

# **The Current Status and Challenges of Apprenticeship in Government and Private TVET Colleges of Addis Ababa: Comparative Analysis**

*By: Desalegn Dejen*



*A Thesis Presented to the School of Graduate Studies, Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Masters of Arts in Educational Planning and Management.*

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**Approved by Board of Examiners:**

Yekunoamlak Alemu (Ph.D.)      Yekunoamlak Alemu  
Chairman, Department Graduate Committee      Signature

Yekunoamlak Alemu (Ph.D.)      Yekunoamlak Alemu  
Advisor      Signature

Yalew Dargatdayehu      Yalew Dargatdayehu  
Examiner, Internal      Signature

Ato Mesfin Sileshi      Mesfin Sileshi  
Examiner, External      Signature

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# *ABSTRACT*

This thesis was aimed at undertaking a research study on the practice of apprenticeship in Government and private TVET colleges of Addis Ababa. The focus of the study was to investigate the major problems that affect the successful implementation of apprenticeship. To this end, attempt was made to evaluate the degree of partnership between TVET colleges and the world of work and the major factors affecting this link like legal frame work and work place training environments. Comparative method of study was employed to compare and contrast conditions of apprenticeship practices in two government and four private TVET colleges found in three sub-cities of Addis Ababa. All the colleges were selected on the basis of simple random sampling method. The subjects of the study were 38 administrative staff members of TVET colleges, 220 trainees and 68 work place supervisors. The sampling of respondents was carried out through purposive, availability, simple and stratified techniques on the basis of the nature and size of sample respondents. Data were collected through questionnaires, interviews, observation and document analysis. The data were also analyzed using percentages and chi-square methods. The result of the study depicted that while government colleges backed apprenticeship by legal frame work, private colleges did not. On the other hand, unlike private colleges, government colleges prepared their trainees for apprenticeship only once in their college life time. Besides, colleges were unable to establish a network of co-operation partnerships with organizations. Above all, apprenticeship suffers from lack of appropriate workplaces, qualified supervisors and financial constraints. From this, it is possible to conclude that trainees from both TVET colleges faced the problem of attending their apprenticeship so that the objective of apprenticeship was not properly met. Therefore, it is recommended to find other policy alternatives; to enact apprenticeship regulation; and to create strong awareness through campaign so that other responsible bodies such as chambers of commerce and industry could share the responsibility of facilitating apprenticeship.

# **CHAPTER ONE**

## **THE PROBLEM AND ITS APPROACH**

### **1.1 INTRODUCTION**

The development of a country's economy, among other things, depends on the presence of well trained human resource. Increment in national wealth is almost unthinkable without well-qualified personnel in the development sectors. This is unequivocally the result of education. In order to achieve this purpose, apart from academic education, vocational education and training has to be introduced in nations' education systems.

Technical and vocational education and training, as it is seen in many European countries and even in some African countries, contributes a lot to the development of nations through providing marketable skills. In order to benefit from this education and training program, countries have linked it with the real world of work. This is what is called apprenticeship. Apprenticeship is an in-company training based on an agreement made between a training institution, the apprentices and organizations/companies (GTZ, 2004: 4).

The notions of vocationalism and vocational education and training are not new. The interaction between vocational education and training and productive work traced back to the emergence of apprenticeship. From its inception apprenticeship was seen as "a bridge between man's education and his world of work" (Kazanas, 1973:10). Technical and vocational education and training, nearly in all countries, but basically in today's developed nations is derived from a tradition that dates back to

the middle ages (13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> centuries) when young people were being trained in crafts, commercial and technical occupations. In the 18<sup>th</sup> and 19<sup>th</sup> centuries, even though industrialization grew rapidly, the great majority of the population continued to work in the agricultural sector and apprenticeship training was still marginal. Just after that time and until very recently apprenticeship training was given on-the-job, on the basis of practice (involvement in productive practice) with the help of a skilled workman. (Trembally and Lebot, 2003: 1)

Currently, however, the notion of apprenticeship has got wider acceptance as it enables to produce efficiently qualified workmen for developmental activities. For this reason, many western countries organizations/enterprises provide apprenticeship for would be productive citizens. Such attempt of them helps to share the most expensive cost of apprenticeship training and to relate school training with the real world of work (Wagner, 1998: 6, Balsam, 2003: 12 and U.S. Department of Labour, 2003: 3).

