provide a serious campaign on the value of TVET in the development of the nation; provide financial, material, and human resources to strengthen and enhance the quality of education provided at TVET institutions; and strengthen guidance and counselling services in the larger community to persuade parents to send their children to TVET training.* (FDI1 conducted on December 12, 2022)

According to the study, when it comes to societal attitudes, the TVET programme itself is a fatality of the negative reputation that society has given it, and this has its own undesirable implications for the failure of APTC graduate trainees in relation to self-employment. The social and cultural traditions of entrepreneurship are influenced by aspects such as values, conventions and the family and community. The study's conclusions demonstrate how critical it is to make sure that TVET programmes link to the practical skills that businesses demand. The creation and maintenance of a strong and adaptable TVET industry is crucial for a nation's social and economic development.

To sum up, the findings of the study show that it is important to ensure that TVET training relates to real world skills which are needed by industry. Social and economic growth of a country relies heavily on the development and maintenance of a viable and responsive TVET sector. As indicated earlier, the research points out that with regard to societal attitudes, the TVET programme itself is the victim of a negative image held by society and it has its own negative implication for the failure of graduate trainees in relation to self-employment.

### ***Policy and legal framework***

The formulation and implementation of policies and strategies is an important issue as each organisation strives to remain successful and grow in an increasingly complex, competitive and globalised world. TVET is therefore interdisciplinary by nature and requires an understanding of all functional areas (Hailu, 2017). Based on this fact, the research identified that there is no clear policy and legal framework that helps to create self-employment opportunities for regular programme graduate trainees at the sampled polytechnic colleges. To support this conclusion, it is important to see the response of participants in the study area. Accordingly, CD1 stated that: *At the federal and city levels there are several regulations that were each passed at a different period. However, we lacked a defined strategy or set of guidelines outlining how to assist graduate trainees enrolled in regular programmes in finding self-employment. However, the existence of this policy is essential since it enables us to provide our graduate trainees the chance to engage in self-employment.* (Interview 1 conducted on December 2, 2022)

The issue of the existence of a policy and legal framework would assist regular graduate trainees in becoming self-employed, was raised by FGI1 participants during the discussion. However, participants did not take the issue further and the researcher assumed that participants may not have had detailed information on the existence of a policy and legal framework in their respective polytechnic colleges. Nevertheless, FGI2 participants responded on this issue with FGI2A confirming that there is no clear guideline directly related to self-employment. This finding led the research to the conclusion that GWPTC lacks a clear regulatory and legislative framework that would support the creation of self-employment prospects for regular programme graduate trainees.

As the organisation works to maintain its success and expand in a world that is becoming more complex, competitive and globalised, the design and implementation of policies and strategies is a crucial challenge. Because of this, TVET is inherently multidisciplinary and

necessitates knowledge of all functional fields. Based on this information, the researcher concluded that MPTC's regular programme graduate trainees do not have access to a clear regulatory or legal framework that would enable them to pursue self-employment alternatives. It is crucial to look at how participants responded in order to support this conclusion. As a result, CD1 declared that: *As far as I'm aware, there isn't any specific guidance for TVET institutions' leaders to support opportunities for self-employment. However, I do recall reading about the emergence of an entrepreneurial culture in one document. However, it wasn't successful for a variety of reasons.* (Interview 2 conducted on December 8, 2022)

According to FGI1 and FGI2 discussions, MPTC findings are comparable to those of GWPTC. The research came to the conclusion that MPTC should prioritise implementing a clear policy that is directly related to self-employment.

To sum up, the research determined that MPTC lacks a clear governing legal framework that would assist in fostering opportunities for graduate trainees in the normal programme to engage in self-employment.

Any government's primary responsibility is to create policies that limit the actions of all interested parties. Adequate policies can promote demand-driven, inclusive and sustainable development. Laws, rules and regulations are created as a result of policies in order to carry out policy objectives. The availability of a defined approach in this study's context demonstrates how typical graduate trainees can become self-employed. Based on this, the research revealed that there is no any clear policy, plan or guideline which aids leaders in creating opportunities for self-employment. Accordingly, CD1 stated that: *To support policies and a legal framework, a strong institutional architecture that ensures their development and promotes and enforces stakeholder participation is required. There are new restrictions announced every day. However, there was no definite legal framework in place to help connect graduate trainees in regular programmes with opportunities for self-employment.* (Interview 3 conducted on December 5, 2022)

Similar to the preceding case studies, participants at APTC are unaware of the existence of such a policy or guideline. The study concluded that there is not a clear law that directly addresses self-employment based on the responses of the participants, even though they argue that this regulation is important.

This finding led the research to conclude that polytechnic colleges in study area lack a clear regulatory and legislative framework that would support the creation of self-employment prospects for regular programme graduate trainees.

#### ***5.4.1.3 Opportunities for TVET leaders in the area of self-employment***

This section discusses the opportunities for TVET leaders to develop self-employed regular programme graduate trainees in the study area. To have a better understanding, this sub-theme is again sub-divided into three analysis points to show the opportunities for TVET leaders in the areas of self-employment. These are the introduction of a new TVET policy, economic development of the country and the presence of a wide range of potential actors.

##### ***The introduction of a new TVET policy and strategy***

In Ethiopia, the Education and Training policy of 1994, in place for over three decades, served as the foundation for the education and training sector. However, due to the worldwide dynamics of education and training, it was unable to meet the sector's present needs, necessitating policy reform (MoSHE, 2020). In this section, the significance of the new Ethiopian TVET Policy and Strategy is highlighted and it is seen as a strategy to remove obstacles that TVET leaders face when trying to provide graduate trainees in regular programmes with employment opportunities. Hence, the participants believe the new TVET Policy and Strategy will bring a new hope for TVET sector.

Accordingly, CD1 stated that: *In order to meet the quality and quantity demands of the labour market, we need to produce a productive, independent, competent, and innovative workforce with employable skills. This is made possible by the new TVET policy and plan that was established in 2020. I made this statement because the federal government introduced the new strategy following a thorough analysis of the strengths and weaknesses of the old TVET policy, which was first introduced in 2008. Even though it is too early to judge the outcome, I believe it will address issues, particularly those pertaining to providing graduate trainees in normal programmes with opportunities for self-employment.* (Interview1 conducted on December 2, 2022)

The same issue was discussed with FDI1 participants and almost all have hope that the new TVET strategy will bring some sort of change by solving the problems of the previous TVET strategy. Accordingly, FG1G stated that: *Ethiopian TVET Policy and Strategy's goal is to offer high-quality, demand-driven technical and vocational education and training to all*

*citizens in order to develop skilled, driven, flexible, and creative labourers who can contribute to the nation's economic growth. Therefore, if we are correctly implementing the approach, our regular programme trainees will benefit. (FDI1 conducted on December 12, 2022)*

Additionally, FGI2 participants shared their opinions on this topic, and they all stated their confidence that the new strategy would address the fundamental issues experienced with the prior TVET policy and strategy by introducing fresh experiences, knowledge, technology, and initiatives. FGI2D validated this proposition: *I had the opportunity to attend the formulation of the policy, and what I saw at the workshops we looked at the performance report from the Federal TVET Agency as well as reports from several regional TVET bureaus. We looked at research papers on a few TVET institutions from different countries. Researchers also looked into the methods and experiences of countries with robust TVET systems and TVET breakthroughs. Among them are China, South Korea, Germany, Switzerland, Singapore, Australia and the Philippines. An Ethiopian field survey found that the leadership of TVET agencies/bureau, TVET institutions, and CoC officers all made every effort to give essential information for quality improvement. After international benchmarking visits to the two selected countries, a workshop was conducted to discuss the results with experts and stakeholders, including achievements, challenges, and global best practices and reform concerns. We might be able to build solid national plans and strategies with the help of all the situations. (FGI2 conducted on December 15, 2022)*

As a result of the foregoing debate, the research came to the conclusion that TVET is crucial to the global restructuring of education systems and recovery of labour markets in cities and nations experiencing various challenges. In addition to the worldwide closure of schools, training facilities and jobs that disproportionately affect young people and vulnerable communities, the COVID-19 pandemic further aggravated already existing disparities. Following the devastating recession in 2020, the global economy is experiencing an uneven recovery, with less developed economies experiencing more long-term effects on their rates of learning, training and unemployment. As a result, participants at GWPTC expressed a strong desire in seeing the new TVET Policy and Strategy put into practice.

Various activities have been undertaken in response to the suggestions made in the Ethiopian Education Road Map. The previous Ministry of Science and Higher Education (now a part of Ministry of Education) developed a new TVET Policy and Strategy (MoSHE, 2020) as one of



its endeavours to address the current demands in education and training. In this section, the research attempts to highlight the significance of the new TVET policy and strategy as a means of removing obstacles that TVET leaders have when trying to provide graduate trainees in regular programmes with employment opportunities. Based on this, the research findings indicated that the implementation of new TVET Policy and Strategy would result in a bright future for the TVET industry in the study area because these initiatives place a strong emphasis on the employability of TVET trainees. To substantiate this fact, CD2 said the following: *I agree that the new TVET policy will give the industry a fresh start. The goal of Ethiopia's new TVET policy and strategy is to offer all people with demand-driven, high-quality, relevant technical and vocational education and training in order to develop workers who are qualified, motivated, flexible and innovative and who can contribute to the country's economic growth. The goal in and of itself spurred the entire TVET community to respond favourably to its execution.* (Interview 2 conducted on December 8, 2022)

Participants in FDI1 were asked the same question, and expressed hope that the country's new TVET Policy and Strategy would bring about some form of improvement in addressing the issues with the previous TVET strategy. FGI1B thus indicated that: *Ethiopian TVET Policy and Strategy's goal is to offer high-quality, demand-driven technical and vocational education and training to all citizens in order to develop skilled, driven, flexible, and creative labourers who can contribute to the nation's economic growth. Therefore, if we are correctly implementing the approach, our regular programme trainees will benefit.*

In addition, FGI2 participants also expressed their thoughts on this point of discussion and they agreed that the new document would be able to solve the basic problems of the previous TVET strategy by introducing new experiences, knowledge, technology and initiatives .

According to the research summary, TVET programmes are also viewed as an essential means of closing the skills gaps that are present in the 'modern' economy. Studies, for instance, have shown that Ethiopia's efforts to industrialise have been thwarted by the lack of both soft and hard skills, in addition to the traditional barriers to industrial development. The country's new TVET Policy and Strategy emphasised that TVET should meet all industry needs. However, to implement the policy's objectives, TVET leaders must have robust monitoring and evaluation systems in place.

The goal of policy analysis is to guarantee that the policy chosen is most appropriate for the context and circumstances through a methodical procedure. As a result, there was a revision

of the policy resulting in the Ethiopian TVET Policy and Strategy in 2020. Accordingly, the research attempted to determine how the new TVET Policy and Strategy would affect TVET leaders in the process of connecting APTC graduate trainees with independent work. Accordingly, participants agreed that the updated policy would open up new opportunities for the industry. It is crucial to pay attention to the respondents' reactions to realise this reality. According to CD3: *One of the mechanisms of the TVET support system is the revision of the nation's TVET policy and strategy, which attempts to map out the current labour market, the various stakeholders and the various training institutions in order to ultimately facilitate the match between education and training and employment opportunities. One of the guiding principles in the collaboration of stakeholders in addressing the responsibilities of TVET and national development, will be the revision process, which is subject to updating and upgrading. TVET institutions will profit from this process since, most likely, we will be putting the strategy into practice right away and monitoring the results to see how it affects the labour market gap issues.* (Interview3 conducted on December 5, 2022)

Additionally, FGI1 and FGI2 participants also suggested that the new policy would serve as a bridge between the problem of employability of graduate trainees and the labour demand of industry, especially in the area of self-employment. To support this fact, FGI2 E said that: *The issue of the transition from training to job directly affects those who get both initial and continued training. The structure and dynamics of the labour markets are among the external factors that have an impact on this shift. It also results from internal system factors like the division of labour between central directorates and training facilities, the synchronisation of certification requirements with educational requirements and the quantitative and qualitative control of training provision based on market demand.* (FDI2 conducted on December 15, 2022)

The research emphasises that the TVET policy and Strategy, promulgated in 2020, has already been introduced; the next phase is to implement it as soon as possible, making every effort to meet the milestones outlined in the document. Federal and Regional Governments, their agencies, and other stakeholders must work diligently to implement the policy and strategy. TVET leaders in the study region should have reacted quickly and effectively to handle issues relating to connecting graduate trainees with self-employment opportunities even during the implementation phase.

### ***The country's growing economy and new markets***

The capital city of Ethiopia is an excellent illustration of the country's recent, rapid economic progress. It is a well-known fact that Ethiopia has had one of the world's fastest growing economies since the start of the 21<sup>st</sup> century, with double-digit growth rates during the first decade. Ethiopia continues to be one of the fastest-growing non-oil producing economies in the world, despite the fact that the economy's recent momentum has diminished somewhat. For the upcoming years, the growth in the Gross Domestic Production (GDP) is predicted to be between and above 7% yearly. The economic and financial systems are going through numerous changes at the same time. This study's primary goal is to provide answers to the concerns of how TVET institutions in the study area may take advantage of the new markets and expanding economy to foster prospects for self-employment. This led the research to note that GWPTC administration has misjudged the potential. It is decisive to pay attention to the participant responses in order to demonstrate this truth. Accordingly, CD1 stated that: *Ethiopia has undoubtedly made significant strides towards achieving one of Africa's fastest development rates and eradicating poverty in both urban and rural areas. TVET is considered to be the solution to developing skills, increasing productivity, and lowering the unemployment issue. The expectation is that TVET colleges would generate trained production employees who can meet the demands of both domestic and foreign industrialists, whose operations are exploding inside and outside of industrial parks. The creation of jobs for young people in the paid and self-employment sectors is another goal of TVET institutes. However, because self-employment involves the engagement of numerous parties, it is challenging to develop employment chances.* (Interview 1 conducted on December 2, 2022)

Additionally, FGI participants talked about this matter and agreed that they did not take advantage of the occasion in a proper manner. One of the discussants, FGI1J gave the following explanation: *Overall, Ethiopia has demonstrated a highly impressive growth for the first time in recent memory, and its valiant efforts to achieve power self-sufficiency and free the vast majority of its expanding population from crippling poverty have gone far beyond anything that many would have dared even dream about ten years ago. Our college leaders, including myself, are unable to fully grasp this reality. As a result, we are unable to provide our regular programme graduate trainees with additional options in the field of self-employment.* (FGI11 conducted on December 12, 2022)

Furthermore, FG2C mentioned that: *The rise of TVET institutions in the public and commercial sectors, as well as the high unemployment rates among regular programme*

*graduate trainees, first frightened us as a city level in order to take advantage of the country's economic growth opportunity. We must strengthen this area if we are to better prepare these unemployed graduates for the workforce (FGI1 conducted on December 12, 2022)*

To conclude, it seems that the GWPTC has not sufficiently incorporated some of the most significant government programmes meant to change the economy. It is unclear, for instance, how the TVET system might help achieve the Sustainable Development Goals (SDGs) of the country or how graduate trainees would profit from this within a growing economy.

As previously indicated, Ethiopia is the second-most populous nation in Africa and boasts one of the world's fastest-growing economies. Several government-owned properties from the previous administration have either undergone privatisation or are in the process of doing so, and the financial industry will soon undergo liberalisation. However, nearly half of Ethiopia's citizens are under the age of 18. The research imagines that the TVET sector would primarily benefit from the influx of new labour because it is necessary to meet their basic requirements and demands. Therefore, the leaders need think about their responsibilities and mobilise the available resources and to support this. CD2 states that: *Ethiopia's economy has, as we all know, expanded significantly during the last two decades. In this economy, skilled labour is necessary. The primary responsibility of TVET institutions is to produce middle-level technicians. As a result, as TVET institutions leader, we aim to take advantage of the country's economic development and do our best to meet market demand.* (Interview 2 conducted on December 8, 2022)

Participants in FDI1 and FDI2 also shared a favourable outlook on how the nation's economic development supports TVET institution efforts to produce middle-level manpower in the form of salaried or self-employed workers. In light of this, the research investigated how TVET leaders evaluate the significance of these stakeholders in relation to developing opportunities for graduate trainees to engage in self-employment in order to realise its organisational vision and goals.

Accordingly, the researcher concluded that if the leaders of APTC properly recognise and comprehend the scenarios, this motivated economy will open up new opportunities for them. Accordingly, CD3 stated that: *All in all, the highly impressive growth that Ethiopia has shown for the first time in its recent history and its heroic efforts to reach power self-sufficiency and lift the bulk of its growing population from the grips of debilitating poverty*

*are beyond what many would have dared even to dream about just ten years ago. At the same time, the recent tragic events in the Addis Ababa indicate that there is an undercurrent of dissatisfaction with the land issues and the rising cost of living in Ethiopia. To tackle this problem, TVET institutions serve more by producing job opportunities in the form of wage and self-employment. (Interview 3 conducted on December 5, 2022)*

Additionally, discussants from FGI1 and FGI2 shared ideas similar to those in CD3 and noted that the country's economic development would open up new opportunities because TVET is still anticipated to provide labour for this trajectory economy. FGI2F specifically mentioned that: *Although much remains to be done, especially in terms of income equality, Ethiopia in many ways is on a fast track towards reaching its goal of becoming a middle-income country by 2025. The rapidly changing economic roles and status of TVET graduates in Addis Ababa will make them ready to contribute in their role as an individual or organise themselves in group to work together in the form of self-employment. (FDI2 conducted on December 15, 2022)*

To sum up, it is significant that all responders recognise the country's economic development opportunities, which would result in greater benefits for the sector if leaders and all stakeholders use them effectively and in synchronisation with their system.

### ***Presence of a wide range of potential actors***

The TVET system must be led by the participation of a large stakeholder group in order to serve and relate to all these sectors through high quality and demand-responsive instruments (UN, 2016). Based on this, the research attempted to investigate how TVET leaders assess the significance of the stakeholders in relation to creating self-employment options for graduate trainees in order to realise its organisational vision and missions. As a result, CD1 declared that: *TVET is obviously crucial for many stakeholders. The development and implementation of policies and standards, funding and the provision of training, monitoring and assessing the provision of training, performing occupational evaluations to maintain quality assurance, etc., all require the participation of these stakeholders. Although the objectives of various players may change over time in response to modifications in the socio-economic environment of the country and changes in the demand for TVET. As a polytechnic college, we work with diverse parties to achieve our aim. However, the issue is particularly with the government agencies who failed to facilitate the process of matching graduate trainees with self-employment prospects. Because they should have created market interfaces,*

*provided loans as seed money, provide machineries and provided working spaces (with shade), but they didn't.* (Interview 1 conducted on December 2, 2022)

The FGI1 and FGI2 discussants also engaged in a discussion of the subject and came to the conclusion that the importance of various actors for the TVET sector is undeniable, particularly in facilitating the connection between graduate trainees and opportunities for self-employment. The issue is that the majority of NGOs concentrate on offering training in areas like life skills, entrepreneurship, job finding skills, amongst others. The government agencies have just signed a memoranda of understanding with TVET institutions without paying attention to this kind of cooperation. To summarise, the TVET system has lagged behind in encouraging stakeholder engagement, as was covered in detail in prior sections. The GWPTC lacks effective coordination with other stakeholders, such as governmental organisations, and weak links with potential actors.

A branch of education and training known as technical and vocational education and training (TVET) aims to provide individuals with the knowledge, attitudes and skills needed to adapt to the changing nature of technology and the labour market. Experience across the globe has shown that simply boosting TVET does not solve the problems of unemployment and low economic output. The research acknowledged that TVET functions at the intersection of various societal sectors to accomplish its goals in the research area. The TVET system must be led and executed with the participation of a large stakeholder group in order to serve and relate to all these sectors through high quality and demand-responsive instruments. To support these claims, CD2 said that: *TVET must adapt to the labour market's requirements for competence and produce a skilled, motivated, and adaptive workforce that can stimulate economic growth and development. It takes a robust TVET strategy and policy to make the aforementioned national development a reality, it needs stakeholders' participations in different aspects.* (Interview 2 conducted on December 8, 2022)

Further FD1H also stated that: *As a college, we are collaborating with a variety of parties in an effort to close any gaps and provide graduate trainees in our normal programmes with the opportunity to work for them. Each party will bring their particular expertise, experience and capacities to the table. But the outcome is unsatisfactory.*

In order to draw a conclusion about the subject, the research discovered that although the interests of various actors may change over time, in accordance with the growth of the national socio-economic system and the demands for TVET changes, at present, the

anticipated outcome was not being realised for a variety of reasons, but the most crucial one is the weak capacity of leaders to hold and manage these changes.

APTC participants talked about whether there was an explicit strategy that demonstrated how regular graduate trainees in the sample colleges could become self-employed. It is clear that TVET is essential for many stakeholders. As a result, it works at the intersection of several stakeholders. CD3 reported that: *Another chance that ought to be effectively taken advantage of is the partnership system intended to include the corporate sector, NGOs, as well as bilateral and multilateral organisations. This applies particularly to the providers. This is due to the important roles that these organisations, by entering into cooperative agreements, play in giving technical and financial support to the training organisation and helping to raise the training's overall quality.* (Interview 3 conducted on December 5, 2022)

In addition, FG11 stated that: *The government, both private and public employers, the business sector, MSEs, and various cooperative associations; the chambers of commerce and sectorial associations; trade unions and professional associations; public and private TVET providers; civil societies and NGOs; and others are among the actors whose interests may change over time as the development of the national socio-economy and the demands for TVET changes.* (FDI1 conducted on December 12, 2022)

The research came to the conclusion that TVET institutions are making an effort to work with important players in order to develop partnership with its stakeholders. The development and implementation of policies and standards, funding and the provision of training, monitoring and assessing the provision of training, performing occupational evaluations to maintain quality assurance, amongst others, all require the participation of these stakeholders.

#### **5.4.2 Available Resources and Conversion Factors to Link Graduate Trainees with Self -Employment**

This section deals with the second research sub-question, which was: *What resources are accessible to use as conversion factors for leaders in TVET institutions to link graduate trainees with self-employment opportunities in the Addis Ababa City Administration?*

TVET institutions in the study area provide skilled labour for industry through both salaried employment and self-employment. But for a variety of reasons, they have not yet delivered as anticipated, providing a lengthy list of justifications for why they failed. Among these, the issue of resource availability is significant. The so-called ‘conversion factors’, as indicated in

the capability theory, determine whether a person has the capacity to achieve a particular ‘doing’ or ‘being’.

This analysis focuses on how TVET institution leaders interlinked the issues, that is, resources and conversion factors. Accordingly, this has two sub-themes: resources issues and conversion factor issues.

#### ***5.4.2.1 Resource availability and self-employment conditions***

A source, supply or support is a resource if it may be exploited to generate income or other benefits. Resources are frequently untapped natural sources of riches or amenities that enhance living. A company’s resources, such as its land, money, materials, equipment, labour, time, manpower, management and knowledge, expertise and information are crucial (Walker & Unterhalter, 2007). The research concluded from the analysis of data that both material and immaterial resources are available; however, as previously discussed, the failure comes with connecting graduate trainees with the possibility of self-employment by converting the resources on hand. In light of this, participants agreed that the availability and accessibility of resources has improved through time because the government allocates a specific budget for public TVET institutions; however, leaders are unable to synchronise these resources to create job opportunities. To illustrate this point, CD1 said that: *We have a variety of resources as a polytechnic college. It may include personnel such as instructors and support staff, physical assets such as buildings for theoretical and practical sessions, entrepreneurship incubation centres, equipment and machineries etc. Additionally non-physical resources such as policies, strategies, manuals, occupational standards, life skill training manuals, entrepreneurship training manuals, VGC service, cooperative training service, industry extension service, supportive system, stakeholder's contribution, etc. Additionally, we have financial resources including designated budget and internal earnings, among others. With the help of these tools, we are able to provide both formal and nonformula trainees jobs. However, as institution I have doubt that we are utilising all these resources effectively and efficiently to link graduate trainees with the opportunities of self-employment.* (Interview 1 conducted on December 2, 2022)

Additionally, the majority of FGII participants comment that at GWPTC resources are available, but that leaders are unable to manage and coordinate these resources in order to generate employment possibilities. Specifically, FGID endorses that: *Technology, funding, and industry partnerships, can significantly impact the success of TVET programmes,*



*especially in facilitating graduate trainees' transition to self-employment. As a college, these resources are there sufficiently but the challenge is how to convert these resources.*

In conclusion, access to resources in TVET institutions is crucial for connecting graduate trainees with prospects for self-employment. It is possible for trainees to develop practical skills, create professional networks, get finance, and make use of the newest technologies by having access to tools, funding, and industry relationships. This will enable them to realise their entrepreneurial goals. GWPTC management, however, failed to appropriately convert these resources to connect regular programme graduate trainees with prospects for self-employment

MPTC participants reported that resource accessibility and availability have improved over time due to the government's budget allocation to public TVET institutions. However, MPTC has failed to expose graduate trainees to the prospect of self-employment. The challenge is in having leaders convert all resources in order to create job opportunities. In addition, the analysed data revealed that at MPTC, even though there is a problem with the process of purchasing training materials on time, both accessibility to material and immaterial resources has increased over time. To make a point about this, CD2 stated that: *We are a polytechnic college with a wide range of resources. It may consist of human resources like trainers, expertise and support staff, tangible assets like equipment and buildings for incubators for start-ups, and intangible resources like policies, strategies, manuals, occupational standards, guides for life skills training, guides for entrepreneurship training, VGC service, guides for cooperative training, guides for industry extension, stakeholder manuals, etc. Our financial resources also include internal revenue and a specified budget, among others. These resources enable us to offer positions to trainees in both formal and informal settings. However, I don't think we are using all of these resources as institution properly and efficiently, especially to create job opportunities in the form of self-employment.* (Interview 2 conducted on December 8, 2022)

FGI2B supports the idea that: *Technology, money, and industry alliances can have a big impact on TVET programmes' success, particularly when it comes to easing graduate trainees' transition to self-employment.*

In conclusion, TVET institution access to resources is essential for providing graduate trainees with opportunities for self-employment. By having access to resources, money and

connections in the business, trainees can acquire practical skills, build professional networks, gain funding and utilise cutting-edge technology. They will be able to accomplish their business objectives as a result. However, MPTC administration did not effectively transform this resource to link regular programme graduate trainees with opportunities for self-employment.

APTC participants reported that resource availability and accessibility have increased over time as a result of the government's equitable budget distribution to public TVET institutions. But as was previously stated, the APTC did not introduce graduate trainees to the idea of self-employment. However, the difficulty lies in getting leaders to coordinate all of these assets in order to provide employment possibilities. Additionally, the information gathered enabled the research to draw the conclusion that, despite the issue of a protracted purchasing process for training materials, APTC offers material and immaterial resources, and that accessibility has occasionally improved. In order to emphasise this, CD3 said that: *As a polytechnic college, we have a wide range of resources. It could include people like top level managers, management committee, academic commission, trainers and support staff, material assets like machineries, equipment and buildings for entrepreneurship incubators, and intangible resources like policies, strategies, manuals, occupational standards, manuals on entrepreneurship training, manuals from the VGC service, manuals from cooperative training, manuals from industry extension services, stakeholder manuals, etc. These resources enable us to provide both formal and informal trainees employment. I think we are successful to create job opportunities for wage employment but we have limitations in the area of self-employment.* (Interview 3 conducted on December 5, 2022)

To sum up, the research deduced that at APTC trainees have access to opportunities to use these resources which will help them achieve their future business objectives. However, APTC administration did not effectively transform this resource to link regular programme graduate trainees to opportunities for self-employment.

#### **5.4.1.2 Leaders and conversion factors**

Surprisingly, the capability use of the concept of conversion factors is not entirely clear. The so-called 'conversion factors' determine whether someone has the capacity to attain a particular doing or being. They thus signify how much functionality one may obtain out of goods or a service (Robeyns, 2011).

Three sub-themes emerged from the data analysis and include personal characteristics, social characteristics and environmental characteristics all of which play a role in the conversion from characteristics of the good to the individual functioning.

#### ***5.4.1.3 Personal conversion factors***

Surprisingly, the capability use of the concept of conversion factors is not entirely clear. The closest definition of this significant concept relates to ‘conversion factors’ determining whether someone has the capacity to attain a particular ‘doing’ or ‘being’. This thus signifies how much functionality one may obtain out of a good or a service. Personal conversion are such as intelligence, training, and skills, amongst others as this affect the types and degrees of capabilities one can generate with resources (Robeyns, 2011) . Personal factors can influence how a person can convert the characteristics of the commodity into a functioning.

#### ***5.4.1.4 Leader commitment to link graduate trainees with the opportunity of self-employment***

In the modern world, leadership is one of the major enablers of organisational success both in performance and sustainability. Leadership commitment is about increasing the opportunities for employees to take part in the development of activities, and strike a balance in order to make employees work on good ideas. The way to evaluate leadership commitment may include achieving the organisational mission, vision and objectives. Consequently, the research perceived that GWPTC leaders’ commitment to creating self-employed graduate trainees is weak. To illustrate this generalisation, it is important to see the response. Accordingly, CD1 explained that: *I understand that leadership commitment gives you the motivation and direction you need. Since commitment makes you dedicated, you may direct all of your resources and effort on achieving your goals. Creating possibilities for the graduate trainees in our regular programme to work for pay or on their own is one of our objectives. Sadly, we are ineffectual in the area of self-employment for a variety of reasons. That does not, however, imply that we are not devoted. Your dedication might not always pay off. Other negative factors exist both inside and outside the company.* (Interview 1 conducted on December 2, 2022)

Additionally, FGI1G stated that: *People who are devoted have a strong sense of purpose and a compelling reason for existing, and this alone is tremendously effective in guiding them toward achievement. When we visit our college, I get the impression that the administrators*

*there are not genuinely committed to generating job possibilities for graduates especially in the area of self-employment. One of the reasons for this is that the management committee and academic commissions are not prepared to allow sufficient time for discussion and the development of alternatives.*

Furthermore, FGI2A stated that: *Leadership commitment entails having a clear sense of where you're headed and an understanding of how to get there without getting lost. In other words, if your devotion results in achievement, your vision will become evident. However, when it comes to our scenario, we face issues with lack of commitment from college deans up to city-level TVET officials to develop job prospects for regular programme graduate trainees in the area of self-employment. The reason is that I thought that there is no binding guideline or performance indicator for TVET institutions leaders how to perform these situations.*

The research draws the conclusion that GWPTC leaders are less committed to establishing self-employment opportunities for regular programme graduate trainees. This may be due to the lack of clear guidelines or performance indicators developed by high level officials, or it may be because of their personal traits giving the issue the attention it deserves. The fact that FG1G said that leaders are not prepared to regularly assess the issues of self-employment on their management committee and academic commission meetings, is one of the reasons for drawing this conclusion. Additionally, as the CD1 mentioned above, there are other unfavourable aspects of the business both internally and externally.

#### **5.4.1.5 Leadership style**

The participants talked about the initiatives taken by TVET leaders to foster a strategic leadership culture in their college and produce graduate trainees who can become self-employed. Strategic leadership is a sort of leadership that describes a manager's capacity to present a planned vision for an organisation (Baraki *et al.*, 2022). It also refers to acquiring qualities of effective leadership, as well as the capacity to inspire group members and implement structural change. The strategic leaders create an organisational structure, manage its resources, and express a strategic vision. The strategic leader manages challenging duties that have an impact on several occasions and external organisations while working in a volatile environment. The research perceived that MPTC leaders are unable to effectively create a culture of strategic leadership in light of these opinions on strategic leadership. Viewing the respondents' responses is crucial for further explanation. As a result, CD2

declared that: *The democratic/participatory leadership style is typically used in our college rather than strategic leadership since strategic leadership requires specificity, passion, expertise, and skills to fulfil an organisation's or a group's goals. However, there are still certain implementation shortcomings in this polytechnic college's strategic leadership model. Because of this, it is challenging for us to accomplish certain of our organisational goals, such as providing graduate trainees with chances for self-employment.* (Interview 2 conducted on December 8, 2022)

FGI participants, grouped into FGI1, were asked the same question. The views of the FGI participants differed on this issue. In accordance with the question, FG1 explained that *one of the tenets of strategic leadership is the distribution of responsibility, which college leaders have attempted to do.* (FDI1 conducted on December 12, 2022)

FG1F also confirmed that: *The college's founders made an effort to develop several avenues for generating and testing ideas. This approach is comparable to democratic leadership, which allows members of the organisation to come and share their original ideas. It aids in the growth of concepts that produce a venture's values. However, more work is required to ensure strategic leadership principles in order to foster an entrepreneurial culture and provide possibilities for graduates to work for themselves.*

Another participant FG1H stated that: *I disagree with the viewpoints of the previous speakers since the leadership style of this polytechnic institution is not democratic; rather, it is a dictatorship because they did not consult with many stakeholders before making their decisions; instead, they just stated do this and don't do that.*

FG1D also mentioned that: *The TVET bureau has made an effort to train the directors of public TVET institutions on the subject of strategic leadership style more than twice or three times and to inform them that the issue of self-employment is currently one of our top priorities at the local level. However, we are ineffective at the municipal level, particularly for graduate trainees in the regular programme, because the heads of their institutions guide them according to routine rather than strategically.*

In order to achieve this, the research summed up that the democratic/participatory leadership style is mostly used in the college to lead and manage various activities. The majority of responses from the FGI1 and FGI2 participants were comparable to this viewpoint. However, the significance of a strategic leadership approach for achieving organisational goals, such as

providing regular programme graduate trainees with self-employment options was made clear by all participants. Therefore, a strategic leadership approach may allow for improved stakeholder participation, teamwork, partnership and synergy in order to accomplish their shared objective. Effective leaders spend much time forming, maintaining and changing the organisational culture because changing the common beliefs and conventions that organisational members share, is a crucial component of leadership.

#### ***5.4.1.6 Social conversion factors***

According to Robeyns (2011), social conversion variables are influenced by a multitude of societal aspects, such as social institutions, social norms, traditions and behaviour, as well as power relations of others in society. In line with this, this research views organisational design and management philosophy as social conversion variables.

The systematic placement of human resources within a company to accomplish shared business goals is known as organisational structure. To ensure that work and information flow smoothly and an organisation runs smoothly, it explains the tasks and responsibilities of each member of the team. The respondents concurred that GWPTC is better organised than in the past and now has greater influence in the case study area. According to Figure 5.1, the organisational structure of GWPTC shows that the office for training and capacity building, the office for industry extension and technology transfer, and the office for trainee development are divided into three sections, starting with the TVET Bureau and moving down to the college dean. The vice-dean for trainee development is specifically in charge of trainee issues, such as job placement.

Additionally, document analysis of the VGC office's job descriptions reveals that the office is allocated responsibility for handling matters related to self-employment and is directly under the direction of the trainee development vice-dean. As a result, this is a great structure for carrying out the college's multiple purposes and objectives. However, the VGC office is not yet prepared to support graduate trainees who wish to work for themselves. As previously stated, GWPTC currently has no particular office with a clear job description for facilitating opportunities for normal programme graduate trainees to engage in self-employment.

The participants concurred that MPTC is more powerful and better organised than in the past with regard to the case study area. The office for training and capacity building, the office for industry extension and technology transfer, and the office for trainee development make up

the organisational structure. All these offices are under the supervision of vice-deans. The vice-dean for trainee development is ultimately in charge of trainee issues. As a result, this is a great structure for carrying out the college's multiple purposes and objectives. However, the organisational structure of the city's TVET colleges and polytechnics does not facilitate the encouragement of a self-employment culture within the institutions. For the reason, there is no particular office with a clear job description for establishing or facilitating opportunities for graduate trainees in regular programmes to engage in self-employment.

An organisational structure is a system that outlines how certain activities are directed in order to achieve the goals of an organisation. These activities can include rules, roles, and responsibilities. The organisational structure also determines how information flows between levels within the company. The organisational structure also determines how information flows between levels within the company. For example, in a centralised structure, decisions flow from the top down, while in a decentralised structure, decision-making power is distributed among various levels of the organisation. Having an organisational structure in place allows companies to remain efficient and focused. The typical depiction of structure is the organisation chart. Based on this it is important to establish if the organisational structure of APTC is conducive for implementation of organisational mission and vision. Accordingly, CD3 stated that: *When we compare the organisational structure the TVET colleges and Polytechnic Colleges from the previous organisational charts, the recent one is better as it tried to solve the problems of chain of command. However, when we come to the issues of self-employment again the structure has difficulty because to create self-employment opportunity for trainees, it needs collaboration with many stakeholders. However, the new structure didn't consider who has to do this activity. There should be one stop service office which helps to organise all activities in relation to self-employment.* (Interview 3 conducted on December 5, 2022)

FG1I mentioned that: *The organisational structure of the college is not conducive to achieve the college mission and vision. Why I said this in the previous organisational chart there was one office was called Mobilisation Directorate. One of its main functions was to link the college with other stakeholders especially out of the college. I do not know the reason now we don't have the office which helps to coordinate such mobilisation activities. As the result, FGC office has got the problem to work with different stakeholders especially working on self-employment*

FGI2D also mentioned that: *Before the implementation of new organisational structure for TVET colleges and polytechnic colleges Addis Ababa public servants bureau organised a workshop to comment on the new organisational chart. The participants of the workshop including me were criticised and comment on the new organisational structure. However, the bureau didn't change structure based on the comment which were given. So, it has the problem to achieve the college mission and vision including the issues of self-employment*

Based on the above findings, the research concludes that the organisational structure of APTC has difficulty in attaining the organisational mission and vision of the college in relation to self-employment. Organisational challenges are difficulties employees face that prevent them from accomplishing their goals. In the workplace, problems can manifest in the environment and among team members and management. Organisational challenges can impact employee retention and productivity, but there are ways to solve them and enhance the efficiency of the workplace. Knowing the common sources of workplace problems can help the leader address them and build productive relationships with employees.

#### **5.1.1.1.1. Environmental conversion factors**

Environmental characteristics play a role in the conversion from characteristics of the good to the individual functioning. Environmental conversion factors, for example include climate, infrastructure, institutions, public goods, elements of the world surrounding the individual (Mijena et al. 2017). Support systems could be seen as a social conversion factor.

GWPTC participants discussed support systems as the conversion factor in creating self-employed graduate trainees. These support system services are mainly government agencies working in collaboration with the college to achieve common objectives such as on-the-job creation activities. These institutions are entrepreneurship development and job creation bureaus, financial and capital lease institutions, and trade offices amongst others. However, when their coordination is evaluated to achieve their common agenda, it is insignificant. To indicate this, CD1 stated that: *These support services have their share to the success of TVET graduates in venture creation efforts. Ideally, we are expected to do together to achieve our common agenda. However, currently as a TVET institution we are suffered by economic factors like lack of capital, working place, facilities and the market are at the forefront. The issue of start-up capital and inadequate provision of micro credit services are therefore central to the TVET graduates to start new MSE. Hence, government economic policies*



*which encourage self-employment by providing credits, working shades, technical assistance are some to mention few. (Interview 1 conducted on December 2, 2022)*

FG1 and FGI2 participants also support the CD1 comment. From this, the research perceives that GWPTC leaders are not utilising the environment conversion factors by breaking this unfavourable climate of support service's misguided relationship between the college and the support system.

Participants talked about the support system's capacity to produce graduate trainees who are self-employed. System services for support factors relating to the availability of support services include the calibre of educational facilities, lending institutions, staff assistance for independent contractors, and consulting services. CD2 explained that: *These assistance programmes contribute to TVET graduates' success in their endeavour's to launch new businesses. According to some academics, support services are less significant because entrepreneurs are born, not made. However, it has been demonstrated that one may become self-employed with the proper instruction, follow-up support, and assistance. Untapped potential can certainly be discovered and developed through well-planned, comprehensive training that includes entrepreneurial skills. This leads us to the conclusion that a TVET institution's training programme's type and quality are crucial to the self-employment of its alumni. The development of self-employment and an entrepreneurial environment is a common result of entrepreneurship and innovation training programmes offered by institutions. This demonstrates how the institution's ability to provide the students with the required knowledge, abilities, and attitude opens the way for the realisation of self-employment. (Interview 2 took place on December 8, 2022)*

Participants in FG1 and FGI2 concur with the CD2 comment. The researcher infers from this that MPTC officials are failing to take advantage of the environment conversion elements by severing the harmful support service climate and the mistaken interaction between the college and the support system. Participants at APTC discussed how TVET leaders may assist graduate trainees in becoming self-employed by converting support systems as an environmental conversion element. The institutions that offer support system services are primarily government agencies that work with the college to achieve common objectives, particularly when it comes to initiatives to create jobs. The Office for Job Creation, financial institutions, capital lease institutions, trade offices, amongst others, are some of these organisations. In light of what CD3 indicated: *we should work together to achieve our*

*common objectives with the help of the support systems. However, we have economic challenges as a TVET school right now, including a lack of funding, employment possibilities, infrastructure, and the market. For TVET graduates who want to start new MSEs, the lack of microcredit services and the requirement for start-up capital make these issues critical. Because there is no regulation requiring them to provide these services to our college in order to connect graduate trainees to self-employment, we confront challenges as a leader.* FG1 participants agree with CD3's assertion. The study concludes that this lack of clear instructions for how to collaborate in this area means that APTC leaders are less able to connect graduate trainees with opportunities for self-employment.

### **5.4.3 TVET Leaders' Capability Sets to Link Regular Programme Graduate Trainees with Opportunities for Self-Employment**

The third sub-research question was: *What capability set of choices do TVET institutions leaders have to link graduate trainees in the Addis Ababa City Administration?*

A person's capabilities are defined as the many combinations of functioning that a person can attain, whereas functionings are the 'beings' and 'doings' of a person. Accordingly, capability is a collection of vectors of functionings that reflect an individual's freedom to live any kind of life they choose (Sen, 1992). A person's capabilities and functionings are unique but closely related. The capabilities approach is purposefully lacking. It neither provides a list of important capabilities nor assigns a numerical value to each one. People must be involved in both the determination of capabilities and the selection of priorities, since these are value judgements.

Eight related sub-themes focus on the leadership skill sets that are generally available to leaders and their freedom to develop opportunities for self-employment. The sub-themes include labour market information, entrepreneurship training, VGC services, cooperative training, saving culture of trainees, support from parents or guardians, support systems, industry extension services, parents or guardians as capability.

#### ***5.4.3.1 Labour market information as a capability set***

The purpose of a labour market study in the TVET sector, according to Ethiopia's TVET Policy and Strategy, is to close the knowledge gap on the employability status of TVET graduates by polling government agencies, for-profit businesses, and non-governmental organisations (MoSHE, 2020). The development of business enterprises or companies by

individuals, results in another aspect of the labour market: options for self-employment. Many nations encourage young people to start their own businesses in order to protect them from the ups and downs of the labour market.

The research findings of this study, however, indicated that GWPTC is not prepared to conduct subsequent labour market studies. GWPTC has not updated its labour market data as a result. It is crucial to look at the responses in order to demonstrate this reality. Consequently, CD1 declared that: *Despite what the TVET strategy advises, the training provided by TVET institutions must be based on annual surveys of the labour market. However, due to a number of reasons, our college hasn't conducted the survey for the past few years in a row. Numerous occupational requirements are therefore no longer applicable, and our graduate trainees have not been hired to take their place.* (Interview 1 conducted on December 2, 2022)

The same question was asked FGI1 and FGI2 participants and FGID mentioned that: *According to my knowledge, labour market information and monitoring is a crucial instrument for the TVET system to identify and analyse the labour market's needs in order to continuously modify their training programmes to meet those needs*

Furthermore, FGI2D also stated that: *The findings of the labour market survey will provide data that can be used to inform the creation of policies and strategies that will improve the overall TVET system's effective and efficient contribution to the country's national development strategy. The study's conclusions will serve as a common method for data collection and analysis for the federal TVET agency, local TVET bureaus, commissions, and organisations, schools, and institutions. At the city and college levels, labour market surveys are not, however, conducted in accordance with industry standards*

According to the research findings, the TVET system must identify and study the labour market's requirements in order to continuously analyse and modify its training programmes in order to meet those requirements. Although GWPTC has a weak labour market survey practice, leaders have less control over where they can find opportunities for self-employment for their regular programme graduate trainees. As a result, GWPTC leaders do not utilise their significant potential to use labour market data to connect regular programme graduate trainees with self-employment prospects.

A significant component of labour market activity and a potential driver of employment growth is self-employment. Although increases in self-employment have occasionally been associated with economic downturns, there does not seem to be any proof that financial necessity plays a big role in ‘choosing’ this type of work arrangement. Many nations encourage young people to start their own businesses in order to protect them from the ups and downs of the labour market. The study's research findings, however, indicated that MPTC is not yet prepared to conduct a labour market. The college has not updated its data on the labour market. It is crucial to look at the responses in order to demonstrate this reality. Consequently, CD2 declared that: *Ethiopia's Technical and Vocational Education and Training (TVET) system was developed to provide suitably skilled labour to the nation's expanding industrial sector, particularly the manufacturing sector. As providers of skilled labour, TVET institution must align the skill training they provide with the needs of the industrial sector, which entails determining the need for skilled labour in that industry. However due to different factors we didn't do labour market study for the past few years.* (Interview 2 conducted on December 8, 2022)

Additionally, FG1E also mentioned that: *The creation of self-employment opportunities by individuals through the creation of business ventures or businesses is the other component of the labour market. Many nations encourage young people to start their own businesses in order to avoid the ups and downs of the labour market on the one hand, and to create new employment opportunities for others on the other. In other words, they want to change from being sellers of labour to buyers of labour on the labour market.*

Furthermore, FGI2G stated that: *The findings of labour market survey will provide insights which could be utilised in the process of policy and strategy formulation to improve the contribution of the overall TVET system to the national development plan of the country in an effective and efficient manner. The finding of the study will also serve as uniform data collection and analysis tool for taking policy and administrative measures by the Federal TVET agency and regional TVET bureaus/commissions/agencies, as well as the colleges/institutions. But the practice of doing labour market survey is weak at city level and college level.*

The research concludes the practice of doing labour market surveys at MPTC is weak. As the result, leaders have less opportunity to create self-employment opportunities for their regular programme graduate trainees. This shows that leaders are not using labour market

information as capabilities set to link graduate trainees with self-employment endeavours.

Labour as the skill and ability to perform a task, can be sold and bought in a market. Operating within the basic principles of a market mechanism, the labour market is a voluntary exchange between the seller and the buyer, implying that a worker provides labour in exchange for a sum of money to be paid by a buyer. The other dimension of the labour market is self-employment opportunities people create through the establishment of business enterprises/companies. Accordingly, MPTC was not ready to conduct a labour market study; as a result, it is difficult to consider that the labour market is a capability set for leaders in the study area. To these facts CD3 stated that: *Even though the TVET strategy proposed TVET institutions training delivery has to guide by doing labour market survey. However, due to different reasons, our college was not doing the survey for the past few years. That is why some of occupational standards are obsolete; as the result our graduate trainees having not jobbed and self-employed after graduate. We identified it as our gap and we have a plan to improve it* (Interview 3 conducted on December 5, 2022)

FG1I also mentioned that: *According to what I understand, the purpose of a labour market survey is to close the knowledge gap on the employability of TVET graduates by polling businesses and government agencies. Furthermore, by conducting routine labour market surveys, the pace, structure and sustainability of the government's initiatives for self-employment could be better tracked and studied. However, for a variety of reasons, our college is not yet prepared to conduct a labour market survey.*

FG2C stated that: *The findings of labour market survey will provide insights which could be utilised in the process of policy and strategy formulation to improve the contribution of the overall TVET system to the national development plan of the country. But the practice of doing labour market survey is weak at city level and college level.*

The research suggests that labour market information is an important tool for the TVET system to identify and analyse the requirement of the labour market to continuously inform the adjustment of their training programmes and align them with the requirements of the market. However, the practice of doing labour market survey at MPTC has been weak over the past three years. As the result, leaders have less opportunity to create self-employment prospects for their regular programme graduate trainees and as the result, the labour market is difficult to consider as a capability set for leaders.