In Ethiopia, even though vocational education and training was started few decades ago in its formal structure, apprenticeship was not totally practiced. With the introduction of the existing Education and Training Policy, the issue of Technical and Vocational Education and Training came to be one of the major priority areas in the Ethiopian education system. Since then, apprenticeship has been one component of the education and training program.

As the TVET curriculum developed by the Ministry of Education (MoE) shows, 312 hours is allocated for out of school apprenticeship training program for each training levels, that is 10+1, 10+2 and 10+3. This document states "the purpose of offering apprenticeship training in

It is now seen practiced almost in all areas where TVET institutions are found.

Therefore, apprenticeship, today, has got wider acceptance than ever before. Its merit in serving the skill needs of different occupations is fully recognized. However, the way it is practiced and the manner in which it is linked with the real world of work is not properly tested. Besides, policy alternatives to the challenges of its application are not found. Few studies conducted on the issue shows that it had many problems of implementing. Among which, poor partnership among stakeholders, inadequate number of apprenticeship offering organizations, lack of legal framework, lack of qualified teachers and supervisors, and financial constraints were the major problems (Masresha, 2004: 111-115; Addis Ababa Education Bureau, 2004: 7; and Antonious, 2006:34-36). But these studies lack wider coverage and degree of extent to address the issue. This opens the space for further research.

To these end, this research work assesses the way apprenticeship training is practiced in the government and private TVET colleges of Addis Ababa. The intention of the research is to examine the current practice of apprenticeship training conducted in different organizations and its contribution to the quality of TVET graduates in response to the requirement of the economy.

To achieve this purpose, the study tried to answer the following basic questions.

1. Do both TVET colleges (government or private) help their students in finding organizations that could provide apprenticeship training?
2. Do apprenticeship providing organizations cooperate equally with both government and private TVET colleges to provide apprenticeship for students?

3. Do both government and private TVET colleges make legal agreements with organizations regarding the provision of apprenticeship training for students?
4. What are the prominent administrative, social and economic problems encountered to implement apprenticeship training in both government and private colleges?

### **1.3 SIGNIFICANCE OF THE STUDY**

It goes without saying that appropriate (apprenticeship) training will help to produce efficiently qualified work force in various trades. Nevertheless, a variety of problems may hamper the successful implementation of the training program. This will again, affect the overall quality of the program. Accordingly, the writer of this research work has a belief that identifying the prevailing practices and problems of apprenticeship can have its own role to play in improving the quality of Technical and Vocational Education and Training. To this end, it is intended that conducting a research on the current practice of apprenticeship training will bring about the following benefits.

1. It will shade light on apprenticeship problems with respect to the trainees, employers, TVET institutions and other stakeholders.
2. The writer of this research work believes that a study of this problem will bring the problem(s) of apprenticeship training to the attention of policy makers and curriculum developers of Technical and vocational Education and Training at the Ministry of Education level in general and Addis Ababa Education Bureau in particular.
3. Apprenticeship training is a new program in our country. Therefore, the researcher believes that this study will add some literature in the area; from the country's context.

4. The writer of this research work also believes that the study of this problem will initiate other researchers to undertake detail research work on the problem.
5. This research work is also believed to provide alternative policy recommendations to the problem under study.

## **1.4 DELIMITATION OF THE STUDY**

This study was conducted on government and private TVET colleges of Addis Ababa. This is because the region consists of about 30.7% from the total TVET colleges in the country. Hence, conducting a study on this amount of TVET institutions is expected to show the extent of the problem(s) on the issue at country level, regardless of regional differences.

Technical and vocational education and training programs are conducted in three levels. The first two are certificate programs which are basically known as 10+1 and 10+2 levels. The other (the third) one is college diploma (10+3) program. From these training programs, the college diploma (10+3) program was the focus of this study assuming that this program provides more diversified courses and the students have wider exposure and longer stay in the training colleges than the other two programs. Therefore, graduating classes of the 10+3 program were target groups of this research work.

## **1.5 RESEARCH METHODOLOGY AND PROCEDURE OF THE STUDY**

### **1.5.1 Method of the study**

In this study, comparative approach was used to reveal the current practices of apprenticeship training in the government and private TVET

colleges of Addis Ababa. Because the study aimed at comparing and contrasting the apprenticeship practices in both TVET colleges and learning from their similarities and differences.