#### 5.4.3.2 *Entrepreneurship training as a capability set*

The participants discussed the contributions of provision of entrepreneurship training in TVET colleges as a capability set for leaders to create self-employed graduate trainees. Business skills and entrepreneurship development training is basically designed to empower and endow trainees with skills of how to start and run successful businesses after the completion of their training (Baysak and Bozkurt, 2021). The training is based on the use of innovative learning tools not only to transform the way they perceive the world around them but also to apply their creative thinking to deal with issues innovatively and be able to translate this into business. It equips trainees with the technical and entrepreneurial skills which can help them join the world of work.

From the gathered data, the research perceived that GWPTC leaders did not consider entrepreneurship training as a capability set, rather it is simply taken as an occupational competence. To show this fact it is important to see the respond of CD1 who stated that: *I accept the training in entrepreneurship has a significant role in helping our college produce graduates who are self-employed. Because the delivery of the entrepreneurship training programme is centred on the process of exciting, encouraging, and growing trainees to become well-rounded and competent entrepreneurs, it is available to all regular and sort term learners. However, as a college we are not giving priority of entrepreneurship course and it is given like any occupational competency.* (Interview 1 conducted on December 2, 2022)

Additionally, FGI1 and FGI2 debated the issue in their context and FGI1J stated that: *I reject the notion that TVET colleges generate graduate trainees who are self-employed because of entrepreneurial education. Primarily due to the fact that the college offers entrepreneur courses as any other competency taught by trainers rather than professionals. My question is: How effectively do the instructors deliver entrepreneurship training? There are a number of problems with the method of delivery, the important one is the training is delivered on the theoretically grounded.*

Furthermore, FGI2G stated that: *I believe that entrepreneurship training can significantly help TVET accomplish its intended goals for self-employment. The suggested programme is action-oriented, built on experience and project work, and aims to strike a good balance between theory and practice. But when we actually practise in TVET colleges, the situation is*

*very different. However, there are several issues with the style of delivery, such as the fact that the instructors who lead this course lack practical expertise and just have a theoretical background.*

The goal of an entrepreneurship course is to increase the students' capacity for teamwork, the creation and utilisation of networks, problem-solving and opportunity spotting. Trainees in TVET should take an active role in their education and be accountable for it. However, it is completely different in practice at GWPTC institutions. One of key problems of entrepreneurship training is delivering on the practical aspects as well as laying theoretical foundations. Therefore, it is possible that GWPTC leaders are overlooking opportunities to use entrepreneurship training as a skill set to connect graduate trainees to self-employment opportunities.

The programme, which teaches students how to apply their original ideas to solve problems in new ways and implement these solutions in the workplace, attempts to improve their perspectives of the world and how they approach problems. The foundation of the training programme is the process of energising, encouraging, and developing students to become well-rounded and skilled business people.

Consequently, CD2 claimed that: *Entrepreneurship training programme is delivered for all regular and sort term trainees based on the process of stimulating, motivating and developing trainees to become all-rounded and competent entrepreneurs. However, it is learned that there are inhibiting factors in the training process of entrepreneurship in particular; such condition calls for a need to update the training delivery modalities to help the trainers contribute for the achievement of the desired outcome of the TVET system.* (Interview 2 conducted on December 8, 2022)

FGIIE stated that: *As a college, we deliver entrepreneurship courses starting from Level I up to Level V. But the mode of delivery has a lot of problem like those trainers who deliver this course they do not have real experience, simply they trained the theoretical aspect.*

In conclusion, encouraging the growth of entrepreneurship and self-employment has become an important factor in recent years. The goal of an entrepreneurship course is to help trainees become better at working in a team, creating and using networks, resolving issues, and identifying possibilities. Trainees in TVET need to take on an active role in their education and be accountable for it. However, the research found that entrepreneurship's goals and

guiding principles are unattainable when put into practice at MPTC. The research can therefore conclude that leaders are not utilising entrepreneurship training as a skill set to connect graduate trainees with self-employment opportunities.

One of the key factors influencing a nation's economic, social, and cultural development is education and training. TVET contributes significantly to the social and economic transformation of the nation and the wider society as an essential and vital component of education. It gives students the technical and entrepreneurial skills they need to succeed in the workforce. The participants discussed how entrepreneurship training might develop graduate trainees who are self-employed. The research acknowledged, however, that leaders in the study area do not use entrepreneurship training as a skill set. To demonstrate this truth Consequently, CD3 declared that: *I believe that education in entrepreneurship has the potential to help young people develop their talents and find employment. In Ethiopia, a change in the curriculum led to the creation of a track for entrepreneurship that offers mentoring and training to TVET students. Although business skills improved, there were conflicting results regarding personality and entrepreneurial traits. Nevertheless, the programme raised graduates' expectations for the future. Long seen as a crucial component of the development process, entrepreneurship.* (Interview 3 conducted on December 5, 2022)

FG1F mentioned that: *In a complicated and unsteady world, entrepreneurship is the process of thinking, planning, launching, and, via innovation, developing a business possibility into a venture that could see substantial growth. It is a type of education that upholds work as the end objective of learning, hence promoting the dignity of labour. We offer entrepreneurship courses at our college at Levels 1 through 5. However, there are several issues with the style of delivery, such as the fact that the instructors who lead this course lack practical expertise and just have a theoretical background.*

Likewise, FG2D stated that: *By design, TVET aims to build skills applicable to a range of professions. The goals and content of the TVET curriculum are determined from occupational standards and, more specifically, from an understanding of the tasks that need to be completed on the job. It should be frequently assessed, and suggestions should be made in order to enhance the entrepreneurial programmes offered at TVET colleges. The suggested programme is action-oriented, built on experience and project work, and aims to strike a good balance between theory and practice. But when we actually practice in TVET colleges,*



*the situation is very different. Theoretical foundations are key.* (FDI2 conducted on December 15, 2022)

To sum up, the aim of the entrepreneurship course is to improve the trainees' ability to work in a team, develop and use networks, solve problems and spot opportunities. Students will be actively involved in the learning process, and responsible for their own education. The programme is adapted to the students' learning environment and to their specific fields of study. However, when it is put into practice in the TVET institutions, it is totally different as the focus is on theory, which could be the reasons that the trainees do not develop entrepreneurial mind-sets.

#### **5.4.3.3 Cooperative training as a capability set**

The delivery method for TVET is work-based learning, sometimes known as 'cooperative training'. Clearly, this structure necessitates the co-operation of businesses, enterprises and the appropriate organisations (MoE, 2020). The TVET system's main driver, rather than just a partner, is industry. Industry is the backbone of the national qualifications system and quality assurance provisions, and it plays a significant role in determining occupational and competency standards. This means that the foundation of a high-quality TVET system is industry. The participants agreed that cooperative training offers advantages of its own since it gives students good exposure to real-world work. Additionally, it teaches prospective graduate trainees how to manage businesses, employees, and customer interactions. Leaders of the GWPTC, however, did not view this as an opportunity for graduate trainees to pursue self-employment. It is crucial to display participants' responses in order to illustrate the findings. Consequently, CD stated that: *Our institution places a strong emphasis on disseminating subject-specific or theoretical knowledge that enhances the theoretical comprehension of the accepted professional standards. In addition to their involvement in the development and execution of curricula, businesses are equally expected to provide practical training through the transmission of industry knowledge, practical skills, and work attitudes. Based on this, we have cooperative training partnerships with more than 100 small, medium, and large businesses. However, not all industries are fully aware of the advantages of collaborative training. One more significant benefit of cooperative training is the possibility for some learners to obtain pay employment with the company following graduation.* (Interview 1 conducted on December 2, 2022)

Participants in the FGI1 had in-depth discussions and came to the consensus that cooperative training has been crucial to the success of the TVET programmes in creating competent workers. Young people with more occupational knowledge and skills may have greater career possibilities than those with fewer such skills. Links to industry and practitioner involvement are thus viewed as crucial elements in the development of job-related skills and performance evaluation of trainees that is carried out at the conclusion of the cooperative training programme.

To sum up the discussion, GWPTC leaders consider the importance of cooperative training mainly in relation to ensuring that the training is more practical and sometimes as a source of wage employment opportunity rather than as a capability set to link graduate trainees with a self-employment endeavour. This shows that if the GWPTC leaders have not considered that cooperative training offers practical training through the transmission of industry knowledge, practical skills, and work attitudes to equip them in their own businesses as self-employed.

MPTC participants agreed that cooperative training is important tool to use as a capability set to link graduate trainees with self-employment opportunity because it gives them exposure of the real work environment. However, MPTC leaders did not consider it as a capability set to help trainees realise their vision of being self-employed. To support this fact CD2 stated that: *Ethiopia's TVET policy, which overvalues participation from anticipated employers such businesses, industries, MSEs, and other private sectors in cooperative training. Any company that can offer training facilities like the working space for trainees, machines for training, tools, materials, and assigning a training coordinator/supervisor, can serve as a cooperative training partner in this regard as long as the company's operations are comparable to those of a TVET institution's occupational training. Therefore, businesses, TVET institutions, and trainees all profit from effective cooperative training practices. As the result trainees use this training to convert the theoretical concepts in to practical.* (Interview 2 conducted on December 8, 2022)

Additionally, FGI1H mentioned that: *Rejuvenating the practice of cooperative training in TVET institutions and partner businesses looked crucial from the viewpoints of trainees. However, linking graduate trainees with self-employment had no impact at our college.* (FDI1 conducted on December 12, 2022)

Moreover, FGI2 B state that: *As a key strategy to maintain high-quality cooperative training, the TVET system documents in Ethiopia have emphasised MSEs' important involvement as well as a close connection between TVET institutions and MSEs. For cooperative training to be successful, each stakeholder (TVET institution, enterprise, trainee, trainer, and supervisor) must effectively carry out their designated tasks. As a college, we are implementing the cooperative training modalities in accordance with the national policy and strategy.*

There is consensus among respondents regarding the significance of cooperative training as a skill set for self-employment in MPTC, to sum up the topic. This demonstrates that graduate trainees would learn valuable lessons about running a business whether they were wage employees or self-employed provided the college implemented the cooperative training principles while avoiding the constraints.

#### ***5.4.3.4 A culture of saving as a capability set***

The participants discussed the how GWPTC leaders use promoting *a culture of saving* as a capability set to link graduate trainees with self-employed opportunities. To develop the habit of saving, one needs to tame the beast and avoid 'instant gratification' to develop an understanding of the value of money. This research revealed that the respondents have different perspectives on the importance of developing a culture of saving as a capability set to for leaders create self-employed graduate trainees in GWPTC. Accordingly, CD1 stated that: *As soon as new trainees joined our college, we tried to instil a culture of saving, and we are collaborating with an Addis finance institution. It is a government-run financial organisation. In order to provide orientation about their organisation, the benefits of saving money, how to apply for loans, and other topics, their officers visited our campus. Following the opening of their savings account, the trainees began to save money in order to comply with and complete their regular programme training. The lack of a defined procedure for TVET graduates to borrow seed money to start their businesses, however, ultimately means that after they graduate, they do not receive a loan from the college. The gap thus arises from the fact that graduate trainees need the start-up capital to launch their own businesses, but the Addis Finance Institution's policy on how to offer it only applies once they have been formally established as a legal organisation. However, the trainers took the money they had saved from the Addis finance institution for other purposes. So that the intended objective to build up savings has not yet achieved.* (Interview 1 conducted on December 2, 2022)

FGI1 participants added to CD1's explanation and FGH1G stated that: *The students started saving money with an Addis finance institution after opening their savings account in order to adhere to and finish their regular programme instruction. However, the lack of a clear process for TVET graduates to borrow seed money to launch their firms ultimately means that they do not receive a loan from the college once they graduate because the institution provides financing to graduates who go on to launch their own enterprises. Thus, there is a vacuum because graduate trainees need start-up money to start their own firms, but the Addis Finance Institution's rules on how to provide it only applies once they have been officially recognised as a legal entity. Not to mention, the trainers used the cash they had saved from the Addis finance company for other things. So, at the end of the day, trainees' goal of saving failed and they couldn't get loan as a seed money for their business.*

Furthermore, FGI2F stated that: *The aim of my organisation is to enable economically active, underserved, and medium-income people - primarily women and young people in urban and rural areas - to engage in gainful activities by offering quality financial services by trained workers. For our clients to receive services from our organisation, they must first have a legal entity and meet all prerequisites. Personally, I have no knowledge of how this system has helped graduate trainees in regular programmes because the institution provides financing to graduates who go on to launch their own enterprises.*

From the above presentations, it is possible to understand that GWPTC is attempting to develop a culture of saving culture. However, the problem is that leaders did not motivate or inspire graduate trainees to continue the culture of saving and convert the saved funds to use as seed money for the future realisation of their career path as self-employed. However, if the college leaders develop a platform where trainees can access loan funds as seed money, the graduate trainees could realise their objective of becoming self-employed.

FGI1 and FGI2E participants have common understanding on the issue of the importance of developing a culture of saving and also recognised that the leaders seeing as a capability set.

The participants discussed the culture of saving as a capability set to create self-employed graduate trainees. CD3 stated that: *One of the definitions I found describes culture as a way of thinking, behaving or working that exists in a society or organisation. When we come to our college, we tried to develop saving culture and we are working with Addis finance institution. It is the government finance institution. However, the problem is because of the lack of clear*

*system the institution is given loan for graduate trainees when they graduate and create their own business. (Interview 3 conducted on December 5, 2022)*

FG1I explained that: *Regarding self-employment, the trainees are required to execute some duties on their own. They must save some money, no matter how little, and connect it to persons or organisations that make loans. Our college has a problem with the deans' negative attitude towards saving, even though we expect the trainees to have some savings. One Dean, for example, is against forcing students to save. The aforementioned leadership issue is relevant here. The dean should advocate for the strategy rather than his own opinion. If he disagrees with saving, he should perform his own research, go to the organisation, and convince them to stop promoting it. If the others are conserving, then we should too. For instance, one girl saved 9,000 Birr and asked us what to do with it. We guided her to a lending company in woreda 2 (Local administration) that offers three to four times the amount for students, and as a result, she was able to get a loan. If their boss discourages saving and self-employment, the trainees will find it challenging to become self-employed. Reports are just saved for reporting purposes; they are not saved for the trainee's benefit. They say they have saved between 10 and 20 birr. That won't be advantageous to the trainee. If a leader does not believe in preserving, they should state their position and offer a challenge to render it obsolete. Individual self-employment beliefs are at contrast with the methodology.*

#### **5.4.3.5 Using VGC officers as a capability set**

The participants discussed the role of VGC officers to show trainees various career paths as a capability set to create self-employed graduate trainees. Guidance and counselling is considered a systematic and professional process of aiding individuals in making their choices, and adjustment in understanding effective self-direction and in meeting problems of personal living related to education. In this instance, guidance is considered assistance made available by qualified person. The research findings showed that VGC service delivery is difficult to use as a capability set by the leaders because of the professional background of the VGC officers. To support this conclusion, it is important to see the interview responses.

Accordingly, CD1 stated that: *Since they are supposed to aid the trainees in determining their future career path, experts or psychologists are required to provide guidance and counselling in TVET institutes. However, there are issues with the professional backgrounds of VGC personnel. The biggest issue is that our college's VGC officials are chosen from a*

*variety of vocations rather than psychology or other similar subjects that offer counselling or career advising. They are hired from a variety of fields, including business, manufacturing, construction, etc. This demonstrates that the VGC officers were unable to help our trainees determine their future career choice using science. As a college leader, I work to bring this issue to the attention of the TVET leaders in my community. (Interview 1 conducted on December 2, 2022)*

FG11 and 2 participants also agreed that the VGC officers have no professional background of psychology or any related field with counselling and this may have its own impact on the contributions that VGC officers can make help trainees' identify future career paths.

Generally, vocational guidance and counselling services guide potential TVET trainees to decide on a career path which they could pursue. Although this approach has been practised at GWPTC for the last few years, it has been ineffective due to lack of proper structure, limited responsibility of the VGC officers and poor implementation. It needs some sort of remedial action to improve the achievement of objectives in the area of self-employment.

The research revealed that MPTC VGC officers are unable to produce the desired results, particularly when it comes to connecting graduate trainees with self-employment. Based on this, CD2 declared that: *The VGC structure still has problems, though. The new Business Process Reengineering (BPR) ignored the concept of VGC. Career guidance is significantly different from VGC. There isn't exactly a job description for the VGC. Another problem is that VGC officers are represent a variety of professions rather than being psychologists. (Interview 2 conducted on December 8, 2022)*

FG1B stated that: *In the context of public employment services and independent employment, counselling work is particularly closely tied to TVET employment. The major objectives of this programme should be to provide young people who have not yet entered the workforce with the tools necessary to choose a course of study or a career in light of their skills, interests, and aptitudes as well as employment chances. However, whenever we visit our college, we usually encounter problems with the VGC. One of these concerns is that the officers have backgrounds in other fields rather than guiding and counselling.*

Typically, the purpose of vocational guidance and counselling services is to assist TVET students in choosing the best professional route for them to follow to lead to a profession. Although this strategy has been used in the Ethiopian TVET system for a long time, it has not

been successful due to a lack of suitable organisation, the VGC officials' restricted authority, and its subpar implementation. The new strategy starts with creating a functional framework for the office of vocational advice and counselling and outlining extra crucial tasks that must be carried out by that office.

The research findings showed that VGC service delivery at APTC is poor. To support this conclusion, it is important to see the participant responses. Accordingly, CD3 stated that: *Scientifically guidance and counselling in TVET institutions has to be done by professionals or psychologist, because they are expected to help the trainees by assisting the trainees to identify their future career path. However, when we come to our college there is a problem in relation to the professional background of VGC officers. The main problem is that VGC officers are assigned from different professions, not from psychology or related fields with counselling or career guidance. This means that the VGC officers cannot support our trainees to identify their future career path.* (Interview 3 conducted on December 5, 2022)

Although the VGC service has been in place at APTC for many years, it has been ineffective due to lack of proper structure, limited responsibility of the VGC officers and poor implementation. As previously mentioned, there needs to be some sort of remedial action to improve the achievement of objectives in the area of self-employment.

#### ***5.4.3.6 Industry extension and technology transfer as a capability set***

The participants discussed industry extension service and technology transfer as a capability set to create self-employed graduate trainees. According to the development strategy of Ethiopia, the Industry Extension Service for Micro and Small Enterprises (MSEs) was designed to ensure the sustainability of the development plan achieved in all economic sectors of the country, with the government's main focus being the creation of job opportunities through MSE development, to reduce unemployment, alleviate poverty and enhance MSEs to be the base for industrial development in the country (UNDP, 2016). The strategy emphasised that industry extension service packages incorporate four segments: technical, technology, kaizen<sup>3</sup> (creating continuous improvement based on small on-going positive changes) and entrepreneurship which are believed to be pillars to upgrade MSEs into

---

<sup>3</sup> Kaizen is a process of continual understanding by an organisation to improve its business activities and processes with the goal to always improve quality of products and services so that the organization can meet full customer satisfaction. Kaizen is a Japanese word means change for the better which can easily be interpreted as continuous improvement (Imai, 1986)

medium level enterprises in the process of transforming the country from agriculture to industrialisation.

The participants support the idea that industry extension service is an important capability set to create self-employed graduate trainees. They mentioned that: *we have the real experience how industry extension service and technology transfer service can support MSEs. So, if we can bring this live experience for our regular programme graduate trainees, they will sustain their business and it would create job opportunities for citizens.* For further understanding it is important to see the participant responses. Based on this, CD1 stated that: *It is a method of providing services to micro and small businesses, up on identifying and documenting their main problem with a view to building their capacity on the basis of need assessment through training and consultancy, technological development and market linkage, and includes adaptation and transfer of best practices. Industry extension services are generally offered by instructors of TVET colleges. The intended consequence of services is to provide MSEs with the necessary skills to compete successfully in both domestic and international markets through the creation of high-quality, cost-effective products that can displace imports. Therefore, if we provide assistance to our normal programme graduate trainees after they create MSEs, more people would benefit. However, the problem is unfortunately we didn't have groups by of regular programme graduate trainees which were organized under Micro Small Enterprises (MSEs) as the result they do not use this industry extension service.* (Interview 1 conducted on December 2, 2022)

Additionally, FG1A mentioned that: *Industry extension service, we commonly hear these days, is the process jointly executed by technical and vocational education and training institutions and other stakeholders to assess and filling the gaps of micro and small enterprises to make them competent, productive, progressive, and profitable in the large economy. So that already there is industry extension platform in our college and it helps our regular programme graduate students if they organized themselves under MSEs.*

Further, FG2E2 stated that: *The TVET policy and strategy were created as a result to direct and implement the industrial extension service that will be suited to the particular context of the environment. As mentioned in the national policy document, the various training courses and programmes can prepare to equip the target groups with mandate analysis. The beneficiaries of industrial extension in the actual world are MES practitioners, the majority of whose backgrounds do not originate from TVET regular programmes. Therefore, the first*



*item that has to be addressed is how to integrate ordinary programme trainees into the MES so that it will be easy to support them in the Industry Extension Service.*

CD1 stated that: *It is a technique for offering services to small and medium-sized businesses that starts with identifying and documenting their primary issue with the goal of enhancing their capacity through training and consulting, technological advancement, and market linkage, as well as adaptation and transfer of best practices. The majority of TVET college professors provide industry extension services. The issue is that we didn't have live MSEs organised by graduate trainees from conventional programmes; instead, they had this industrial extension service.* (Interview 2 conducted on December 8, 2022)

Based on this, CD3 stated that: *Industry extension Services in as the country is provided by instructors of TVET colleges and it is a means of modality of services provision to micro and small enterprises, up on identifying and documenting their main problem with a view to build their capacity on the basis of need assessment through training and consultancy, technological development and market linkage, and includes adaptation and transfer of best practices. The expected outcome from services is designed to make MSEs competent enough in the domestic and international market through production of quality and competitive products that can substitute imports.* (Interview 3 conducted on December 5, 2022)

To conclude the point of discussion most participants agreed that the industry extension service is important and it is a potential capability set for TVET institution leaders to develop graduate trainees to become self-employed. The TVET police and strategy were created as a result to direct and implement the industrial extension service that will be suited to the particular context. As mentioned in the national policy document, the various training courses and programmes can equip the target groups. The beneficiaries of industrial extension in the actual world are MES practitioners, the majority of whose backgrounds do not originate from TVET regular programmes. Therefore, the first item that has to be addressed is how to integrate ordinary programme graduate trainees into the MES so that it will be easy to support them in industry extension service.

The overall responsibility of the outreach programme outlined in the TVET Policy and Strategy document is to develop competitiveness within SMEs, farmers, youth and other stakeholders. Hence the TVET Police and Strategy (MoSHE, 2020) has been developed to guide and implement the industry extension service, tailored to the specific context

#### **5.4.3.7 Graduate trainee's intention to become self-employed as a capability set**

Participants discussed the graduate trainee's intention to become self-employed as part of the competency set. Entrepreneurship is thought to be a driving force behind company competitiveness, labour market stability and economic growth. When a nation's entrepreneurial initiative indices are greater and/or rising, unemployment rates tend to be lower. Self-employment is often considered a requirement for a higher standard of living and social position in addition to its economic importance. However, there are limits to the entrepreneurial resource. According to universal consensus, it is best to promote entrepreneurship by, for example, increasing people's intentions to work for themselves. A range of techniques and theories are used to investigate the issues affecting people's attempts to work for themselves (Baraki *et al.*, 2022). According to MPTC, graduate trainees' interest in creating their own businesses is gradually increasing, but for a number of reasons, the institution is unable to satisfy this interest. To further explain this finding, it is essential to show the participant responses. As a result, CD1 stated that: *As a college administrator, we are formally and informally evaluating the interest of our standard programme graduate trainees in either being waged or self-employed after graduation. According to the data, most of them are interested in working for themselves and have already started accumulating money for this purpose. However, the vast bureaucracy and a lack of connectivity among multiple government organisations prevent them from achieving their objectives. Therefore, the college administration is accountable for the clash between the interests of graduate trainees.* (Interview 1 conducted on December 2, 2022)

FG11 E also remarked that: *Graduate trainees regularly ask the same question, but I don't think we have any clear guidelines on how to help them become self-employed. Graduate trainees are interested in creating their own firms, and some of them have already visited our bureaus; however, there was more we could have done to give them the chance. The largest problem with linking graduate trainees who are self-employed is that we don't have a clear plan or roadmap for assisting them in starting their own business. Give a novel strategy or set of guidelines that illustrates how graduate TVET students can easily launch their own firm. This project requires the participation of several actors and stakeholders.*

It is clear from the discussion above that MPTC leaders are unable to communicate graduate trainees' desire to be self-employed, and as a result, they did not view it as a skill set.

In conclusion, it can be inferred from the discussion above that, leaders of TVET institution cannot convert graduate trainees' interest in becoming self-employed and as the result; it cannot be considered as a capability set. According to Wondaferew (2016), TVET will increasingly concentrate on creating the highly skilled, driven, higher-order skill-ready, industry-responsive, and globally competitive labour force that the world needs to become more globalised. CD3 afterwards said that: *The main objective of TVET is to prepare young people for the workforce by helping them acquire professional skills and learn fundamental concepts and scientific ideas. Both self-employment and official employment are considered forms of 'labour'. TVET's curricula frequently feature entrepreneurship, agricultural science, home economics, hospitality, and tourism-related courses for social reproduction and the change of vocational practices in order to encourage self-employment.* (Interview 3 took place on December 5, 2022)

Additionally, according to FG1L: *TVET skills are important to magnify trainees economic growth and production, which quicken political stability, social mobility, and trainees' economic independence of This improves a person's quality of life in the 21<sup>st</sup> century by enabling them to work independently and preparing them for lifelong learning.*

Additionally, FG2F: *The 21<sup>st</sup> century is a dynamic era with rapid technical growth. As a result, technological growth is advancing quickly, creating new demands for the workforce of the 21<sup>st</sup> century, whose products of technical education are ready to serve.* (FGI2 completed on 15 December 2022)

Nevertheless, it may be inferred from the discussion above that, in some sense, it appears they are all saying the same thing in different words. Despite the different ways they approach the issue, they complement one another. So much so, that failing to recognise graduate trainees' interest and lacking a plan or direction for how to encourage them to become self-employed, can be the key factors affecting self-employment initiatives.

#### **5.4.3.8 Parents or guardians as a capability set**

According to research, parents who are very involved in their children's schooling are more likely to produce successful individuals (Mishra, Brossard, Reuge & Mizunoya, 2020). Home is a child's first place of formal education. The people and environments that shape a child's development the most are their parents and their surroundings. It goes without saying that

parents are essential to their children's education (Mishra *et al.*, 2020). Evaluating the gaps in the competency set of TVET institution leaders is a crucial research subject.

The research has revealed that there is no connection between TVET institutions and trainees' guardians or parents. To illustrate this point, CD2 stated that: *We are working to find the trainees' parents or guardians; however, to be completely honest, we do not have access to them. However, we must collaborate with them since, as a stakeholder, parents must play a part in helping their children become self-employed by providing a workspace in their home and allocating seed money for start-up costs.* (Interview 1 conducted on December 2, 2022)

According to FG1 and FG2 respondents, there has been little opportunity to collaborate and consult with graduate trainees' families on how to help their children; thus, in the future leaders should work at finding a solution. In order to complete this conversation, TVET institution leaders made little or no effort to contact graduate trainees' parents or guardians in order to discuss the competence set.

#### **5.4.4 TVET Leaders' choice to Link Regular Programme Graduate Trainees with Opportunities for Self-Employment**

Choice and the concept of free will, which is the alleged capacity to act without regard to any previous circumstance or state, are occasionally connected. A properly chosen item or the best components of anything are also examples of choices. In actual life, two people with equal capability sets are likely to have different types and levels of achieved functionings because they have chosen differently among their available possibilities. This is a crucial point to keep in mind (Osmani, 2016). Philosophically speaking, we may argue that they each have a distinct conception of what constitutes the good life or different ambitions and aspirations for the kind of life they should lead. Individuals and communities can select when and where to use this agency as long as there are favourable environmental factors like enabling legislation and political will. This raises the question of whether or not this is even a choice, and even if it were, would it still be a confined choice?

For the execution of the TVET Policy and Strategy, the choice issue is crucial to TVET leaders. GWPTC executives have been questioned regarding the introduction of new options to connect regular programme graduate trainees with self-employment opportunities in the study area. The research concluded that GWPTC executives have made a clear decision regarding the implementation of a new platform to connect graduate trainees with self-employment endeavours. To illustrate this point, CD1 said that: *I am happy for implementing*

*the new platform if it helps to link regular programme graduate with a self-employment endeavour. But I have my own preconditions. First the new platform must clarify roles and objectives of the leaders and all stakeholders is very critical for implementation. Clarifying is the communication of plans, policies and role expectations. The purpose of clarifying behaviour is to guide and coordinate work activity and make sure people know what to do and how to do it. The more complex and multifaceted the job, the more difficult it is to determine what needs to be done. Clarifying behaviour is likely to be more important when there is substantial role ambiguity or role conflict for members of the work unit. Less clarifying is necessary if the organisation has elaborated rules and regulations dictating how the work should be done and subordinates understand them. (Interview 1 conducted on December 2, 2022)*

The research concludes that clear, specific performance *goals* are useful to guide efforts and increase task motivation. The goals may involve the performance of individual subordinates or the overall performance of a team or work unit. The goals should be challenging but realistic given the difficulty of the task, subordinate skills and available resources needed for the work. For a task that needs to be completed by a definite time and date, it is useful to set a specific *deadline* for the overall task, and sometimes for each important step. However, in many cases, even though there are clear tasks which are explained in different manuals, rules and regulation, working the tasks is done in a very unmanaged way.

Individuals and communities can choose when and where to use this agency as long as the environment is favourable, that is, there are encouraging factors like supportive legislation and political will. This raises the question of whether a choice is even available, and even if there were, it would only be minor. When questioned about the potential for adding new options to match graduate trainees with side jobs in the research industry, the MPTC executives emphasised their freedom to create a new platform. The research came to the conclusion that MPTC leadership had made a clear decision to create a new platform that would connect graduate trainees with prospects for self-employment. In support of his claim, CD2 asserted the following: *I congratulate the new platform's execution for connecting graduate trainees in regular programmes with chances for independent work. The need to maximise professional development for TVET leaders is one significant advice I have for the new platform. The reason I suggest this is because continuing our professional development can help us keep current on emerging trends in our industry and incorporate cutting-edge techniques into our established practices. As leaders in the polytechnic, my colleagues and I*

*are working to advance our professional growth through activities including short-term courses, online leadership training, and experience exchange with other polytechnic institutions. However, we are expecting more from federal and local TVET leaders, including the regular facilitation of standard professional development trainings at both the local and global levels. (Interview 2 conducted on December 8, 2022)*

Participants in the FG1 acknowledged that professional development can ensure that MPTC leaders have developed their knowledge and level of specialised skill in their industry. Professional growth enhances a leader's skill set and knowledge, and the college gains from this as an employer when the leader's knowledge and skill set help the organisation accomplish its goals. FG1B mentioned the following to support this assertion: *Professional development can boost our college leaders' independence so they may decide for themselves on some crucial matters. Learning new abilities can also benefit leaders since it can boost their confidence and make them feel more at ease in their roles as their knowledge grows. An employee who has worked for a company for a long period, for instance, will have learned a lot more than they did when they first started. They probably feel more assured in carrying out their duties at work as a result. A confident employee is one who is more likely to take advantage of new chances, make wise judgments, and exhibit leadership qualities.*

The FGI2 participants also concurred that TVET leaders improve both hard and soft abilities in the workplace through professional development. While soft skills are character traits that define the working style, such as effective communication, hard skills can include job-specific knowledge they acquire through education or training. Gaining new skills can help develop a career, share expertise with new hires, and become an authority in the sector.

In order to advance their professional development, MPTC leaders must take on additional tasks or duties within their job, as discussed above, in the subject of professional leadership. They can accomplish more by working together with TVET leaders at the federal and Addis Ababa city levels. Taking on additional responsibilities demonstrates their ability to exercise initiative and finish projects that go beyond normal obligations. Setting professional development goals is crucial for developing a leader's career.

The research came to the conclusion that APTC leadership had made a decision that was clear to develop a new platform that would link graduate trainees with opportunities for self-employment. CD3 made the following claims in support of his assertion: *I acknowledge the creation of a new platform to connect graduate trainees in normal programme with prospects*

*for self-employment. However, I would also like to make a crucial suggestion for the new platform: enhance leadership quality. The features presented in this article serve as examples of the leadership qualities that a leader must possess in order to be successful in their position. Leadership traits can include interpersonal abilities like empathy and compassion as well as organisational abilities like vision and tenacity. A competent leader establishes a workable vision and appropriate, attainable goals. They are adept at creating SMART objectives, which are specific, measurable, attainable, reasonable and timely. Building a solid foundation for success by using the SMART goal framework is possible. Effective leadership also requires taking responsibility for actions and their results, whether positive or bad. Leaders must be able to accept accountability for both their own work and that of their team. This might entail making amends for errors and creating new procedures and systems to prevent them in the future. (Interview 3 took place on December 5, 2022).*

*Additionally, FG1F said that: Leaders frequently need to work with people from different departments both internally and externally, including vendors, outside businesses, and contractors. For the most fruitful and advantageous conclusion, it is crucial that they understand how to identify shared objectives and form relationships, to ensuring that everyone is on the same page and knows what to expect, effective collaboration frequently includes giving priority to communication between parties.*

*Participants in the FG2C also concurred that: Leaders perform better when they embrace a growth attitude. Since a project, problem, or issue first started, circumstances have frequently changed. Leaders take into account the possibility that their team may have experienced changes in technology or personal concerns. They may overcome obstacles to keep moving forward towards their goals if they can maintain a growth mentality and adapt.*

*Finally, FG2G mentioned that: Leaders frequently create concepts, resolve issues, and perform jobs that call for originality and creativity. Through exercises like brainstorming or prototyping, they foster creativity and innovation in their teams. Effective managers encourage their staff by actively listening to them.*

To sum up TVET institutions require capable leaders. In order to improve teaching and learning, TVET leaders must have a thorough understanding of the TVET sector, the labour market, and its shifting needs. They must also possess organisational and pedagogical leadership abilities. Countries should ensure that all leaders have the necessary skills in order for TVET leaders to effectively perform their complex and varied tasks. To serve as a crucial

point of reference for those pursuing a leadership position and for those in charge of organising their recruitment and training, a first step will be to define their roles and responsibilities. If TVET leaders are to acquire the necessary skills and maintain them, they must have access to initial training and professional development opportunities. These possibilities must be adaptable and in line with the expectations for their work. A comprehensive skills development plan for TVET leaders must include initial training and professional growth. Additionally, it is crucial to make sure the leadership position in TVET is appealing. Particularly at the beginning of their careers, VET leaders should have access to support mechanisms like mentoring, induction and peer-learning opportunities.

#### ***5.4.4.1 Leader functions to link graduate trainees***

A capability is the capacity to achieve, whereas functioning is an accomplishment. Since they are various aspects of living conditions, functionings are, in a way, more closely related to living conditions. Contrastingly, capabilities are ideas of freedom in the positive sense: what actual options you have for the kind of life you might lead (Tikly, 2017).

The discussion covered topics including role of leaders to link regular programme graduate trainees, role of internal stakeholders to link regular programme graduate trainees, role of internal stakeholders to link regular programme graduate trainees and the development of importance of performance indicators. Participants give more emphasis on the importance of performance indicators to measure the activities of link graduate regular programme trainees with self-employment.

Leaders are expected to conduct a SWOT (strengths, weaknesses, opportunities, and threats) analysis to check whether their institutions are on right track to achieve the intended vision and mission. Additionally, leaders and supervisors can help team members perform their own individual SWOT analysis, combining self-evaluation and feedback from colleagues to produce a report outlining each team member's strengths, weaknesses, opportunities, and threats. A collaborative SWOT analysis can help teams come together by allowing colleagues to get to know one another better, acknowledge shared strengths or weaknesses, and look for chances for collective advancement. A SWOT analysis can also help lay the groundwork for the growth and development of each member of the team (Xiaoyan & Shuang, 2013).

In this research, the findings revealed that GWPTC's SWOT analysis practice is lacking, which may have contributed to the conclusion that the college failed to connect graduate



trainees in its normal programme with self-employment endeavours. Based on this fact, CD1 explained that: *A SWOT analysis serves as a practical, fact-based, and data-driven study of the benefits and drawbacks of a business, its initiatives, or the industry in which it competes. In order to maintain the correctness of the study of self-employment, our college must avoid preconceived notions or grey areas and focus on real-life situations. As a polytechnic college our practice to do SWOT is insignificant especially on the area of linking graduate trainees with the opportunities of self-employment. But in the future, a college should use SWOT as a guide because, it is crucial to perform a SWOT analysis to determine the self-employment-related Strengths, Weaknesses, Opportunities, and Weaknesses. Effective SWOT analysis gives us the ability to assess the contributions made by internal and external stakeholders to the current and predicted future scenario. These circumstances prompt the creation of implementation strategies, projects, and monitoring and evaluation systems of self-employment. Additionally, we must incorporate this situation into our organisational culture at the college; if we do so, it will be simple to handle the current issue of connecting regular programme graduate trainees with self-employment opportunities.* (Interview 1 conducted on December 2, 2022)

FG1 and FG2 also commented on the importance of conducting a SWOT analysis as when different groups or voices inside an organisation are free to offer true data thus ensuring that the SWOT analysis performs at its best. FG2A said that: *A SWOT analysis is a tool for evaluating and comprehending the internal and external factors that could result in opportunities or hazards for a company. So, by using this tool TVET institutions have to solve the problems in relation to self-employment, especially on the areas of regular programme.*

From the above discussion, the research can conclude that it is important to conduct a SWOT analysis to critically solve the problem as it gives GWPTC leaders the opportunity to identify the problems of linking regular programme graduate trainees with self-employment opportunity.

The responsibilities of TVET institution leaders to connect regular programme graduates with self-employment opportunities is linked to their functioning. As previously indicated, a person's capabilities are defined as the many combinations of functionings that a person can attain, whereas functionings are the 'beings' and 'doings' of a person.

Participants at MPTC place more focus on the involvement of the stakeholders in bridging graduate trainees in normal programmes with self-employment. They divided the college's

stakeholders into two groups, internal stakeholders and external stakeholders. On the basis of this, the participants talked about their roles and duties, how to help graduate trainees, and how to start their own business. CD2 explained that: *In addition to preparing young people with technical skills, the TVET sector should actively link graduates with companies and other key stakeholders to improve their employability. Our stakeholders as a company, include both internal and external parties. Internal stakeholders include the graduate trainees themselves, the management committee, the academic commission, the VGC office, and the trainers. The Addis Ababa TVET Bureau, Addis Ababa labour, Enterprise and Industry Development Bureau, Addis Finance Institution, Capital Lease Institution, NGOs, and the parents or guardians of Graduate Trainees are the external stakeholders. To accomplish the goals of the college in connection to self-employment, it is crucial to work with these stakeholders.* (Interview 2 conducted on December 8, 2022)

FG11 participants also acknowledged the importance of stakeholders to achieve the common agendas and FG1B stated that: *Our stakeholders have their own goals and objectives, make significant decisions that could have an impact on your business, engage in activities that could be impacted by your business's choices, are either better off financially or physically when things change, and are a part of a larger network of people who are also impacted by any changes and decisions. It is crucial to take advantage of these benefits.*

In light of this, the research came to the conclusion that it is crucial for stakeholders to connect graduate trainees with self-employment prospects in TVET. To be effective in utilising stakeholder contributions, MPTC leaders should concentrate on various management strategies.

APTC participants give more emphasis to the importance of performance indicators to measure the activities of linking graduate trainees with self-employment. A form of performance measurement is a performance indicator or key performance indicator (KPI). KPIs assess how well an organisation is doing overall or with respect to a specific activity (such as projects, programmes, products and other initiatives) that it is involved in (Yisihak, 2021). APTC participants noted the importance of KPIs to evaluate the performance of the college and the process of linking regular programme graduate trainees with self-employment. CD3 stated that: *Key performance indicators (KPIs) gauge an organisation's performance in comparison to a set of goals, benchmarks, or competitors. So, it is important to evaluate our performance in relation to the set of criteria to link graduate trainees with*

*self-employment opportunities. It will bring accountability and responsibility on those individuals or organisations that are not performing their task properly.* (Interview 3 conducted on December 5, 2022)

FG1 discussants support the importance of performance indicators for monitoring and evaluating the process of linking graduate trainees with self-employment. Additionally, they commented that the introduction of performance indicator is not the end result; it needs a strict follow-up for the realisation of the intended objectives of self-employment.

FG2 participants also discussed the issue of the development of KPIs and they recommended that the Addis Ababa TVET Bureau take the initiative to develop KPIs. Additionally, FG2D stated that: *Data collection, storage, cleaning, and synthesising are the foundation of KPIs. The data could pertain to any division across the entire organisation and could be either financial or non-financial in nature. KPIs' objective is to clearly communicate outcomes so that management may make more informed strategic decisions. Based on this at bureau level, we will take the initiative to develop the KPIs by including stakeholders.*

To conclude the discussions, the development of KPIs is essential to manage and follow up the process of linking graduate trainees and this activity should include stakeholders for its effectiveness.

## **5.5. CHAPTER CONCLUSION**

This chapter presented the findings of the analysis of data gathered from structured interviews and focus group interviews supported by document analysis. In attempting to answer the main research questions of *How can TVET institution leaders link regular programme TVET trainees with self-employment opportunity in light of the capability approach in the Addis Ababa City Administration?*, the study findings were able to assess the practices of TVET leaders in linking regular programme graduate trainees with self-employment opportunities in Addis Ababa City Administration, identify the resources that are accessible to use as conversion factors for leaders in TVET institutions to link trainees with self-employment opportunities in Addis Ababa City Administration and analyse the capability set of choices TVET institutions leaders have to link trainees in Addis Ababa City Administration. The final chapter, Chapter 6, presents a summary of the main findings, draws conclusions and offers recommendations.

## CHAPTER SIX

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 INTRODUCTION

This final chapter brings the research to a close with a brief review of the literature, summarising the major findings, drawing conclusions and offering recommendations. The motivation for this study lies in the fact that the researcher has consistently experienced uncertainty between the country's TVET Policy and Strategy (MoSHE, 2020) with respect to fostering an entrepreneurial culture and what is actually taking place in TVET institutions, particularly with regard to entrepreneurship and self-employment.

#### 6.2 SUMMARY OF THE LITERATURE

The review of literature provided a description of the TVET system, leadership in general and TVET leadership in particular and the concept of self-employment. The concept of TVET is part of the global agenda of United Nations and other international organisations to achieve economic and social development throughout the world. TVET plays a crucial role in the development of human resources and, in turn, the expansion and prosperity of society. This is due to the fact that TVET equips individuals with the necessary skills to increase production, income levels, and access to work possibilities (*cf.* Section 2.4.2.3.). Different approaches, such as human capital, sustainable development and capability, have been introduced in the development of the TVET system. The capability approach is the dominant one because it is human centred (*cf.* Section 2.2.2.) and has been used in the education sector in South Africa, Ghana and Sri-Lanka (*cf.* Section 2.6.3).

Numerous policies have been put in place since the imperial era to bring TVET into the Ethiopian educational context. TVET policy and strategy in Ethiopia was explored in length with the main goal of the national TVET Strategy being to support high-quality, demand-driven technical and vocational education and training applicable to all societal levels and economic sectors in Ethiopia in order to develop a motivated workforce that is skilled, innovative, adaptable, and able to help eradicate poverty (*cf.* Section 2.3).

The Addis Ababa City Administration categorises TVET institutions into three levels: centres, colleges, and polytechnics. Instructive opportunities range from Level 1 to Level 2 TVET centres, Level 1 to Level 4 TVET Colleges, and Level 1 to Level 5 Polytechnics. The

result is that there are nine public TVET colleges and six public polytechnic colleges, for a total of fifteen public TVET institutions. These public TVET institutions fall under the direct supervision of the Addis Ababa City Administration TVET Bureau (*cf.* Section 2.3).

Self-employment is a major topic on the agenda at international level as it addresses the issue of job creation and fair distribution of resources. In addition, the escalating young population and the pervasive unemployment problem, especially in the third world countries including Ethiopia, is a cause for concern governments. Managing the issue means taking the innovative approach of linking TVET graduate trainees to self-employment prospects. This approach depends on the country's political, economic and social states (*cf.* Section 2.3). Variables such as economic, non-economic, and governmental issues affect self-employment. The market, resources and capital are all economic factors; the social and political situations, such as social mobility, security, and psychological elements, are non-economic factors (*cf.* Section 2.3.3.) Countries have adopted different mechanisms for the promotion of self-employment such as entrepreneurship training by involving the private and public sectors as well as NGOs. Germany, Kenya and Ghana were listed as case study examples (*cf.* Section 2.3.4).

Leadership was reviewed taking into consideration the concept of the organisation, management and administration of education across the globe. Educational leadership is distinct and requires in-depth expertise because it involves managing people of various ages at once. Deans and vice-deans of TVET institutions play a significant role in Ethiopia, particularly Addis Ababa, in implementing the plan by providing a trained and innovative workforce to the sector. This study argues that how effective leadership is positioned in TVET institutions and should become a window of opportunity to take calculated action to lead institutions in this regard (*cf.* Section 2.5).

## **6.3 SUMMARY OF THE MAJOR FINDINGS**

This section of the study focuses on presenting a summary of the main findings. However, the result should be interpreted with caution due to the limitation of the current research.

### **6.3.1 Organisational Background**

The research revealed that GWPTC was among the nation's first TVET institutions, created in the 1940s, while the 1960s witnessed the establishment of MPTC and APTC.

All sampled TVET colleges have a functional organisational structure and are directly under the control of the Addis Ababa TVET Bureau. Figure 5.1 revealed a uniform, functional organisational which includes a hierarchy of roles. Other researchers also support that the functional type of organisational structure helps TVET leaders focus on strategic issues. One disadvantage of such an organisational structure is its administration, which is rigid and has slow communication channels and difficult cross-functional coordination. A functional organizational structure has several advantages, including clearly defined roles and expectations, improved performance and productivity, and skill development and specialization. The structure allows for efficient work and minimized cost of operation. However, there are also challenges, such as departments turning into silos and pursuing departmental goals at the expense of the organizational objective. To address these challenges, coordinated effort and cross-functional teams can be adopted, and the use of committees can improve communication in functional outfits (Baraki, Worku & Asfaw, 2021).

The sampled TVET colleges have a large staff component comprising long-term experienced trainers, and supported staff, ranging in experience from three to thirty years. Their educational background ranges from C level (equivalent to a diploma) to an MA or MSc degree. In order to achieve the objectives of country's TVET policy and strategy and their organisation's vision and mission, TVET institution leaders have worked at delivering quality training, increasing the field of specialisation offered and increasing trainee enrolment rates. Offering employees opportunities for learning and development can have a direct influence on your business's bottom line because trained personnel are far more productive than untrained ones, according to various research findings. According to McGrath *et al.*, (2020) study, for instance, teams that have received training saw a 10% boost in production.