### **1.5.2 Sample Population**

This study was conducted in selected government and private TVET colleges of Addis Ababa. According to the educational statistics of Ethiopia (MoE, 2005: 168), there were about 199 TVET colleges all over the country. Out of this number 61 (30.7%) were found in Addis Ababa. Among these TVET colleges, three of them were government owned, 54 were private owned and the rest four were run by other non-governmental organizations. This study mainly focused on governmental and privately owned colleges. Among private colleges only 43 had full accreditation.

In the city there are ten sub-cities. Of these sub-cities, only three (33.3%) were chosen randomly. Because there were almost significant number of colleges in all the sub-cities so that every sub-city could represent the larger city equally. These sample sub-cities were:

1. Lideta sub-city (It had three private TVET colleges),
2. Yeka sub-city (It had five private TVET colleges), and
3. Kolfie Keranio sub-city (It had four private TVET colleges).

As we can see from the above data, there were 12 private TVET colleges in the chosen sub-cities. Of these colleges, only four private TVET colleges (nearly 27% from each sub-city) were chosen randomly. This stratified random sampling method was employed here because getting representative colleges from the selected sub-cities would be possible.

In those four private TVET colleges, there were about 1183 students attending their graduating year (10+3) program in 17 departments. From these group of students 120 (about 10%) were selected by stratified-random sampling technique. This technique was employed so as to include trainees from each area of training proportional to their presence in the population so that it would increase the precision and representative ness of the study.

As far as governmental TVET colleges are concerned, there were only three colleges in the city. Two (66.6%) of the colleges were selected randomly. Because every college could satisfy the criterion of representatives of the sample equally when included in the study.

In these colleges, there were about 1061 students attending their final year (10+3) program in nine departments. Of these number of students 100(nearly 10%) were chosen in the way that private colleges students were selected.

In both private and government colleges, graduating class students were selected purposefully because this group of students were expected to have wider exposure for the program and longer stay in the training colleges. However, every sample student was selected randomly. Because every graduating class student was expected to provide almost similar information. Accordingly, 220 students (from both government and private colleges were included in the study.

The other group of respondents constituted 6 principals/deans, 6 vocational counselors (apprenticeship coordinators) and 26 department heads of TVET colleges. These respondents were selected using availability sampling technique for the reason that these numbers are very small to accommodate all of them in the study.

The last, but not the least, group of respondents of this research work was apprenticeship (training) providing organizations. Unfortunately, there was no properly compiled and/or filed list of these organizations either in the city administration or in TVET colleges. However, the data collected from the disorganized documents of sample colleges revealed that about 400-450 organizations provided apprenticeship training for trainees. From these organizations, 100 (about 25%) of them were chosen and included in the study using purposive sampling technique. The very reason for employing purposive sampling technique here was on the assumption that including organizations from different sectors (production and service) and different sizes of function (small, medium and large) would help to see the situations in various areas of the economy.

### **1.5.3 Sources of Data**

Data for this study were collected from both primary and secondary sources. Primary source data were obtained from TVET principals/deans, department heads and vocational counselors (which are collectively called the administrative staff of colleges) as well as from supervisors in apprenticeship providing organizations and trainees. Secondary information was also gathered from relevant books, journals, universal declarations and legal documents that reflect the experience of apprenticeship. Besides, statistical documents and annual abstracts were used to get the accurate number of trainees, trainer organizations and TVET colleges.

### **1.5.4 Data Gathering Tools**

In this study, three sets of questionnaires were prepared and employed to gather the necessary data. All respondents of this study were literate and well educated. Therefore, they could express their responses through

writing in the questionnaires with out any difficulty. Besides, as the respondents were large in number, it will be time saving to address them through questionnaire better than any other data gathering tool. In addition to the questionnaires observation was made on some activities of TVET institutions and apprenticeship providing organizations.

#### **1.5.5 Procedure of the Study**

In this research undertaking, sets of questionnaires which contained both closed-ended and open-ended questions were prepared. Great care was taken to address the basic questions.

After the questionnaires were prepared, they were distributed to some groups of respondents. This was done so as to testify the competencies of the instruments to collect relevant and full fledged data. Based on the pilot testing, corrective actions were made on the content of the questionnaires.

Following the corrective procedure, the final copies of the questionnaires were duplicated in sufficient number. Then, they were distributed to respondents. Finally, the questionnaires were collected; the data were organized and analysed using appropriate statistical tools.

#### **1.5.6 Stastical Tools and Methods of Data Analysis**

The stastical tools which were used to analyse the obtained data was basically percentage. Because it is appropriate to explain the personal characteristics of the respondents and to interpret nominal and ordinal data obtained through questionnaires. Chi-square test was also used in order to test the significance of differences between responses from sample groups.