Sampled TVET institutions over the years have been updated to ensure that they are relative to a dynamic market and economy. The updating has included expansion of buildings and campuses, workshops, greening of TVET, enrolment capacity amongst others, in order to become centres of excellence. UNESCO-UNIVOC suggest that the majority of countries, particularly those in Asia and the Pacific, have adopted greening TVET as a new socioeconomic concept and paradigm. In keeping with its commitment to effectively executing the Vietnam National Green Growth Strategy, it is a crucial component of sustainable development and a top priority for the Vietnamese government. Greening Technical and Vocational Education and Training (TVET) encompasses not only the courses offered but also the way the institution runs, including how it powers and lights the campus, removes waste, and invests in technologies and policies that minimise energy consumption, recycle waste, use fewer raw materials, and prevent environmental pollution. The five

primary pillars of UNESCO-UNEVOC's whole-institution approach to greening TVET are creating a green culture, greening the community, greening research, greening the campus, and greening the curriculum (UNESCO-UNIVOC, 2019).

To effectively accomplish the vision and mission of the Ethiopian TVET Policy and Strategy and realise their organisational objective and vision, TVET institution leaders need to utilise this manpower effectively and efficiently - they must fully comprehend the benefits and drawbacks and be expected to exploit the benefits. However, the study suggests that TVET institution leaders should make the most use of human resources in order to meet organisational goals to link regular programme graduate trainees with the opportunities of self-employment.

All sampled colleges have historically contributed to the TVET sector of Addis Ababa City Administration and as well as the country. These TVET institutions' substantial individual and collective contributions have led to the socio-economic development of the country and the governance of Addis Ababa. The findings revealed that TVET leaders are aware of their institutions' long-term experience in providing skill-building and networking opportunities for graduate trainees, leading to self-employment in Addis Ababa.

### **6.3.2 Practices of TVET Institution Leaders to Link Regular Programme Graduate Trainees with Opportunities of Self-Employment**

The practices of TVET institution leaders to link regular programme graduate trainees with opportunities of self-employment is the focus of this section

The research has revealed the lack of success of the sampled TVET leaders in connecting graduate trainees with opportunities for self-employment. None of the case studies (that is, neither GWPTC, MPTC nor APTC) were successful in achieving the country's intended goal of promoting entrepreneurial culture. Each case study handled the agenda of self-employment differently, and each had its own differences.

APTC leaders made a greater attempt to link regular programme graduate trainees. It seems that the vision, dedication and industry collaboration of leaders impacts the successful matching of TVET graduates with self-employment prospects. However, in all cases, it seems that TVET leaders' ability to link self-employment opportunities and agency success are both lacking, particularly in the area of creating opportunities for self-employment for regular programme graduate trainees. This could be as a result of misinterpretation of the national

TVET plan or a decline in TVET leadership abilities. Transformative leadership skills may be in doubt, and it is therefore necessary to assess the quality of 21<sup>st</sup> century leaders. The TVET Bureau of the Addis Ababa City Administration prioritises the development of TVET institution leadership abilities and characteristics through on-the-job and off-the-job training programmes. By putting in place performance indicator tools that help evaluate how well TVET leaders are performing in relation to their organisations' mission and vision, annual plan performance, and other socio-political conditions, the Bureau takes into account the current status of public TVET institution leaders.

The issue of training quality is a significant concern in the TVET sector, especially for emerging nations like Ethiopia. High-quality training in TVET institutions enhances graduates' knowledge and skills, increasing their potential for self-employment opportunities. However, poor training quality directly affects linking graduate trainees with possibilities for self-employment. The fundamental issue with training quality is that the competence-based training provided by the TVET institutions in the research area falls short of expectations of stakeholders, the labour market and relevant organisations' mandatory guidelines. This research revealed that TVET institutions in Addis Ababa City Administration may experience comparable training quality issues, which would negatively affect the process of creating new jobs. It suggests that providing new graduates with high-quality training is essential in helping them find employment, whether it be a salaried position or self-employment.

TVET institution leaders need to make use of the opportunities to connect graduate trainees with self-employment. The adoption of a new TVET policy, the country's economic growth, and the existence of a wide spectrum of prospective actors were some of these chances for TVET institution leaders. All sampled participants acknowledged that opportunities open up new avenues for employment. TVET institution leaders, by comprehending and internalising 21<sup>st</sup> century attributes of educational leadership, may be motivated to create self-employment opportunities by involving stakeholders. This conclusion suggests that if leaders effectively exploit these benefits, the opportunities that have been constantly emphasised may have a good effect on the process of connecting graduate trainees with self-employment opportunities and foster economic growth.

However, TVET institutions leaders are challenged in linking graduate trainees with self-employment endeavours. The lack of a policy and legal framework to act as a guideline to directly address self-employment of graduate trainees is a concern. A clear policy or



guideline in partnership with other relevant organisations on how to efficiently connect graduate trainees with self-employment prospects is suggested. In addition, socio-cultural factors such as values, norms and family and community affect entrepreneurial traditions of the society, have a distinct negative effect and make it challenging to create a mechanism that connects graduate trainees with self-employment prospects. Furthermore, the TVET programme itself is victim to a negative image held by the society and it has its own implication for failure of graduate trainees in relation to self-employment. To manage these societal problems, the Addis Ababa Labour and Skill Bureau and the TVET institutions should work hand-in-hand to increase the awareness of the society about the purpose and importance of the TVET sector for the economic development and highlight success stories of the entrepreneurship of regular programme graduate trainees.

To support the above finding A leader's "will" and "gut" were not enough to guide TVET along the winding route of the 21st century problems. This main study aimed to investigate the difficulties, responsibilities, and qualities of leadership from the vantage point of a higher ranking leader at a technical and vocational education institution. The results of this study indicated that in addition to having two arms, two ears, and two feet, a leader must make sure their followers are within reach by modelling what is most appropriately referred to as "required" (Ahmad ,2017:1)

### **6.3.3 Available Resources as Conversion Factors to Link Regular Programme Graduate Trainees with Self-Employment Opportunities**

TVET institutions leaders' access to resources as conversion factors to provide graduate trainees opportunities for self-employment, is the focus of this section.

The findings revealed that sampled TVET colleges are funded by the government's direct budget which equates to financial resources, including internal earnings and a specified budget, Because of financing, colleges are well-equipped and have a variety of resources available. Human resources include senior executives, members of the management committee, academic commissions, trainers and support staff. Tangible or physical assets include the buildings, classrooms, practical area workshops, business incubators centres, hand tools, equipment and machinery, amongst others. Non-physical resources including guidelines, plans, manuals, occupational standards, guides for train life skills and entrepreneurship training manuals, VGC services, cooperative training services, services for extension industries, systems of support, contributions from stakeholders, amongst others.

The majority of Addis Ababa's public TVET institutions therefore have adequate resources to provide high-quality training.

However, the sampled TVET institutions seem to have failed in effectively converting these resources to link regular programme graduate trainees with opportunities for self-employment. As a result, it is feasible to draw the conclusion that the sampled TVET institutions find it challenging to transform the available resources into self-employment opportunities. This can be as a result of the TVET leaders' ability to translate resources into desired outcomes.

As the concept of conversion factors demonstrates, the capacity approach openly supports and relies upon the means-ends dichotomy, a crucial analytical distinction in practical philosophy. The method emphasises the importance of always being clear about whether we are valuing something as a means to an end or as a valued end in and of itself. The ultimate goal of interpersonal comparisons, according to the capacity perspective, is people's capabilities. This suggests that the capability approach assesses the impact of policies and other changes on people's capacities as well as their actual functioning. How a person transforms the resources into a functioning depends on personal characteristics, social characteristics and environmental characteristics.

The leadership style, particularly that of a 'great leader', is a significant personal conversion element. The findings revealed that the majority of the sampled colleges used a democratic/participatory leadership style to guide and oversee various college operations. However, the lack the ability or information necessary to make meaningful contributions to the decision-making process, is one of the disadvantages of democratic leadership. Democratic leadership can sometimes give team members the impression that their ideas and opinions are not valued. A strategic leadership style may allow for better stakeholder collaboration, teamwork, partnership, and synergy in order to accomplish shared objectives. Effective leaders spend time forming, maintaining, and changing the organisational culture because changing the common beliefs and conventions that organisational members share is a crucial component of leadership.

The understanding of entrepreneurship as an organisational quality that exhibits temporal stability, permeates organisations at all levels, encourages the exploration and exploitation of new opportunities, and represents a fundamental strategic dimension upon which all organisations can be plotted is made easier by understanding TVET leaders' entrepreneurial

orientation. This understanding would affect the ability of TVET institution leaders to link regular programme graduate with self-employment endeavours and is considered a social conversion factor. However, the concept of an entrepreneurial orientation is new, particularly for public TVET institutions in the study area and in addition, resource limitations and institutional conditions, pervasive economic and industrial considerations, and ideological or sociological mechanisms can all have a significant impact on entrepreneurial organisational configurations, new initiatives, and top management styles.

The research concluded that the sampled TVET institution leaders' understanding of entrepreneurship and commitment to developing graduate trainees to become self-employed is weak, despite minor variations. This finding may imply that college leaders may ignore college-wide strategic issues, such as providing graduate trainees with opportunities for self-employment, in favour of day-to-day tasks. This could result in a misalignment of the TVET sector's intended goals for the economic growth of Addis Ababa and the nation. Theoretically, leaders who show their commitment to their teams and organisations, benefit the people under their supervision. Achieving the organisational mission, vision and objectives can be a criterion for assessing leadership commitment.

The findings also revealed organisational structure in terms of social conversion. As previously indicated, in terms of organisational structure, sampled polytechnic colleges are functioning well (*cf.* Figure 5.1). The Addis Ababa TVET Bureau, serves as the regulating authority, is often found at the top of the organisational hierarchy, followed by the deans of the polytechnic colleges. This organisation structure ensure that the colleges' multiple purposes and objectives are met. However, none of the sampled colleges' organisational structures encourage the development of a self-employment culture which may relate to little attention being given to the challenges faced when connecting graduate trainees in normal programmes with opportunities for self-employment.

The findings also revealed support systems as a social conversion factor. These support systems are mainly government agencies working in collaboration with the college to achieve common objectives, especially on job creation activities. These institutions are the Addis Ababa TVET Bureau, Addis Ababa Labour Enterprises and Industry Development Bureau, Addis Saving and Credit institution and Addis Capital Lease Institutions. Strategically these institutions are expected to work together to facilitate Addis Ababa City Administration socio-economic development, particularly as they have the experience of assisting graduate

trainees in becoming self-employed. However, the coordination to achieve their common agenda is insignificant and it seems that they have not applied the same synergy to link regular programme graduate trainees' with self-employment opportunities. It is particularly importance to establish a new organisational structure by incorporating the office that has strong ties to support services and serve as a 'one-stop service' for trainees who are interested in organising themselves in EMSs.

Other research finding support the above finding and suggest that, Sen's capacity approach places a strong emphasis on the role that choice and freedom play in living a life that one values. A person transforms the vector of commodities into functionings in the capacity approach. Environmental, societal, and personal factors all play a role in this shift. These conversion factors are significant because they limit people's capacity to reach their potential, which is a concern that is particularly pressing for the impoverished (Robeyns, 2011).

#### **6.3.4 Capability Set, Choices and Functions of TVET Institutions Leaders linking Regular Programme Graduate Trainees**

The capability set of choices and functions of TVET institutions leaders linking regular programme graduated trainees is the focus of this section.

Capability sets such as labour market information, entrepreneurship training, VGC services, cooperative training, trainees' saving habits, support from parents or other guardians, support systems and services for industry extension assist TVET institutions leaders in linking graduate trainees with self-employment opportunities in the study area.

Labour market information is intended to close knowledge gaps on the employability status of TVET graduates by surveying government agencies, commercial enterprises, and non-governmental organisations (NGOs). This is in accordance with the Ethiopian TVET Policy and Strategy. Additionally, conducting frequent labour market surveys allows for better monitoring and analysis of the speed, structure, and sustainability of the government's self-employment programmes (MoSHE, 2020). However, the findings indicated that none of the sampled polytechnic colleges have been successful in labour market research as they seemed to lack the necessary expertise. These circumstances, which directly conflict with the nation's TVET policy, led to a mismatch between college and work transitions, particularly in the area of self-employment.

The major objective of entrepreneurship training as a capability set is to provide participants with the information and skills necessary to start and run successful businesses after the

programme. The programme, which teaches students how to apply their original ideas to solve problems in new ways and implement these solutions in the workplace, attempts to improve their perspectives on the world and how they approach problems. The process of motivating, inspiring, and nurturing trainees to become well-rounded and successful entrepreneurs is the basis of the training programme. However, the study's findings revealed that not all of the sampled TVET colleges addressed the objectives of entrepreneurship training, and it is anticipated that the remaining public TVET institutions will have the same outcome. This situation indicated that TVET leaders in the study area did not take up the opportunity to link normal programme graduate trainees with prospects for self-employment through entrepreneurial training.

As developed and developing countries are facing the challenge of graduate unemployment. This points to the concept of entrepreneurship education leading to self-employment as a career option for students. As a result, new training delivery methods must be developed, training that is distinctive and serves to equip trainees with adequate skills necessary in the 21<sup>st</sup> century. The distinctive features of 21<sup>st</sup> century dynamism consist of: (i) scientific and computer world; (ii) jet age or high technology which requires efficient use of computers in every domain of life; (iii) an era that requires children to have basic scientific and technical skills to deal with their intricacy; (iv) a world in which the foundations of education will be more focused on competence, accuracy, effectiveness, and efficiency; and (v) an era of highly skilled workers and practitioners (Temkin, 2009).

For leaders of TVET institutions, providing vocational guidance and counselling services is seen as a key capability set. According to the country's TVET strategy, VGC services are often designed to help prospective TVET students choose the best professional path. The study's findings demonstrated that, despite the fact that this strategy has been used for many years in Ethiopia's TVET system, it has not been successful because of improper organisation, the VGC officials' restricted authority, and the study area's sub-par implementation.

To accomplish the aforementioned goals and objectives, cooperative training is the main delivery mode for TVET (MoSHE, 2020). Thousands of trainees, as well as multiple enterprises and TVET institutions, have already engaged in and benefited from cooperative training since it was originally acknowledged to be an important training approach in Ethiopia's TVET system. Cooperative training is considered a crucial instrument as a

competency set to connect graduate trainees with opportunities for self-employment since it exposes them to the real working world. However, MPTC leaders do not view it as a skill set that can assist trainees in realising their dream of being self-employed. It is expected that the same result will be found with the remaining TVET institutions in the study area.

The research also included industry extension services as a capability set. The national TVET Policy and Strategy emphasised the importance of industry extension service packages with the four components of technical, technology, kaizen, and entrepreneurship as pillars for the transformation of MSEs as part of the country's transition from an agricultural to an industrialised economy. The findings revealed that the dropout rate or lack of regular programme graduate trainees who require industrial extension service in the study area, is the main obstacle to providing this service.

The success of TVET graduates' efforts to launch new businesses is influenced by these support system programmes. However, the findings indicate that TVET institution leaders in the study area face major challenges with regard to economic issues including a lack of money, a lack of workspace, a lack of amenities, and the state of the market as well as TVET institutions, issues believed to be present in other TVET colleges in the area.

As part of their capability set, the function of TVET leaders is aligning regular programme graduate trainees with self-employment. However, according to literature, the main factors affecting self-employment are personality qualities, sociocultural factors, economic situations, and the interaction of these elements (Thapa & Singh, 2019) In contrast, other scholars, including (Powell & McGrath, 2016), have argued that social, religious, socio-cultural, psychological, political and economic policies were the primary influences on young people's self-employment conditions. Findings from the study indicate that graduate trainees in the study region showed a desire to run their own businesses, as confirmed by FGI1 participants. One aspect in their interest to be self-employed is their motivation to develop a culture of saving to accumulate seed money to start their businesses. This aspect went unnoticed by TVET institution officials, who did little to address it by bringing value. It is anticipated that other TVET institutions that were not included in the sampling will also struggle with the issue of not taking graduate trainees' desire to work for themselves into account.

When leaders connect graduate trainees in normal programmes with prospects for self-employment, they also would normally take into account the leadership capability sets of the parents or guardians. However, the research established that there is no relationship between TVET institutions and graduate trainees' parents or guardians. Other TVET institutions should have a similar experience, to demonstrate this argument. As the primary focus of this study is on graduate trainees in regular programmes, trainees' ages range between 18 to 21 years. This means that at this stage, young people require little parental support and tend to be independent and self-sufficient. If graduate trainees still reside at home, parents may set aside a space in their homes for working, budget a small amount for start-up costs, and take the initiative to help their children obtain loans from financial institutions by offering collateral, amongst other support.

To the contrary of the above finding the goal of the UNESCO-UNEVOC TVET Leadership Programme is to empower TVET leaders globally by enhancing their abilities and enabling them to successfully drive change both inside and outside of their institutions. The goal of the curriculum is to give participants up-to-date knowledge on the most recent advancements in TVET and to provide them with the abilities and resources needed to lead successfully in the field (UNESCO-UNIVOC, 2019).

#### ***6.3.4.1 Leaders' choice in relation to self-employment***

TVET institution leaders have the freedom of choice to develop a new platform that helps to connect graduate trainees with the self-employment endeavours in the study field. It offers users the option to utilise the capability sets however they see fit (Tikly, 2017). There are occasionally connections between the idea of free will and the purported ability to choose one's actions, regardless of one's current circumstances or status.

According to the research findings, all TVET institution heads in the study area indicated that they would freely use a new platform if it would help to connect graduates trainees of normal programmes with self-employment endeavours. The leaders, however, disregarded the prerequisites in order to execute the platform. These prerequisites include clarifying the roles and goals of the leaders and other stakeholders which are essential for execution. Clarifying behaviour helps to organise and direct workplace activity while ensuring that everyone is aware of what to do and how to accomplish it. It is harder to decide what has to be done the more complicated and intricate the project is. When members of the work unit experience significant job uncertainty or conflict, clarifying behaviour is likely to be more crucial. If the

organisation has detailed rules and regulations specifying how the task should be done and subordinates understand them, less clarification is required.

Leadership qualities are a collection of characteristics a leader possesses that aids them in succeeding in their role. MPTC and APTC institution leaders placed emphasis on improving leadership quality. Leadership traits can include interpersonal abilities like empathy and compassion as well as organisational abilities like vision and tenacity. A competent leader establishes a workable vision and appropriate, attainable goals. The secret to effective leadership is taking responsibility for both positive and poor consequences. Leaders must be able to accept accountability for both their own work and that of their team. This might entail making amends for errors and creating new procedures and systems to prevent them in the future.

#### ***6.3.4.2 Leaders' functions achieved to link graduate trainees***

Capabilities are defined as the many combinations of functionings that a person can attain, whereas functionings are the 'beings' and 'doings' of a person (Thapa & Singh, 2019). The research revealed that there are different dimensions on the roles of TVET institution leaders to link graduate trainees. MPTC participants place more focus on the involvement of the stakeholders in bridging graduate trainees in normal programmes with self-employment. These are internal stakeholders, comprising the graduate trainees themselves, the management committee, the academic commission, the VGC office and the trainers. The external stakeholders are the Addis Ababa TVET Bureau, Addis Ababa Labour, Addis Ababa Enterprise Bureau, Addis Finance Institution, Capital Lease Institution, and parents/guardians of graduate trainees.

TVET institution leaders are tasked with achieving various functions in their leadership role. APTC participants focused on the importance of performance indicators to measure the activities of link graduate regular programme trainees with self-employment. A form of performance measurement is a performance indicator or key performance indicator (KPI) which assesses how well an organisation is doing overall or with respect to a specific activity (such as projects, programmes, products, and other initiatives). GWPTC also focused on an evaluation of the college's competitive position and the development of strategic planning through conducting a SWOT analysis. However, the perceived role of leaders is to link



graduate trainees in different dimensions. Good leaders demonstrate effective leadership through mentoring, advising, communicating or other strategies.

In order to be effective as a leader, there needs to be professional development, defined as improving oneself through learning and training to advance one’s career. Professional development can increase skills as an employee, which can lead to new opportunities and career advancement. Professional development includes advancing skills, traits and competencies that contribute to success in the workplace. The research revealed that all participants acknowledged that that professional development of is importance and this is particularly important in the workplace of the 21<sup>st</sup> century.

As a TVET institution leader, they are most likely to possess many of the strong leadership qualities required to be leading a college. However, the development of capability sets is also important. Unterhalter *et al.* ’s (2014b) matrix is a starting point for TVET institution leaders’ capability expansion. The difference here is that agency and well-being for leaders should not only be predicated on capabilities that are expanded within TVET institutions, but also within the leadership itself.

**Table 6.1: Aspects of capabilities and leader development**

Aspects of Capabilities	Aspects of Leader Development
Well-being achievement	Being able to continue as TVET leader
Well-being freedom	The conditions needed to keep enjoying the job: <ol style="list-style-type: none"> <li>1. Professional development</li> <li>2. Being committed leader</li> <li>3. Develop the culture of entrepreneurial orientation</li> <li>4. Adopt strategic leadership style</li> <li>5. Creating conducive environment for self-employment</li> </ol>
Agency achievement	Aspects of TVET institution leaders Link regular programme graduate trainees with opportunities of self-employment
Agency freedom	The conditions needed to exercise agency in the TVET colleges I: SWOT analysis of TVET college (identify Strengths, Weakness, Opportunities and Traits in relation to self-employment) <ol style="list-style-type: none"> <li>1. Resources identification (Tangible and intangible resources)</li> <li>2. Work on conversion factors</li> <li>3. Properly use capability sets</li> <li>4. Make choice freely</li> <li>5. Functioning properly to realise agency achievements</li> <li>6. Link regular programme graduate trainees</li> <li>7. Put in place key performance indicators</li> </ol>

As indicated in Table 6.1, TVET institution leaders capabilities are important for well-being so that they are able to continue as a leader. Well-being freedom relates to conditions needed to ensure that the leader continues to enjoy the job as a leader. These conditions are professional development, being committed leader, developing the culture of entrepreneurial orientation, adopting a strategic leadership style and creating a conducive environment for self-employment.

In relation to agency achievement, leaders are expected to meet the national TVET strategy of the country in connection to link regular programme graduate trainees with opportunities of self-employment. The conditions needed to exercise agency in the TVET colleges are; SWOT analysis, resources identification (material and non-material), work on conversion factors (personal, social and environmental), use capability sets effectively (labour market, entrepreneurship training, cooperative training, VGC, industry extension service, support service, trainees intention to be self-employed, parents or guardian support), make choice freely, function properly (to realise agency achievements), link regular programme graduates trainees and put key performance indicators in place.

#### **6.4 PROPOSED MODEL TO LINK REGULAR PROGRAMME GRADUATE TRAINEES WITH OPPORTUNITIES OF SELF-EMPLOYMENT**

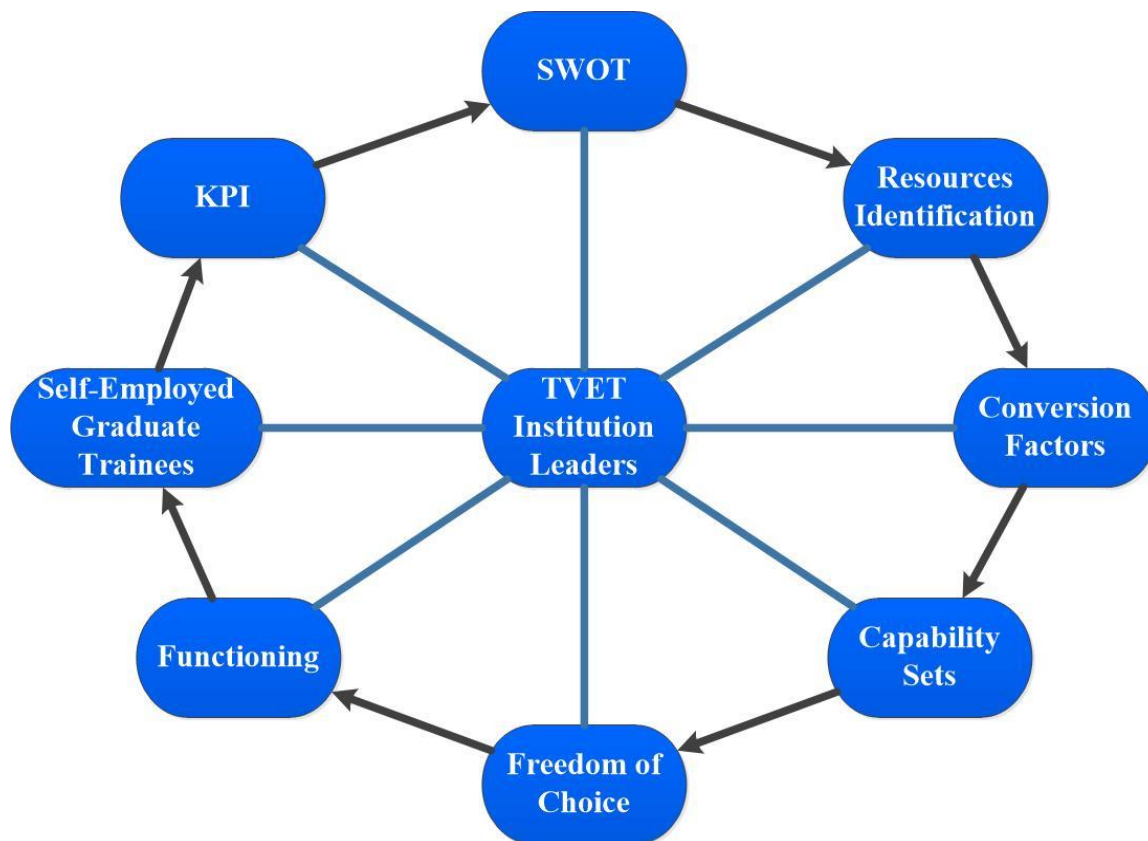
To answer the main research question of *How can TVET institution leaders link regular programme TVET graduate trainees with self-employment opportunities in light of the capability approach in the Addis Ababa City Administration?*, this research proposes a model.

Qualitative modelling concerns the representations and reasoning that people use to understand continuous aspects of the world. Qualitative models formalise everyday notions of causality and provide accounts of how to ground symbolic, relational representations in perceptual processes (Hancock *et al.*, 2016). The first step in reasoning is to construct a model of the system or situation. The input description is typically called the scenario. The knowledge of the kinds of entities and phenomena that can occur are represented as model fragments, typically stored in a library called the domain theory. The practices identified in the findings were that colleges are responsible for equipping trainees with relevant skills and to assist this aspect, a self-employment linking model was developed. The model was assembled from relevant model fragments via a reasoning process called model formulation.

Model formulation uses both the contents of the scenario and constraints imposed by the task for which the model is being constructed. The self-employment linking model also draws on the review of literature, the theoretical framework, the findings of this empirical research and the discussions of major findings in this chapter.

The purpose of proposed model is to guide practices in TVET institutions in the Addis Ababa City Administration by assisting TVET leaders in linking graduate trainees with self-employment endeavours and attain the vision and mission of the Ethiopian TVET Policy and Strategy in relation to developing a culture of entrepreneurship. The ever-changing dynamism of situations in the environment of TVET institutions in the study area requires the application of a dynamic, situational model to achieve the intended objective of the country's TVET Policy and Strategy in relation to link graduate trainees with self-employment endeavours.

By adopting the suggested model consistently, TVET institution leaders will take the lead in connecting graduate trainees with prospects for self-employment. The suggested model could play a prominent role and is anticipated to take the initiative in connecting graduate trainees with direct supervision. Figure 6.2, which presents the model, indicates the flow using a radial circle to show the relationship to a central idea. It emphasises both information in the centre circle and how information in the outer ring of circles contributes to the central idea.



**Figure 4. 3: Self-employment linking model**

As presented on the above figure, linking trainees with self-employment needs to begin with TVET leadership. TVET leaders must stimulate entrepreneurship and prepare students for the job market. In this context, TVET institutions play a critical role in creating programmes that aim to fulfil the needs of the labour market and the unique requirements of learners and employees, as well as new strategies for supporting transformation.

The first activity of TVET leaders who link graduate trainees, will be to conduct a SWOT analysis with all internal and external stakeholders to begin the process. The SWOT analysis will assist leaders in creating a plan of action and projects to connect trainees with self-employment. The second task will be to find the material and non-material resources both in and outside the TVET institution. The goal of this activity, which connects graduate trainees with self-employment, requires resource mobilisation in advance. The third step involves converting factors. The goal of this task is to show the means to end relation. At this level, TVET leaders are expected to show their energy and synergy to achieve the intended objectives of the country's TVET Policy and Strategy as well as the organisational mission in relation to self-employment. The fourth procedure involves determining the project's implementation and working on those capabilities sets. Making a choice for the project's

implementation after weighing the pros and downsides is the fifth step. The next step is to connect graduate trainees in normal programmes with self-employment prospects. Setting the key performance indicators is the last step to help determine whether internal and external stakeholders are carrying out the project's objectives.

## 6.5 CONCLUSIONS

The aim of this study was to examine how TVET institution leaders link graduate trainees in regular programmes with opportunities for self-employment in light of the capabilities approach in the Addis Ababa City Administration. Thus, based on the above summary of findings, the following conclusions are drawn:

**Conclusion 1:** TVET institutions in Addis Ababa city update themselves over time to become competitive and centres of excellence in relation to self-employment in order to achieve the goals of the country's TVET policy and strategy as well as their organisation's vision and mission (*cf.* Section 5.6.1). However, there is a major disconnect between the county's TVET plan and the practice being implemented particularly with linking graduate trainees with self-employment prospects (*cf.* Section 5.6.2.). This may be the result of a misreading of the national TVET plan or a decrease in the leadership skills of current TVET professionals.

**Conclusion 2:** TVET leadership is a relatively new subject in Ethiopia's modern educational and training system. Nevertheless, a significant factor in the failings of the sample polytechnic colleges was the lack of effective TVET leadership practices. The leadership practices were not in alignment with the dynamic changes of the capability approach. The TVET institution leaders did not apply contemporary leadership theories and leadership practices were not proactive and responsive to the needs of the regular programme graduate trainees in relation to self-employment.

**Conclusion 3:** Despite the fact that earlier assessment research was crucial to the development and reform of TVET institutions leaders in the study area, the strategy to link graduate trainees is insufficient to handle the sector's new problems.

**Conclusion 4:** A deeply-held view about the importance of employability to the sector's goal is at the core of the current way of measuring TVET's success. However, this is a constrained employability paradigm that ignores the roles played by labour market information,

entrepreneurship training, cooperative training, trainees intention to become self-employed, industry extension service, support service, parents or/and guardians of trainees.

**Conclusion 5:** Development is multifaceted and a limited economic view of development is insufficient to produce an adequate understanding of the role that TVET institutions can play in eradicating poverty, reducing unemployment, and enhancing well-being. This emphasis is driven by the human development and capabilities approach.

**Conclusion 6:** Broad generalisations about what trainees and communities value from TVET are fundamentally incorrect. This research concurs with Cook-Sather (2002:3), that it is "fundamentally wrong" to develop and rebuild an entire system without ever addressing the people it is ostensibly intended to support.

This thesis represents a first step into a challenging area. It implies there are benefits to changing the focus of TVET evaluation from the specific areas of focus listed above to a broader and more humanistic vision that is oriented towards the well-being of TVET students and the opportunities for self-employment. Alkire (2008) states that it is not a modest undertaking, nor is it very nearly achieved to operationalize an alternative method, which is what the capabilities approach is in finding prospects and opportunities within the TVET system for entrepreneurship and self-employment.

Finally, based on the conclusions, policy implications and categorised recommendations are presented organised in the next subsection of this chapter. The findings of the study could contribute to the improvements of leadership practice in the sample polytechnic colleges.

## **6.6 POLICY IMPLICATIONS**

Policy informs practice and, in this research, the country's TVET Policy and Strategy (MoSHE, 2020) was seen to inform the aims and mission of the TVET colleges. The research has revealed that there are policy implications that have arisen. It is advisable to combine TVET leadership with national development policies such as The Industrialisation Strategy, the Development Policy for Micro, Small, And Medium-Sized Firms, the Policy for Economic Growth and Sustainable Development, and the Policy for Youths.

There should not be any linkages between TVET implementation and other policies or industries. Since TVET is a field rather than a discipline, a holistic approach should be used, and the composition of numerous stakeholders is important. In order to ensure the smooth transition from the college, the private sector and public offices have to work hand-in-hand, a

memorandum of understanding should be written. Additionally, there must be a direct connection between the development of the education roadmap and the TVET policy, strategy, qualification framework, leadership directives/guidelines, and TVET leadership practices.

## **6.5 RECOMMENDATIONS**

The recommendations are based on what this study regards as critical areas for improving TVET institution leaders' performance at rural schools. These areas relate to TVET leaders, support system, and regular programme graduate trainees,

### **6.5.1 Recommendations for TVET Institution Leaders to Improve Practices to Link Regular Programme Graduate Trainees with Self-Employment Opportunities**

The following recommendations, based on the summary of major findings and conclusions of the study, are offered.

TVET institutions leaders should

- have an all-around strong background and thorough understanding of the TVET system, strategy and proclamation policy in order to lead the TVET institutions successfully and efficiently.
- conduct labour market research in accordance with the requirements of the TVET policy to successfully close the gap between school to job transitions.
- conceptualise the significance and implications of connecting graduate students with self-employment with regard to aiding people to fulfil their personal entrepreneurial dreams and addressing the socio-economic growth of Addis Ababa municipal administration as well as the nation.
- update the entrepreneurship training method in light of the goals of the nation's TVET policy and strategy and prioritise entrepreneur training by inviting guest lecturers, motivating speakers, and seasoned businesspeople to share their knowledge and experience with new graduate trainees.
- assist graduates of regular programmes in starting their own saving and credit organisations within TVET institutions. They will continue to utilise this credit institution even after they graduate from college because it makes it simple to get seed money for new businesses and expansions.

### **6.5.2 Recommendations for TVET Institution Leaders to Maximise Resources Utilisation and Upgrade Their Conversion Factors to Link Graduate Trainees with Self-Employment Opportunities**

TVET institutions leaders should ...

- make decisions on both human and non-human resources using their leadership abilities. Strong leadership is necessary for allocating resources fairly, implementing training and education programmes effectively, and ultimately achieving goals related to self-employment.
- conduct structural adjustment which may involve replacing the officers with experts who have solid experience in job counselling, career assistance, and psychology and in addition, support on-the-job and off-the-job training for VGC officers to improve their knowledge, outlook, and abilities to serve as professional career counsellors and assist trainees in having a defined career path.
- facilitate college level short-term capacity-building training for management, committee members, academic commission members, trainers, trainees' counsel representatives on the concepts of entrepreneurial orientation, self-employment importance and implementation.
- work closely with trainees' parents or guardians to persuade them to offer working places and contribute seed money for starting funds in order to avoid complications related to the working environment. The TVET institution contracts shades with simple construction materials and transfers for organised regular programme graduate trainees who want to organise in SME with list costs rent for a specific period of time in order to address the issues of working area (shade).

### **6.5.3 Recommendations for TVET Institution Leaders to Utilise Capability Set of Choices to Perform the Intended Functions to Link Graduate Trainees to Self-Employment Opportunities**

TVET institutions leaders should ...

- build a participatory and strategic leadership style at the college level since connecting graduate trainees with self-employment goals necessitates the participation of stakeholders. Establish frequent intervals of time to assess if each stakeholder is carrying out their tasks in accordance with the schedule, timeframe, resource allocations, and implementation strategy that have been agreed upon. Furthermore, leaders should work on how to start and strengthen a one-stop service in TVET



institutions in collaboration with stakeholders for regular programme graduate trainees.

- use the proposed self-employment linkage model (*cf.* Section 6.5) to promote activities that would encourage graduate trainees in regular programmes to go into business for themselves. As a result, TVET institutions should be adaptable in order to modify the procedure in accordance with the situation.
- create reward and incentive programmes at the college level to transparently promote the instructors who helped link graduate trainees with self-employment prospects. TVET leaders should not wait for higher-level officials to make decisions while rewarding and promoting trainers. If instructors receive timely recognition and rewards, it will have a positive ripple effect that will improve the efficiency and effectiveness of the institutions, which could result in extraordinary contributions from instructors.

#### **6.5.4 Recommendations for Support Systems**

The following recommendations, based on the summary of major findings and conclusions of the study are offered.

##### **6.5.4.1 Addis Ababa TVET Bureau**

Accordingly, support systems should be able to ...

- check whether or not available TVET policy and strategy is able to support TVET leaders to link graduate trainees with self-employment. The TVET bureau could develop adequate workable or actionable directives and guidelines cascaded from the Labour Enterprise and Industry Development Bureau.
- prepare policies for TVET institution leaders to have greater institutional autonomy with accountability freedoms around funds and devolution of TVET governance.
- enhance the provision of updated labour market information at city level to balance the mismatch of school work transition.
- provide leadership training and support to help TVET leaders and their stakeholders and boards to be responsive to local needs.
- improve attractiveness of leadership leaders' intermesh of salary and fringe benefits.

### ***6.5.1.2 Addis Ababa City Administration Labour Enterprise and Industry Development Bureau***

- By introducing new special directives, the Bureau has to annually allocate shades (working area) to encourage young TVET regular programme graduate trainees who want to be self-employed.
- Permanently assign officers who are working on one stop service in collaboration with TVET institutions to help the process of linking graduate trainees to be self-employed.

### **6.5.5 Recommendations for Further Research**

In the contemporary training and educational system in Ethiopia, TVET leadership is a relatively young field. The dearth of efficient TVET leadership practices was nevertheless a substantial contributor to the sampled TVET colleges' shortcomings. Therefore, it is recommended that further research be conducted on the following

- Researchers with an interest in TVET leadership, self-employment, and entrepreneurial culture should conduct more extensive studies in this area with a change in research ideas and methodologies.
- Emphasise how TVET leadership practices differ and overlap in order to connect graduate trainees with other regional state and city governments across the nation.
- Research the role that VGCs play in empowering graduates with the skills that lead to their independence, which in turn could lower the unemployment rate for blue-collar TVET workers.
- Conduct study on the labour market situation from the standpoint of the contribution that modern leadership theories can make to the city's economy.  
Conduct research on the potential and obstacles of TVET students' desire to work for themselves.
- Research the ability of TVET instructors to produce graduate trainees who are self-employed.

### **6.6 LIMITATIONS TO THE STUDY**

The qualitative research data collection methodology, in particular the choice of the small sample population through purposive sampling method, are considered as the main source of limitation for generalising the results of the research to all TVET graduates population in the

country. The inherent weakness associated with this method cannot be assumed as limitation free. Henceforth, cautions were made whenever extrapolation of the findings from the sample to all of the TVET graduates population was sought. All the responses of the interviews and discussions, though subjective in nature, are taken to be the representations of the actual scenario. The limitation of structured interviews may be considered in terms of whether the data obtained reflect the actual facts grounded in the day-to-day practice. The limitations that are discussed may influence the validity of the research in terms of the ability to generalise the results to the entire TVET graduates population.

## **6.7 A FINAL WORD**

The organisation, management and administration of education across the globe are heavily reliant on leadership. But we must keep in mind that educational leadership is distinct and requires in-depth expertise because it involves managing people of various ages. Deans and vice-deans of TVET institutions play a significant role in Ethiopia, particularly Addis Ababa, in implementing a plan to provide a trained and innovative workforce. It requires good implementation of clearly defined duties and the responsibilities drawn from the strategy to become an effective TVET institution leader. Effective leadership positioning in higher education should search for windows of opportunity and take calculated action to lead institutions in this regard. With so many demands on TVET institution heads, this research explored how, in the context of the capabilities approach, regular programme graduate trainees could be offered prospects for self-employment in the context of the Addis Ababa City administration. In the contemporary training and educational system in Ethiopia, TVET leadership is a relatively young field. TVET leadership practices seem to be wanting and it is hoped that the findings of this research is a substantial contributor addressing any shortcomings. However, it is recommended that further research be conducted in the research area.

## REFERENCES

- Adams, W.C. (2019). *Factors that influence the employability of Technical Vocational Education and Training (TVET) graduates. A comparative study of two TVET colleges in the Gauteng Province*. Master of Arts in Development Studies in the Faculty of Humanities: University of the Witwatersrand
- Addis Ababa City Administration, Search.myway.com' (no date). Available at: <https://search.myway.com/web?p2=%5EYK%5Echr999%5ETTAB03%5E&ptb=C9C337E9-2ADF-4FAE-940E-EBFCC6FC3B23&n=786766ae&ln=en&si=&tpr=hpsb&trs=wtt&brwsid=26FD605D-CBDB-4AF4-98B7-A53CF182B492&q=Addis+Ababa+City+Administration&st=tab> (Accessed: 10 April 2022).
- African Union (AU) (2020). *Continental education strategy for Africa (CESA)*. Addis Ababa: African Union
- African Union Commission (AUC) (2004). *Vision and mission of the African Union. Volume 1 of the Strategic Plan of the African Union*. Commission. Addis Ababa: AUC.
- Ahmad, H. (2017) Leadership in TVET for the 21st century: Challenges, roles and characteristics. *Procedia-Social and Behavioral Sciences*, 195: 1471–1476. doi.org/10.1016/j.sbspro.2015.06.446.
- Alkire, S. (2008). Choosing dimensions: the capability approach and multidimensional poverty. In: Kakwani, N., Silber, J. (eds.) *The Many Dimensions of Poverty*, pp. 89–119. New York: Macmillan'
- Agarwal, B., Humphries, J., & Robeyns, I. (2006). *Capabilities, freedom and equality*: University Press.
- Alkire, S. (2017). The Capability approach and human development. *Journal of Refugee Studies*, 40(1): 31–45.
- Ansah, S.K. & Kissi, E. (2013). Technical and vocational education and training in Ghana : A tool for skill acquisition and industrial development. *Journal of Education and Practice*, 4(16): 172–181.
- Ayele, A. (2022) *Determinants among youth self-employment in Selected Sub-Cities of Addis Ababa*. Master of Arts Degree in Management of Vocational Education: Addis Ababa

University.

- Azeem, N. & Omar, M.K. (2019). *Students' interests in technical and vocational education and training (TVET) Program: A Systematic Review*. International Conference Education Research Practice: Malaysia.
- Baraki, A.H., Worku, N. & Asfaw, M. (2022). Evaluating the design of the Ethiopian TVET system in light of theoretical principles of competence-based education and training (CBET). *Developing Country Studies*, 6(5): 1–16.
- Baruth, G.D. (2019) *Exploring the experiences and challenges faced by school governing bodies in secondary schools in the province of KwaZulu-Natal*. Doctoral Thesis: University of South Africa.
- Birks, M., & Mills, J. (2015). Grounded theory: A practical guide (2nd ed.). Los Angeles, CA: Sage. *Nursing Science Quarterly*. 30(4):364-365. doi:[10.1177/0894318417724473](https://doi.org/10.1177/0894318417724473)
- Bowen, G. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*. 9(2): 27-40. 10.3316/QRJ0902027.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*. 3(2): 77-101. 10.1191/1478088706qp063oa.
- Broek, S., Werquin, O., Coles-Bert, M., & Buiskool, J. (2022). The evaluation of the UNESCO thematic area TVET (Technical and Vocational Education and Training). <https://unesdoc.unesco.org/ark:/48223/pf0000234442>
- Brzozowski, J. & Lasek, A. (2022) 'The impact of self-employment on the economic integration of immigrants: Evidence from Germany', *Journal of Entrepreneurship, Management and Innovation*, 15(2), pp. 11–28. Available at: <https://doi.org/10.7341/20191521>.
- Burchell, B., Coutts, A.P., Hall, E., & Pye, N.. (2015). *Self-employment programmes for young people: a review of the context, policies and evidence*. ILO Working Papers 994898993402676, International Labour Organization.
- Cataldo, F., Kielmann, K., & Seeley, J. (2011). Introduction to Qualitative Research Methodology.
- Cook-Sather, A. (2002). Authorizing students' perspectives: Toward trust, dialogue, and change in education. *Educational Researcher*, 31(4), 3–14. <http://www.jstor.org/stable/3594363>
- Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.
- Creswell, J.W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA: Pearson.

- Creswell, J.W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Creswell, J. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. New York: Pearson.
- Curtin, D. (2020). How youth empowerment leads to a positive school climate and academic success. Santa Rosa, CA: Community Matters. <https://community-matters.org/2019/09/13/how-youth-empowerment-leads-to-a-positive-school-climate-and-academic-success/>
- Dawson, C.J. & Henley, A. (2019). Why do individuals choose self-employment@ IZA Discussion Paper No 3974). [doi.org/10.2139/ssrn.1336091](https://doi.org/10.2139/ssrn.1336091)
- Darlington, Y. and Scott, D. (2002) *Qualitative research in practice: Stories from the field*. Open University Press, Buckingham.
- De Vos, A., Strydom, H., Fouche, C. & Delpont, C. (2011) *Research at grass roots: For social sciences and human services professions*. Van Schaik Publishers, Pretoria.
- Dilshad, R.M. & Latif, M.I. (2013). Focus group interview as a tool for qualitative research: An analysis. *Pakistan Journal of Social Sciences (PJSS)*, 33(1): 191-198.
- Edmond, A., Oluniyi, A., Bamidele, O., & Kanu, J. (2014). Strategies for empowering individuals for self-employment through technical, vocational education and training (TVET) in Nigeria. *International Journal of Education Learning and Development*, 2(3): 1-9.
- Edokpolor, J.E. & Owenvbiugie, R.O. (2017) ‘Technical and vocational education and training skills: An Antidote For Job Creation And Sustainable Development Of Nigerian economy’, *Problems of Education in the 21st Century*, 75(6): 535–549.
- Edukans Foundation (2012). *Technical and vocational education and training mapping in Ethiopia*. Final Report. Learn4Work Schokland Programme on TVET. Addis Ababa, Ethiopia.
- Eichhorst, W., Rodriguez-Planas, N. Schmidt, R. & Zimmerman, K. (2021). A roadmap to vocational education and training systems around the world. *SSRN Electronic Journal* [Preprint]. Available at: <https://doi.org/10.2139/ssrn.2199793>.
- European Training Foundation. (2017) International Course: Technical and Vocational Education and Training (TVET), pp. 1–5.
- Farr, B.C. (2018). Designing Qualitative Research. *Transformation: An International Journal*

- of Holistic Mission Studies*, 25(2–3): 165–166.
- Fawcett, C., El Sawi, G. & Allison, C. (2018). TVET models, structures, and policy reform: evidence from the Europe & Eurasia Region. Washington, DC: USAID.
- Federal TVET Agency (FTA) annual report (Addis Ababa City Administration, Search.myway.com, no date)
- Fessehaye, N. (2019). *The streaming of students to TVET in Ethiopia: The case of two TVET institutions in Addis Ababa*. Proceedings of the 4<sup>th</sup> National Conference on Private Higher Education Institutions (PHEIs) in Ethiopia pp. 279-429.
- Frances, R., Coughlan, M. & Cronin, P. (2009). Interviewing in qualitative research. *International Journal of Therapy and Rehabilitation*, 16(6): 309-314. 10.12968/ijtr.2009.16.6.42433.
- Fufa, E. (2018). *Factors affecting TVET responsiveness to youth employability : Reflection on practices of competency-based provisions in Arsi Zone of Oromia Regional State*. International Conference on African Development Archives. 137. [https://scholarworks.wmich.edu/africancenter\\_icad\\_archive/137](https://scholarworks.wmich.edu/africancenter_icad_archive/137)
- Gama, A.P.M. & Alves, C.A. (2021). Research Methodology. In: *Family Influence on Performance of Family Small and Medium Enterprises. Accounting, Finance, Sustainability, Governance & Fraud: Theory and Application*. Springer, Singapore. [https://doi.org/10.1007/978-981-33-4846-2\\_5](https://doi.org/10.1007/978-981-33-4846-2_5)
- Gay, L.R, Miles, G. E. & Airasian, P. (2011) *Educational Research: Competencies for Analysis and Applications*. 10th Edition, Pearson Education International, Boston Geleta, 2017
- Gustafsson, B. & Zhang, Y. (2022). Self-employment in rural China: Its development, characteristics, and relation to income. *China & World Economy*, 30(1): 136-165. 10.1111/cwe.12404.
- Haikin, C. (2015). Vocational education and training in Sri-Lanka: Through the lenses of human capital theory and the capability approach. [https://www.researchgate.net/publication/334883177\\_Vocational\\_Education\\_and\\_Training\\_in\\_Sri-Lanka\\_Through\\_the\\_Lenses\\_of\\_Human\\_Capital\\_Theory\\_and\\_the\\_Capability\\_Approach](https://www.researchgate.net/publication/334883177_Vocational_Education_and_Training_in_Sri-Lanka_Through_the_Lenses_of_Human_Capital_Theory_and_the_Capability_Approach)
- Haile, G. (2022). The nature of self-employment in urban Ethiopia. *Ethiopian Journal of Economics*, 17(1): 23–42. doi.10.4314/eje.v17i1.46193.