## 1.6 DEFINITIONS OF TERMS

- **Apprenticeship:** This means job training undertaken by a trainee in an organization pursuant to an agreement concluded among a training institution, an organization and trainee to enable the trainee to put to practice the technical and vocational education and training be acquired in a training institution and to be acquainted with work. It is employer based or a work based method for learning and gaining qualifications. The training is mostly trade specific and restricted under the contract with one employer. (Federal Negarit Gazeta FNG, March 1, No. 391/2004: 2554).
- **Apprentice:** This means a person undergoing apprenticeship pursuant to a tripartite agreement concluded among a training institution, an organization and a trainee. (FNG, March 1, 2004 No. 391/2004: 2554).
- **Organization:** It is to mean a production, trade or service rendering institution selected by the appropriate body to provide apprenticeship training to trainees (FNG, March 1, 2004 No 391/2004: 2554).
- **Technical and Vocational Education and Training:** This refers to all forms and levels of educational processes involving, in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life. (UNESCO, 1989:2)
- **Trainee:** Means a person who participates in technical and vocational education and training program provided by a training institution with a view to acquiring or upgrading his technical and vocational skills (FNG, March 1, 2004, No. 391/2004: 2553).

- **Training Institution:** Means a public or private institution, or one owned by a non-governmental organization, to which a pre-accreditation license or an accreditation certificate is issued by the appropriate accrediting authority to engage in the provision technical and vocational education and training (FNG, March 1, 2004, No. 391/2004:2553)

## **1.7 ORGANIZATION OF THE STUDY**

This study was organized in four chapters. The first chapter dealt with the problem and its approach. Under this chapter, the basic questions for which the study aimed to get answer and the research methodology were treated. Chapter two was devoted to reviewing related literature for the study. The third chapter presented the interpretation and analysis of data. The last and the fourth chapter dealt with the summary of findings, conclusions and recommendations.

## **CHAPTER 2**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET): WORK ORIENTED EDUCATION**

##### **2.1.1 An Overview of Technical and Vocational Education and Training (TVET)**

Technical and vocational education and training (TVET), or vocational education in brief, basically deals with the more comprehensive concept of Human Resource Development; a concept that comprises the supply side or sources of human power, as well as the linkages and channels between the supply and demand sides of human power. Supporting this idea, Masri (1999:1) stated that the supply side includes such sources as the various levels and fields of formal and non-formal education and training systems including vocational and technical education. Masri further explained that the linkage between the supply and demand sides of human power which should be considered as essential elements of the concept of human resource development comprises such components as information systems, legislative tools, occupational classifications and standards, employment services, career guidance and counseling services and research and development in the concerned fields.

The framework for TVET, according to Kerre (1990: 40-46), for any nation, from the global perspective must be drawn from:

- a) a widely recognized and acceptable national conceptualization of the role of technology and national development, the need to compete favorably in an international market, the elements of

technology education curriculum and the emphasis to be given in the school curriculum, a clearly defined and articulated vocational and technical education and training system that responds to the needs of society, industry and individuals; and

- b) a clearly defined national policy framework that has legislative backing, identifies and encourages the development of appropriate technologies which will enable the nation to meet its national development needs as well as remain competitive in a technological international markets, supports comprehensive and continuing vocational and technical education and training and stimulates employment creation through self-employment in both the formal and non-formal sectors of the national economy.

When we consider the nature, content and methodology, TVET is strongly rooted in educational ideas and objectives, on the one hand and is thoroughly permeated by labour market criteria and work standards, on the other hand. In order to ensure both human and professional aspects of TVET, Masri (1999: 2) unequivocally put that two major dimensions should always guide the design of the relevant TVET schemes and systems: EDUCATION and WORK. The author further elaborated that the educational dimension caters for the individual needs and human aspects, while the work (also called economic) dimension caters for societal needs and labour market requirements. Furthermore, the new and modern approaches take it for granted that TVET programs can not be designed to correspond accurately to a particular job.