- Hailu, E.T. (2017). *Analysing the labour outcomes of TVET in Ethiopia : Implication of challenges and opportunities in productive self-employment of TVET graduates*. *Economics of Development (ECD)*. Rotterdam: Erasmus University. Retrieved from <http://hdl.handle.net/2105/13126>
- Hailu, A.W. (2014). Factors affecting the quality of TVET programs: The case of four public TVET colleges in Addis Ababa. Thesis: Addis Ababa University <http://etd.aau.edu.et/handle/123456789/3276>
- Halicioglu, F. & Yolaç, S. (2015). Testing the Impact of Unemployment on Self-Employment: Evidence from OECD Countries. *Procedia-Social and Behavioral Sciences*, 195: 10-17. 10.1016/j.sbspro.2015.06.161.
- Halvorsen, C.J. & Morrow-Howell, N. (2017). A conceptual framework on self-employment in later life: Toward a research agenda. *Work Aging and Retirement*, 3(4): 313–324. doi.org/10.1093/workar/waw031.
- Hancock, B., Windridge, K. & Ockleford, E. *An introduction to qualitative research*. The NIHR RDS EM / YH, 2007
- Haolader, F.A., Cicioglu, D. & Kassim, K. (2017). A model of technical and vocational teacher education at Bachelor 's Degree level and its relevance to the occupational tasks of TVET teachers in the OIC Member States. *TVET@Asia*, (8), pp. 1–19.
- International Labour Organisation (ILO) and United Nations Educational and Scientific Cultural Organization (UNESCO) (1996). The ILO/UNESCO recommendations concerning the status of higher-education teaching personnel (Revised edition 2016\_, Geneva: International Labour Office. UNESCO ISBN: 978-92-3-100316-5 (English);
- International Labour Organisation (ILO) (2019) *Guidelines for Model TVET Institutions (MTIs)*, (May). [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms\\_736053.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_736053.pdf)
- Imai, M. (1986) *Kaizen: The Key to Japan's Competitive Success*. McGraw-Hill Education, New York.
- Interagency Group on Technical and Vocational Education and Training (IAG-TVET) (2016) Newsletter, July 2106. UNEVOC
- Jirgensons, M. (2015). The capabilities approach as a lifelong competency assessment framework. *CSEDU 2015 - 7th International Conference on Computer Supported Education, Proceedings*, 1, pp. 501–509. <https://doi.org/10.5220/0005493205010509>.
- Kielmann, K., Cataldo, F. & Seeley, J. (no date) 'Introduction to Qualitative Research Methodology: A Training Manual'. Available at: [www.write-arm.com](http://www.write-arm.com).



- Kivunja, C, & Kuyini, A.B. (2017). Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*. 6(5). 26. 10.5430/ijhe.v6n5p26.
- Kraak, A., Paterson, A. & Bok, K. (2016) *Change management in TVET colleges:Lessons learnt from the field of practice*. Johannesburg: JET Educational Services.
- Lasonen, J., Kempainen, R. & Raheem, K. (2005). *Education and training in Ethiopia: An evaluation of approaching EFA goals*. [http://lst-iiiep.iiiep-unesco.org/cgi-bin/wwwi32.exe/\[in=epidoc1.in\]/?t2000=022756/\(100\)](http://lst-iiiep.iiiep-unesco.org/cgi-bin/wwwi32.exe/[in=epidoc1.in]/?t2000=022756/(100)).
- Lee, C.J. (2011). Reconsidering constructivism in qualitative research. *Educational Philosophy and Theory*. 44(4): 403-412. 10.1111/j.1469-5812.2010.00720.x.
- Lincoln, Y.S. & Guba, E.G. (1985). *naturalistic inquiry*. Newbury Park, CA: Sage Publications.
- MacLean, M. (2013). Cracks in the (Self-Constructed?) ghetto walls? comments on Paul Ward's 'last man picked'. *International Journal of the History of Sport*, 30(1): 23-34. doi.org/10.1080/09523367.2012.743996.
- Magsino, M. (2010) Notes on Amartya Sen's "Development as Freedom" Memo Notes. [https://www.researchgate.net/publication/259657287\\_Notes\\_on\\_Amartya\\_Sen's\\_Development\\_as\\_Freedom](https://www.researchgate.net/publication/259657287_Notes_on_Amartya_Sen's_Development_as_Freedom)
- Manchester, R.A. (2015). Qualitative research in performing arts medicine. *Medical Problems of Performing Artists*, 26(2): 63–64. PMID: 21695353.
- McGrath, S. (2012). Building new approaches to thinking about vocational education and training and development: Policy, theory and evidence. *International Journal of Educational Development*. 32(5): 619–622. 10.1016/j.ijedudev.2012.04.003.
- McGrath, S., Ramsarup, P., Zeelen, J., Wedekind, V., Allais, S., Lotz-Sisitka, H., Monk, D., Openjuru, G. & Russon J. (2020). Vocational education and training for African development: a literature review, *Journal of Vocational Education & Training*, 72:4, 465-487, DOI: 10.1080/13636820.2019.1679969
- McGrath, S., Powell, L., Alla-Mensah, J., Hilal, R. & Suart, R. (2022) New VET theories for new times: the critical capabilities approach to vocational education and training and its potential for theorising a transformed and transformational VET. *Journal of Vocational Education & Training*, 74(4): 575-596, DOI: [10.1080/13636820.2020.1786440](https://doi.org/10.1080/13636820.2020.1786440)

- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry*. Upper Saddle River, NJ: Pearson Education, Inc.
- Mijena, E., Olana, T., Legesse, H. & HI, R. (2017). *Quality education in Ethiopia: The missing link between theory and practices*. Nekemte, Ethiopia: Wollega University Press.
- Miles, M.B., Huberman, A.M. & Saldaña, J. (2014) *Qualitative Data Analysis: A Methods Sourcebook*. Sage, London.
- Ministry of Education (MoE) (2008). *National Technical and Vocational Education and training (TVET) Strategy*. Addis Ababa, Ethiopia: Ministry of Education.
- Ministry of Education (MoE) (2017). *Performance management best practices for higher education*. Addis Ababa: Education Strategy Centre.
- Ministry of Education (MoE). (2018a). *Ethiopian education development roadmap (2018-30): an integrated executive summary*. Addis Ababa: Education Strategy Centre.
- Ministry of Education (MoE). (2018b). *Labour market study manual*. Addis Ababa: Ministry of Education, Federal TVET Agency. TVET Sector Delivery Unit
- Ministry of Education (MoE. (2018c) *Entrepreneurship implementation manual*. Addis Ababa: Ministry of Education, Federal TVET Agency. TVET Sector Delivery Unit
- Ministry of Education (MoE. (2018d) *Vocational guidance and counseling manual*. Addis Ababa: Ministry of Education, Federal TVET Agency. TVET Sector Delivery Unit
- Ministry of Education (MoE). *TVET deans' and vice deans' performance management manual*. Addis Ababa: Ministry of Education, Federal TVET Agency. TVET Sector Delivery Unit
- Ministry of Science and Higher Education (MoSHE) (2020) *Ethiopian technical and vocational education and training policy and strategy*. Addis Ababa: MoSHE.
- Mishra, S., Brossard, M., Reuge, N. & Mizunoya, S. (2020). *How involved are parents in their children's learning? MICS6 data reveal critical insights*. UNICEF <https://data.unicef.org/data-for-action/parental-involvement-childrens-learning/>
- Mthethwa, M., Bayaga, A., Bossé, M.J. & Williams. D. (2020) *GeoGebra for learning and teaching: A parallel investigation*. *South African Journal of Education*, 40(2): 1–12. doi.org/10.15700/saje.v40n2a1669.

- Narita, R. (2020). Self Employment in Developing Countries: a Search-Equilibrium Approach. *Review of Economic Dynamics*, Elsevier for the Society for Economic Dynamics, vol. 35.
- Ngulube, P., Mathipa, E.R. & Gumbo, M.T. (2020). Theoretical and conceptual frameworks in the social and management sciences. in athipa, E.R. & Gumbo, M.T (eds.) *Addressing research challenges: Making headway in developing researchers*. (pp.43-66) Mosala-MASEDI Publishers and Booksellers.
- Osmani, S.R. (2016) *The Capability Approach and Human Development: Some Reflections* (UNDP Human Development Report Think Piece). Available at: [http://hdr.undp.org/sites/default/files/osmani\\_template.pdf](http://hdr.undp.org/sites/default/files/osmani_template.pdf).
- Othman, J., Mohammed, K.A. & D'Silva, J.L. (2012). Does a Transformational and Transactional Leadership Style Predict Organizational Commitment among Public University Lecturers in Nigeria? *Asian Social Science*, 9(1): 165-170. doi:10.5539/ass.v9n1p165
- Palinkas, L.A., Horwitz, S.M., Green, C.A., Wisdom, J.P., Duan, N. & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Adm Policy Ment Health*. 2(5):533-44. doi: 10.1007/s10488-013-0528-y.
- Patton, M.Q. (2002). *Qualitative evaluation and research methods*. (3rd ed.). Thousand Oaks, CA: Sage
- Patton, M.Q (2017). *Qualitative Research and Evaluation Methods*. Thousand Oaks, CA: Sage.
- Powell, L. & McGrath, S. (2014). Exploring the Value of the Capability Approach for Vocational Education and Training Evaluation: Reflections from South Africa. *Revue internationale de politique de développement*. 5. 10.4000/poldev.1784.
- Powell, L. & McGrath, S. (2016) *Exploring the value of the capability approach for Vocational Education and Training Evaluation: Reflections from South Africa*. University of Nottingham, (5), pp. 1–16.
- Ramnani, R. (n.d.) Theoretical Knowledge Vs Practical Application <https://vesim.ves.ac.in/vesimblog/student-blog/185-theoretical-knowledge-vs-practical-application.html>
- Rashidi, M.N., Begum, R.A., Mokhtar, M. & Pereira, J.J. (2014). The conduct of structured interviews as research implementation method. *Journal of Advanced Research Design*,

- 1(1): 28-34. [https://www.akademiabaru.com/doc/ARDV1\\_N1\\_P28\\_34.pdf](https://www.akademiabaru.com/doc/ARDV1_N1_P28_34.pdf)
- Rasool, H. & Mahembe, E. (2014). *FET Colleges purpose in the developmental state: Imperatives for South Africa*. Pretoria: Human Resource Development Council of South Africa.
- Reeves, M., Shanahan, M., Torres, R. & Chua, J. (2011) Adaptive leadership: A critical capability for the public sector. <https://www.bcg.com/publications/2011/adaptive-leadership-a-critical-capability-for-the-public-sector>
- Robeyns, I. (2003) *The Capability Approach: An Interdisciplinary Introduction* [https://www.academia.edu/34225916/The\\_Capability\\_Approach\\_An\\_Interdisciplinary\\_Introduction](https://www.academia.edu/34225916/The_Capability_Approach_An_Interdisciplinary_Introduction)
- Robeyns, I. (2005) The Capability Approach: a theoretical survey. *Journal of Human Development*, 6(1), 93-117, DOI: [10.1080/146498805200034266](https://doi.org/10.1080/146498805200034266)
- Robeyns, I. (2008). Ideal theory and practice: Social theory and practice. *Social Justice: Ideal Theory, Nonideal Circumstances* 34(3), 341-362.
- Robeyns, I. (2011). *The capability approach*. Stanford Encyclopedia of Philosophy.
- Robeyns, I. (2016). Capabilitarianism. *Journal of Human Development and Capabilities*, 17(3): 397-414. DOI: [10.1080.19452829.2016.1145631](https://doi.org/10.1080.19452829.2016.1145631)
- Robeyns, I. (2017). The Capability Approach: An Interdisciplinary Introduction. [https://www.academia.edu/34225916/The\\_Capability\\_Approach\\_An\\_Interdisciplinary\\_Introduction](https://www.academia.edu/34225916/The_Capability_Approach_An_Interdisciplinary_Introduction)
- Ruiz-Valenzuela, J., C. Terrier & C. Van Effenterre (2017). *Effectiveness of CEOs in the Public Sector: Evidence from Further Education Institutions*, CVER, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/922019/SOL\\_2020\\_Report\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/922019/SOL_2020_Report_Final.pdf)
- Sabri, N.H.M. (2012). The Importance of Leadership in Technical and Vocational Education for the World of Work', 1(3), pp. 47–49. *International Journal of Science and Research (IJSR)*, India Online ISSN: 2319-7064
- Sanchez, J.A., Diaz-Serrano, L. & Teruel, M. (2015) 'Is self-employment a way to escape from is self-employment a way to escape from skill mismatches? *IZA Discussion Paper No. 9008*
- Saunders, M., Lewis, P. & Thornhill, A. (2009) *Research Methods for Business Students*. Pearson, New York.
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H. & Jinks, C. (2018). Saturation in qualitative research: exploring its conceptualization and

- Sen, A. 1975. *Employment, Technology and Development*. Oxford: Clarendon, Oxford.
- Sen, A. 1999. *Development as Freedom*. Oxford: Oxford University Press.
- operationalization. *Quality & Quantity*. 52(4): 1893-1907. 10.1007/s11135-017-0574-8.
- Sen, A.K. (1992). *Inequality reexamined*. Oxford: Clarendon Press.
- Shaheen, M., Pradhan, S. & Ranajee, R. (2018) Sampling in Qualitative Research, In *Qualitative Techniques for Workplace Data Analysis* pp. 25–51. 10.4018/978-1-5225-5366-3.ch002.
- Simon, J., Anand, P., Gray, A., Rugkåsa, J., Yeeles, K. & Burns T. (2013). Operationalising the capability approach for outcome measurement in mental health research. *Social Science in Medicine*, 98:187-96. doi: 10.1016/j.socscimed.2013.09.019. Epub 2013 Oct 2. PMID: 24331898.
- Sinha, S.K. (2017). Study approach in qualitative research. *International Journal of Research Culture Society*. 1(7): 99-103.
- Smit, R. 2018. “The Unbearable ‘applied-ness’ of Engineering Knowledge.” In *Knowledge, Curriculum, and Preparation for Work*, edited by S. Allais and Y. Shalem, 167–181. Leiden and Boston: Brill Sense.
- Taber, K. (2011). Constructivism as educational theory: Contingency in learning, and optimally guided instruction. *Educational Theory*. 39-61. [https://www.researchgate.net/publication/285872531\\_Constructivism\\_as\\_educational\\_theory\\_Contingency\\_in\\_learning\\_and\\_optimally\\_guided\\_instruction](https://www.researchgate.net/publication/285872531_Constructivism_as_educational_theory_Contingency_in_learning_and_optimally_guided_instruction)
- Tadele, G. & Terefe, E. (2018). Influence of career self-efficacy beliefs on career exploration behaviours among TVET college students in Wollega zones town. *Science, Technology and Arts Research Journal*. 5(1): 108–114. doi.org/10.4314/star.v5i1.17.10.4314/star.v5i1.17.
- Tao, S. (2017). Applying the capability approach to school improvement interventions in Tanzania. *EdQual Working Paper No. 22*. Bristol: EdQual.
- Temkin, B. (2009). Informal self-employment in developing countries: Entrepreneurship or survivalist strategy? Some implications for public policy. *Analysis of Social Issues and Public Policy*, 9(1): 135-156. 10.1111/j.1530-2415.2009.01174.x.
- Terzi, L. (2008). *Justice and equality in education*. London: Continuum.
- Tikly, L. (2013). *Reconceptualizing TVET and development: a human capability and social justice approach*. In UNESCO-UNEVOC (Ed.), *Revisiting global trends in TVET: Reflections on theory and practice* (pp. 3–39).

- Tikly, L. (2017). The future of education for all as a global regime of educational governance. *Comparative Education Review*, 61(1): 1–36.
- Thamarassen, I. (n.d) *Methodology of educational research*. [https://www.amazon.com/ - Ismail-Thamarasseri-ebook/dp/ B07VM71ZYH](https://www.amazon.com/-/e/Ismael-Thamarasseri-ebook/dp/B07VM71ZYH)
- Thapa, B.K. & Singh, A.R. (2019). TVET approaches: A diagnosis through the lens of human capital, right based and capability approach. *Journal of Training and Development*, 4: 12-23.
- Tripney, J.S. & Hombrados, J.G. (2013). Technical and vocational education and training (TVET) for young people in low- and middle-income countries: a systematic review and meta-analysis. *Empirical Res Voc Ed Train* 5, 3 (2013). <https://doi.org/10.1186/1877-6345-5->
- United Nations (UN) (2015) *Transforming our world: the 2030 Agenda for Sustainable Development*.
- United Nations Development Programme (UNDP) (2016). *Growing Manufacturing Industry in Ethiopia: Understanding African experiences in formulating and implementing plans for emergence*
- United Nations Development Programme (UNDP) (2018). *Industrialization with a human face*, p. 108. [http://hdr.undp.org/sites/default/files/ethiopia\\_national\\_human\\_development\\_report\\_2018.pdf](http://hdr.undp.org/sites/default/files/ethiopia_national_human_development_report_2018.pdf).
- United Nations Educational, Scientific and Cultural Organisation (UNESCO) and International Centre for Technical and Vocational Education and Training (UNEVOC) (2016). *Interagency Group on Technical and Vocational Education and Training (IAG-TVET)* Bonn: UNESCO-UNEVOC
- United Nations Educational, Scientific and Cultural Organisation (UNESCO). (2017). *Greening technical and vocational education and training: a practical guide for institutions*. Bonn: UNESCO-UNEVOC.
- United Nations Educational, Scientific and Cultural Organisation (UNESCO) and International Centre for Technical and Vocational Education and Training (UNEVOC) (2019). *Transforming TVET- from idea to action*. Bonn: UNESCO-UNEVOC.
- United Nations Educational, Scientific and Cultural Organisation (UNESCO) and International Centre for Technical and Vocational Education and Training (UNEVOC) UNESCO-UNEVOC Medium-Term Strategy II (2018-2020),
- United Nations Educational, Scientific and Cultural Organisation (UNESCO) and International Centre for Technical and Vocational Education and Training (UNEVOC)

- (2017). *UNEVOC TVET Leadership Programme 2017 Capacity building for transformational TVET leaders: Vision, knowledge and skills*. Bonn: UNESCO-UNEVOC
- UNESCO-UNEVOC (2020). *Revisiting global trends in TVET: Reflections on theory and practice*. <https://unevoc.unesco.org/home/Revisiting+global+trends+in+TVET+Reflections+on+theory+and+practice>
- United States Agency for International Development (USAID) (2018). *Organizational capacity assessment tool: Participant's Copy*. Washington, DC: USAID.
- Unterhalter, E., North, A., Arnot, M., Lloyd, C., Moletsane, L., Murphy-Graham, E., Parkes, J. & Saito, M. (2014). *Girls' education and gender equality. Education Rigorous Literature Review*. London: Department for International Development.
- Vanderweyer, M. (2021). Strengthening leadership in vocational education and training, pp. 165–190. <https://www.fenews.co.uk/fe-voices/new-oecd-research-strengthening-teaching-and-leadership-in-vocational-education-and-training/>
- Vaughan, R. (2007). Measuring capabilities: An example from girls' schooling in Walker, M. & Unterhalter, E. (eds.) *Amartya Sen's Capabilities Approach and Social Justice in Education*. Basingstoke: Palgrave MacMillan.
- Walker, M. (2008). A human capabilities framework for evaluating student learning. *Teaching in Higher Education*, 13(4): 477–487. DOI : [10.1080/13562510802169764](https://doi.org/10.1080/13562510802169764)
- Walker, M. (2015). Imagining STEM higher education futures: advancing human well-being. *Journal of Higher Education*. 70(3), 417- 425.
- Walker, M. & Unterhalter, E. (2007). *Amartya Sen's capability approach and social justice in education*. Palgrave Macmillan
- Wilson, K., Vyakarnam, S., Volkman, C., Mariotti, S. & Rabuzzi, D. (2009). Educating the next wave of entrepreneurs: Unlocking Entrepreneurial Capabilities to Meet the Global Challenges of the 21st Century. *SSRN Electronic Journal*. 10.2139/ssrn.1396704.
- Wondaferew, A. (2014). *Factors influencing the quality of training: Technical and vocational education in Addis Ababa*. Thesis: Addis Ababa.
- Xiaoyan L. & Shuang C. (2013). *Developing Skills for Economic Transformation and Social Harmony in China: A study of Yunnan Province*. World Bank Publications - Books, The World Bank Group, number 16197.
- Yalew, A.A. (2022). *The state of leadership practices in polytechnic colleges of Addis Ababa, Ethiopia*. Doctoral Thesis: University of South Africa.

- Yisihak, H.S. (2021). Leader's role and its effect on organizational change: The case of federal technical and vocational education and training institute. *International Journal of Engineering Research and Technology*, 10(02): 8–44.
- Yusuf, A. (2018). *Assessment on corporate social responsibility practices and determinants: A comparative study conducted in Addis Ababa Tannery and Awash Tannery*. [http://etd.aau.edu.et/bitstream/123456789/5579/1/Abdulhamid Yusuf.pdf](http://etd.aau.edu.et/bitstream/123456789/5579/1/Abdulhamid%20Yusuf.pdf).



# APPENDIXES

## Appendix A: Ethical Clearance



### UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/02/10

Ref: **2021/02/10/67117643/33/AM**

Name: Mr TM Alemu

Student No.: 67117643

Dear Mr TM Alemu

**Decision:** Ethics Approval from  
2021/02/10 to 2026/02/10

**Researcher(s):** Name: Mr TM Alemu  
E-mail address: 67117643@mylife.unisa.ac.za  
Telephone: +251911447241

**Supervisor(s):** Name: Prof GP Baloyi  
E-mail address: baloygp@unisa.ac.za  
Telephone: 0124841062

**Title of research:**

**Exploring challenges and prospects of TVET institutions leaders' to link their trainees with self-employment Opportunities in Addis Ababa City Administration**

**Qualification:** PhD Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2021/02/10 to 2026/02/10.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2021/02/10 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 479 3111 Facsimile: +27 12 479 4150

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2026/02/10**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note:*

The reference number **2021/02/10/67117643/33/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



**Prof AT Motlhabane**  
**CHAIRPERSON: CEDU RERC**  
motlhat@unisa.ac.za



**Prof PM Sebate**  
**EXECUTIVE DEAN**  
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150

## Appendix B: Request for Permission to Conduct Research at Addis Ababa TVET Institutions



**Title of research: Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia**

Date 10/8/2020

Mr Chernet Hailu

Technical Advisory

(Te +2519122041 and email chernethailu@gmail.com)

FGIs will be conducted at Misrak PTC conference room

Dear Chernet Hailu

I, Tadesse Mekonnen am doing research under supervision of Prof. G.P. Baloyi, a professor in the Department of Adult Basic Education at the University of South Africa. We have funding from Ministry OF Science & Higher Education (MOSHE) for PhD research. We are inviting you to participate in a study entitled *Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia*

The aim of the study is to introduce the frame work that helps to linking TVET graduate trainees with self-employment opportunity. Your company has been selected because responsible for TVET activity at city administration level.

The study will entail qualitative approach and case study design collecting the data by using different data collection tools, that is, interviews and focus group discussion. By analysing and interpreting this data the researcher will try to develop approaches to linking TVET graduate trainees with self-employment opportunities in Addis Ababa City Administration.

The benefits of this study are encouraging self-employment culture for TVET trainees by introduce the frame work how easily have their own business (Self – employment). Potential risks are No risk. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail that the report of this study's findings will be handed to each individual that participate in the interview and focus group discussion. This is to justify the transparency for each interviewee and focus group interview participant.

Yours sincerely

A handwritten signature in black ink, appearing to be 'Chernet Hailu', written over a horizontal line.

(insert signature of researcher)

Chernet Hailu

**Appendix C: Request for permission to conduct research at Addis Ababa City Administration Labour Enterprise & Industry Development Bureau**



**Title of research: Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia**

Date 10/8/2020

Mr Begashaw Alemu

Technical Advisory

(Te +2519122041 and email begashawalemu@gmail.com)

FGIs will be conducted at Misrak PTC conference room

Dear Begashaw Alemu

I, Tadesse Mekonnen am doing research under supervision of Prof. G.P. Baloyi, a professor in the Department of Adult Basic Education at the University of South Africa. We have funding from Ministry OF Science & Higher Education (MOSHE) for PhD research. We are inviting you to participate in a study entitled *Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia*

The aim of the study is to introduce the frame work that helps to linking TVET graduate trainees with self-employment opportunity. Your company has been selected because responsible for TVET activity at city administration level.

The study will entail qualitative approach and case study design collecting the data by using different data collection tools, that is, interviews and focus group discussion. By analysing and interpreting this data the researcher will try to develop approaches to linking TVET graduate trainees with self-employment opportunities in Addis Ababa City Administration.

The benefits of this study are encouraging self-employment culture for TVET trainees by introduce the frame work how easily have their own business (Self – employment). Potential risks are No risk. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail that the report of this study's findings will be handed to each individual that participate in the interview and focus group discussion. This is to justify the transparency for each interviewee and focus group interview participant.

Yours sincerely

A handwritten signature in black ink, appearing to be 'B. Alemu', written over a horizontal line.

(insert signature of researcher)

Begashaw Alemu

**Appendix D: Request for permission to conduct research at Addis Capital Lease institution**



**Title of research: Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia**

Date 10/8/2020

Mr Dagimsew Belet  
Business development head  
(Te +2519122041 and email begashawalemu@gmail.com)  
FGIs will be conducted at Misrak PTC conference room

Dear Dagimsew Belet

I, Tadesse Mekonnen am doing research under supervision of Prof. G.P. Baloyi, a professor in the Department of Adult Basic Education at the University of South Africa. We have funding from Ministry OF Science & Higher Education (MOSHE) for PhD research. We are inviting you to participate in a study entitled *Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia*

The aim of the study is to introduce the frame work that helps to linking TVET graduate trainees with self-employment opportunity. Your company has been selected because responsible for TVET activity at city administration level.

The study will entail qualitative approach and case study design collecting the data by using different data collection tools, that is, interviews and focus group discussion. By analysing and interpreting this data the researcher will try to develop approaches to linking TVET graduate trainees with self-employment opportunities in Addis Ababa City Administration.

The benefits of this study are encouraging self-employment culture for TVET trainees by introduce the frame work how easily have their own business (Self – employment). Potential risks are No risk. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail that the report of this study’s findings will be handed to each individual that participate in the interview and focus group discussion. This is to justify the transparency for each interviewee and focus group interview participant.

Yours sincerely

A handwritten signature in black ink, appearing to be 'Tadesse Mekonnen', written over a horizontal line.

(insert signature of researcher)

## Appendix E: Request for permission to conduct research at Addis Saving & Credit institution



### **Title of research: Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia**

Date 10/8/2020

Mr Mesfine Dagnachew  
Business Development  
(Te +2519122041 and email begashawalemu@gmail.com)  
FGIs will be conducted at Misrak PTC conference room

Dear Mesfine Dagnachew

I, Tadesse Mekonnen am doing research under supervision of Prof. G.P. Baloyi, a professor in the Department of Adult Basic Education at the University of South Africa. We have funding from Ministry OF Science & Higher Education (MOSHE) for PhD research. We are inviting you to participate in a study entitled *Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia*

The aim of the study is to introduce the frame work that helps to linking TVET graduate trainees with self-employment opportunity. Your company has been selected because responsible for TVET activity at city administration level.

The study will entail qualitative approach and case study design collecting the data by using different data collection tools, that is, interviews and focus group discussion. By analysing and interpreting this data the researcher will try to develop approaches to linking TVET graduate trainees with self-employment opportunities in Addis Ababa City Administration.

The benefits of this study are encouraging self-employment culture for TVET trainees by introduce the frame work how easily have their own business (Self – employment). Potential risks are No risk. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail that the report of this study's findings will be handed to each individual that participate in the interview and focus group discussion. This is to justify the transparency for each interviewee and focus group interview participant.

Yours sincerely

  
\_\_\_\_\_ (insert signature of researcher)

Mesfine Dagnachew (insert name of the above signatory)  
Business development head (insert above signatory's position)

## Appendix F: Request for permission to conduct research at General Winget Polytechnic College



### Request for permission to conduct research at Addis Ababa City Administration Technical Vocational Education & Training Bureau

#### Title of research Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia

Date 10/8/2020

Mr Meles Gizaw  
College Dean  
(Te +2519132031 and email mamelesgisw@gmail.com)  
Interviews will be conduct at – respondent’s office

Dear Meles Gisaw

I, Tadesse Mekonnen am doing research under supervision of Prof. G.P. Baloyi, a professor in the Department of Adult Basic Education at the University of South Africa. We have funding from Ministry OF Science & Higher Education (MOSHE) for PhD research. We are inviting you to participate in a study entitled *Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia*

The aim of the study is to introduce the frame work that helps to linking TVET graduate trainees with self-employment opportunity. Your company has been selected because responsible for TVET activity at city administration level.

The study will entail qualitative approach and case study design collecting the data by using different data collection tools, that is, interviews and focus group discussion. By analysing and interpreting this data the researcher will try to develop approaches to linking TVET graduate trainees with self-employment opportunities in Addis Ababa City Administration.

The benefits of this study are encouraging self-employment culture for TVET trainees by introduce the frame work how easily have their own business (Self – employment). Potential risks are No risk. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail that the report of this study’s findings will be handed to each individual that participate in the interview and focus group discussion. This is to justify the transparency for each interviewee and focus group interview participant.

Yours sincerely

A handwritten signature in black ink, appearing to be 'Meles Gizaw', written over a horizontal line.

(insert signature of researcher)

Meles Gizaw (insert name of the above signatory)

College dean (insert above signatory’s position)

## Appendix G: Request for permission to conduct research at Misrak Polytechnic College



### **Title of research Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia**

Date 10/8/2020

Mr Yohannes Hunduma  
College Dean  
(Te +2519113062 and email yohannesshunduma@gmail.com)  
Interviews will be conduct at – respondent’s office

Dear Yohannes Hunduma

I, Tadesse Mekonnen am doing research under supervision of Prof. G.P. Baloyi, a professor in the Department of Adult Basic Education at the University of South Africa. We have funding from Ministry OF Science & Higher Education (MOSHE) for PhD research. We are inviting you to participate in a study entitled *Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia*

The aim of the study is to introduce the frame work that helps to linking TVET graduate trainees with self-employment opportunity. Your company has been selected because responsible for TVET activity at city administration level.

The study will entail qualitative approach and case study design collecting the data by using different data collection tools, that is, interviews and focus group discussion. By analysing and interpreting this data the researcher will try to develop approaches to linking TVET graduate trainees with self-employment opportunities in Addis Ababa City Administration.

The benefits of this study are encouraging self-employment culture for TVET trainees by introduce the frame work how easily have their own business (Self – employment). Potential risks are No risk. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail that the report of this study’s findings will be handed to each individual that participate in the interview and focus group discussion. This is to justify the transparency for each interviewee and focus group interview participant.

Yours sincerely

A handwritten signature in black ink, appearing to be 'Tadesse Mekonnen', written over a horizontal line.

(insert signature of researcher)

Yohannes Hunduma (insert name of the above signatory)

College dean (insert above signatory’s position)



## Appendix H: Request for permission to conduct research at Akaki Polytechnic College



### **Title of the title of Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia**

Date 10/8/2020

Mr Tsegaye Adunga

College Dean

(Te +2511910005 and email tsegayeadunga@gmail.com)

Interview will be conducted at respondent's office

Dear Tsegaye Adunga

I, Tadesse Mekonnen am doing research under supervision of Prof. G.P. Baloyi, a professor in the Department of Adult Basic Education at the University of South Africa. We have funding from Ministry OF Science & Higher Education (MOSHE) for PhD research. We are inviting you to participate in a study entitled *Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia*

The aim of the study is to introduce the frame work that helps to linking TVET graduate trainees with self-employment opportunity. Your company has been selected because responsible for TVET activity at city administration level.

The study will entail qualitative approach and case study design collecting the data by using different data collection tools, that is, interviews and focus group discussion. By analysing and interpreting this data the researcher will try to develop approaches to linking TVET graduate trainees with self-employment opportunities in Addis Ababa City Administration.

The benefits of this study are encouraging self-employment culture for TVET trainees by introduce the frame work how easily have their own business (Self – employment). Potential risks are No risk. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail that the report of this study's findings will be handed to each individual that participate in the interview and focus group discussion. This is to justify the transparency for each interviewee and focus group interview participant.

Yours sincerely

A handwritten signature in black ink, appearing to be 'Tadesse Mekonnen', written over a horizontal line.

(insert signature of researcher)

Tsegaye Adunga (insert name of the above signatory)

College dean (insert above signatory's position)

## Appendix I: Semi-structured interview objectives to Polytechnic College Deans

### Research Topic: Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia



#### *Good morning/ afternoon leaders*

This interview has been designed to gather data for the fulfilment of the thesis requirement for Doctor of Education in the University of South Africa (UNISA) College of Education department of Adult Basic Education. Thank you for participating in the interview on “**Enable TVET institution leaders to link graduate trainees with self-employment in Addis Ababa City Administration**”. The overall **aim and objective** of this study is to describe and identify the performances, problems, strengths, weaknesses, opportunities and threats, lessons learned and develop **guidelines** which help to link graduate trainees with self-employment opportunities as future in Addis Ababa City administration. The report of this study’s findings will be handed to each individual that participate in the interview. This is to justify the transparency for each interviewee.

The researcher has received ethical clearance from UNISA by reference number 2021/02/10/67117643/33/AM. Participation in this study is voluntary. You may decline any interview questions that you do not wish to answer. There are no known or anticipated risks from participating in this study. Because of the potentially sensitive nature of the study, every effort has been made to protect your anonymity. The data collected from the survey will be maintained on the researcher’s computer and the replied interview will be properly locked. The data will never be shared with others without your prior consent. If you require further information on this study, or have any questions or suggestions, please contact me directly at (tadessemekonnen031@gmail.com and +251911447242).

**Do you have any questions or concerns to be addressed before we continue?**

#### **INTERVIEW QUESTIONS**

**Q.1** What practices TVET leaders’ have to link regular programme graduate trainees with self-employment opportunities?

1.1 Do you believe that your college effectively connects graduate trainees with prospects for self-employment?

1.1.1 If your answer is yes, please explain your ideas in terms of

A. Number of graduate trainees has been engaged in self-employed as a career for the past three years in number

B. Your college's track record of success in connecting graduate trainees with opportunities of self-employment.

C. Can you explain how your college contributed to their success?

1.1.2 If no what are the reasons that made your college not effective?

1. 2 Do you believe that encouraging a culture of self-employment presents obstacles for TVET leaders?

1.2.1 If your answer is yes, please explain in terms of

A. Training quality

B. Stakeholders Coordination's

1.2.2 If your answer no how you passed the challenges?

1.3. Do you agree that there will be excellent chances for TVET leaders to support self-employment cultures in your college in the future?

1.3.1 If your answer is yes, please explain breaks of

A. The country economic development

B. The introduction of new education and training policy

C. Involvements of different actors in TVET sector

1.3.2 If your answer no what will be happened in the future to promote self-employment culture in your college context?

**Q.2** Do you think TVET colleges have enough resources to connect graduates of regular programmes with chances for self-employment?

2.1 If you said "yes," explain them in terms of

A. Tangible resources

B. intangible resources

2.2 What are the reasons if the response is no?

**Q.3** Do TVET leaders use conversion factors correctly to connect graduates of regular programmes with chances for self-employment?

3.1 If you responded "yes," describe the progression

3.1.1 Personal characteristics

A. leadership commitment

B. leadership style, ,

C. Leaders entrepreneurial orientation

3.1.2 Social characteristics

A. Organisational structure

B. , social norms

C. public policies

3.1.3 Environmental characteristics

A Infrastructure,

B. Stakeholders contributions

3.2 If no why?

**Q.4** Do you know what capability sets support the culture of self-employment?

4.1. If your answer is yes, please explain in terms of

**A. Labour market Information**

A. Labour Market

B Entrepreneurship training

C. Cooperative training

D. Human resources (Management committee, Academic commission, Department heads, Trainers, Trainees, parents or guardians)

E. Trainees interest toward self-employment

F. Participation of stakeholders

G. saving culture

H. Industry extension services

I. support services

4.2 If your answer no why you did not identify capability sets to promote self- employment culture?

**Q.5** Do you support on the development of new framework to link TVET graduate trainees with self – employment to promote self-employment culture in your college?

5.1 If your answer is yes What possible solutions will be included to develop the new framework?

5.2 If your answer is no, why you said no?

**Q.6** What functions will TVET institution leaders can play in terms of coordinating the resources and capability sets to link programme graduates with prospects for self-employment?

6.1 What would be the role of leaders to link TVET graduate trainees with self – employment to promote self-employment culture in your college?

A. Create common understanding among stakeholders

B. Develop implementation strategy

C. Develop projects

D. Develop monitoring and evaluation system

6.2 What things are expected from internal stakeholders to link TVET graduate trainees with self – employment e in your college

A. Management committee

B. Academic commission

C. VGC office

D. Trainers

E. Graduate trainees

6.3 What things are expected from external stakeholders to link TVET graduate trainees with self – employment in your college

A. Graduate trainees parents and guardians

B. Addis Ababa Labour and Skill Bureau

C. Addis Ababa Micro Small and Medium enterprises bureau

D. Addis Finance Institution

6.4 Before windup my interview questions do you have any comments, suggestions or comments.

*Thank you very much for your time and your valuable contributions. We will keep in touch. Have a good day.*

**Appendix J: FDI interview Questions for management committee members, Academic commission member, Department heads, Vocational guidance and councillors and Trainees council representatives**



**Research Topic: Exploration of Enabling Conditions for TVET Institution Leaders to Link Trainees with Self-employment in Light of Capability Approach in Addis Ababa, Ethiopia**

*Good morning/ afternoon leaders*

This interview has been designed to gather data for the fulfilment of the thesis requirement for Doctor of Education in the University of South Africa (UNISA) College of Education department of Adult Basic Education. Thank you for participating in the interview on **“Enable TVET institution leaders to link graduate trainees with self-employment in Addis Ababa City Administration”**. The overall **aim and objective** of this study is to describe and identify the performances, problems, strengths, weaknesses, opportunities and threats, lessons learned and develop **guidelines** which help to link graduate trainees with self-employment opportunities as future in Addis Ababa City administration. The report of this study’s findings will be handed to each individual that participate in the interview. This is to justify the transparency for each interviewee.

The researcher has received ethical clearance from UNISA by reference number 2021/02/10/67117643/33/AM. Participation in this study is voluntary. You may decline any interview questions that you do not wish to answer. There are no known or anticipated risks from participating in this study. Because of the potentially sensitive nature of the study, every effort has been made to protect your anonymity. The data collected from the survey will be maintained on the researcher’s computer and the replied interview will be properly locked. The data will never be shared with others without your prior consent. If you require further information on this study, or have any questions or suggestions, please contact me directly at (tadessemekonnen031@gmail.com and +251911447242).

**Do you have any questions or concerns to be addressed before we continue?**

**Interview Questions**

**Q.1.** What are practices of TVET leaders’ to link regular programme graduate trainees with self-employment opportunities?

1.1 Do you believe that your college effectively connects graduate trainees with prospects for self-employment?

A. Your college's track record of success in connecting graduate trainees with opportunities of self-employment

B. Can you explain how your college contributed to their success?

1.1.2 If no what are the reasons that made your college not effective?

1. 2 Do you believe that encouraging a culture of self-employment presents obstacles for TVET leaders?

1.2.1 If your answer is yes, please explain in terms of

A. Training quality

B. Stakeholders Coordination's

1.2.2 If your answer no how you passed the challenges?

1.3. Do you agree that there will be excellent chances for TVET leaders to support self-employment cultures in your college in the future?

1.3.1 If your answer is yes, please explain breaks of

A. The country economic development

B. The introduction of new education and training policy

C. Involvements of different actors in TVET sector

1.3.2 If your answer no what will be happened in the future to promote self-employment culture in your college context?

**Q.2** Do you think TVET colleges have enough resources to connect graduates of conventional programmes with chances for self-employment?

2.1 If you said "yes," explain them in terms of

A. Tangible resources

B. intangible resources

2.2 What are the reasons if the response is no?

**Q.3.** Do TVET leaders use conversion factors correctly to connect graduates of regular programmes with chances for self-employment?

3.1 If you responded "yes," describe the progression

3.1.1 Personal characteristics

A. leadership commitment

B. leadership style, ,

C. Leaders entrepreneurial orientation

3.1.2 Social characteristics

A. Organisational structure

B. Social norms

C. Public policies

3.1.3 Environmental characteristics

A Team spirit and team work

- B. Infrastructure,
- C. Stakeholders contributions

3.2 If no why?

**Q.4** Do you know what capability sets support the culture of self-employment?

4.1. If your answer is yes, please explain in terms of

**A. Labour market Information**

- A. Labour Market
- B Entrepreneurship training
- C. Cooperative training
- D. Human resources (Management committee, Academic commission, Department heads, Trainers, Trainees, parents or guardians)
- E. Trainees interest toward self-employment
- F. Participation of stakeholders
- G. saving culture
- H. Industry extension services
- I. support services

4.2 If your answer no why you did not identify capability sets to promote self- employment culture?

**Q.5** Do you support on the development of new framework to link TVET graduate trainees with self – employment to promote self-employment culture in your college?

5.1 If your answer is yes What possible solutions will be included to develop the new framework?

5.2 If your answer is no, why you said no?

**Q.6** what functions will TVET institution leaders can play in terms of coordinating the resources and capability sets to link programme graduates with prospects for self-employment?

6.4 What would be the role of leaders to link TVET graduate trainees with self – employment to promote self-employment culture in your college?

- E. Create common understanding among stakeholders
- F. Develop implementation strategy
- G. Develop projects
- H. Develop monitoring and evaluation system

6.5 What things are expected from internal stakeholders to link TVET graduate trainees with self-employment in your college

- A. Management committee
- B. Academic commission
- C. VGC office



D. Trainers

E. Graduate trainees

6.6 What things are expected from external stakeholders to link TVET graduate trainees with self – employment in your college

E. Graduate trainees parents and guardians

F. Addis Ababa Labour and Skill Bureau

G. Addis Ababa Micro Small and Medium enterprises bureau

H. Addis Finance Institution

**Before I windup my interview questions, do you have any comments, suggestions or comments?**

*Thank you very much for your time and your valuable contributions*

## **Appendix K: FDI Interview questions for Addis Ababa City Administration Government Higher Expertise**

This interview has been designed to gather data for the fulfilment of the thesis requirement for Doctor of Education in the University of South Africa (UNISA) College of Education department of Adult Basic Education. Thank you for participating in the interview on **“Enable TVET institution leaders to link graduate trainees with self-employment in Addis Ababa City Administration”**. The overall **aim and objective** of this study is to describe and identify the performances, problems, strengths, weaknesses, opportunities and threats, lessons learned and develop **guidelines** which help to link graduate trainees with self-employment opportunities as future in Addis Ababa City administration. The report of this study’s findings will be handed to each individual that participate in the interview. This is to justify the transparency for each interviewee.

The researcher has received ethical clearance from UNISA by reference number 2021/02/10/67117643/33/AM. Participation in this study is voluntary. You may decline any interview questions that you do not wish to answer. There are no known or anticipated risks from participating in this study. Because of the potentially sensitive nature of the study, every effort has been made to protect your anonymity. The data collected from the survey will be maintained on the researcher’s computer and the replied interview will be properly locked. The data will never be shared with others without your prior consent. If you require further information on this study, or have any questions or suggestions, please contact me directly at (tadessemekonnen031@gmail.com and +251911447242).

**Do you have any questions or concerns to be addressed before we continue?**

### **FDI Discussion points**

1. As you are higher expert and stakeholders, can you explain your opinion about the relationships how TVET is helping trainees to consider self- employed as their future career to overcome socio – economic problems of Addis Ababa City Administration?
2. Would you explain the way stakeholder working together are effective to link TVET graduate trainees with self-employment at the city level?
3. Do you have a common working plan with TVET agency to link TVET graduate trainees with self-employment at the city level? If your answer is yes, please explain how you are working together.
4. What are the challenges of TVET leaders to promote self-employment culture by using the college resources effectively and efficiently to link graduate trainees with self-employment at college level?
  - a. In terms working with stakeholders especially job creation offices, finance institutions, machine lease providers, licence issues related to trade offices at City Administration level, Sub- City and Woreda level.
5. Do you have any common performance indicators / functions achieved / f which helps TVET leaders to promote self-employment culture set by TVET agency or any other concerned body?

1. If your answer is yes, can you explain the effectiveness of this performance indicators /functions achieved / it may include provide shades for working, setup revolving funds as seed money, deliver machinery through machine lease, to make licensing procedure is easily accessible to promote self-employment cultures?
2. As you are higher expertise and stakeholders, do you agree on the development of new frame work to link TVET graduate trainees with self – employment to promote self-employment culture in your college?
  - a. If your answer is yes, which stakeholders will be involved in the new platform to achieve your college vision and mission?
  - b. If your answer is yes, what possible solutions will be included to develop the new platform?
  - c. If your answer is no, why you said no?
8. Before windup our discussions do you have any comments, suggestions or questions?

***Thank you very much for your time and your valuable contributions. We will keep in touch. Have a good day.***

## Appendix L: Proof of Editing

To whom it may concern

This letter serves to confirm that editing and proofreading was done for:

**TADESSE MEKONNEN ALEMU**

**Doctor of Education**

**in**

**Adult Basic Education**

**University of South Africa**

**AN EXPLORATION OF ENABLING CONDITIONS FOR TVET  
INSTITUTION LEADERS TO LINK TRAINEES WITH  
SELF-EMPLOYMENT IN LIGHT OF CAPABILITY APPROACH  
IN ADDIS ABABA, ETHIOPIA**



Cilla Dowse  
31 Oct 2023

Cilla Dowse	Rosedale Farm
PhD in Assessment and Quality Assurance in Education and Training: University of Pretoria 2014	P.O. Box 48 Van Reenen Free State
Basic Editing and Proofreading: McGillivray Linnegar Associates 2008	<a href="mailto:cilla.dowse@gmail.com">cilla.dowse@gmail.com</a>
Programme on Editing Principles and Practices: University of Pretoria 2009	Cell: 084 900 7837
Editing and Proofreading for Academic Purposes: McGillivray Linnegar Associates 2021	
Professional Editors' Guild Associate Member, OW003	

## Appendix M: Turnitin Report