### **2.1.2 Technical and Vocational Education and Training (TVET) and National Development**

As many authorities in the field of vocational education agree on, economic development of any nation depends to a great extent on TVET systems. Because, they believe in that, TVET enables to meet social and

economic demands. In this regard BIBB (Federal Institute for Vocational Education in Germany, 2004: 4-5) put it in a nut shell that many countries stress the need to place a great emphasis on TVET in the years to come and highlighted the importance of:

- providing attractive, qualified training programs and continuing training opportunities in order to enhance employability and occupational mobility;
- designing TVET to conform more closely with the field of practice;
- orienting TVET closer to the requirement of the employment systems and corresponding labour market needs; and
- preparing young people for higher education which comply with high standards while opening up forward-looking employment prospects.

According to UNESCO report (1996:13), the United Nations Development Program (UNDP) is in a battle for peace on two fronts. The first front is the “security front” which strives to secure freedom from fear. The other front, if not the second, is the “economic and social front”. Freedom in this front means satisfying material wants. In other words, the economic and social front is directly linked to job security. However, regardless of the continuing effort of UNDP; the report of UNESCO indicated that there is a growing number of unemployed among the educated while there is, at the same time, a persistent shortage of vocational and technical skills in many areas of the nation’s economy.

It is also put in the same document that most countries in the world have recognized a pool of skilled man power in essential economic and service sectors is critical to national development. Because the document justified, the level of competence of a country’s skilled workers and technicians is centrally important to the flexibility and productivity of its

labour force. The UNESCO document (1996:14) further explained that skilled workers and technicians enhance the quality and efficiency of “product development, usage, production and maintenance, and they supervise and train workers with lesser skills.” The development of a skilled labour force makes an important contribution to national development.

When we read the above statements, we can learn that it is through TVET that such manpower can be obtained or produced. Because, in addition to the above statements, many other studies carried out by the World Bank and educational researchers have shown that the investment in TVET is worthwhile no matter what the economic status of a country may be. This is increasingly becoming even more important with rapid technological changes to be competent in the world of work.

However, one major problem here is that many people consider TVET as the simplest and shortest gate way to the world of work. Emphasizing this point, Ward (1974:8) explained that one of the major problems that affect the interconnection between TVET and work is the wrong way of viewing TVET as an entry ticket to the world of work. This is irrespective of whether educational requirements are important for the intended job or not.

The idea of Ward was accepted by many authorities in the field of technical and vocational education. One strong support to him was given by saying that vocational education and training is learning to do a job. It is not rather passport to get job. This idea was further strengthened that when TVET gives much emphasis to qualification rather than marketable skills, it will end up producing examination oriented, shallow and unproductive graduates (Dore, 1975: 8).

Currently, TVET re-emerges as one of the hot topics in the policy debate on educational development. This renewed interest for TVET is motivated by the necessity to address new economic challenges. In this context, Atchoanera (2004:1), has identified three factors that play a key role. These factors are:

- i. increasing recognition of the role of knowledge in economic development;
- ii. the context of globalization, and the need to maintain, through skill development, international competitiveness; and
- iii. the deep transformation of labour markets associated with globalization, including casualization of work and a continuing expansion of the informal economy in many developing countries.

These factors tell us that technical and vocational education has got global acceptance so as to bring about economic development. Because TVET enables to get qualified labour that could compete not only at local level but also at national and international levels.

### **2.1.3 The Objectives of Technical and Vocational Education and Training (TVET)**

The general as well as primary objective of TVET is to provide, together with general education, knowledge and skills in technical and vocational fields so as to meet national human resource requirements in both production activities and services. When we put it in a different way, TVET is aimed at producing trained and skilled manpower that can adapt to the requirements of the labour market (UNESCO, 1996:16; Atchoanera and Andre, 2002: 37).

However, because of continuous changes in the labour market, the general objectives of TVET have become more diverse. That is, they are no more economic only. But they are also social that comprise of the fight against poverty and the integration of young people in to the world of work (Atchoarena and Andre, 2002:38). In this regard, Caillods, in the aforementioned authors work, identified two additional major objectives of TVET. They are:

- to train the workforce for self-employment; and
- to raise the productivity of the informal sectors.

As it is already indicated, the above objectives of TVET are broad and general. They need further specification so as to address particular situations of the training program. In this regard, UNESCO (1996:16-17) listed out the following ten points as the specific objectives of TVET. Those specific objectives of TVET are extensively presented here under.

- i. To expose pupils to a wider range of practical activities in order to make them familiar with and to stimulate their interests in vocational subjects so as to give them equal opportunities to choose their future careers;
- ii. To facilitate the interpretation, application and translation of basic knowledge and understanding of fundamental facts and principles of specific processes and techniques to be able to produce and use tools and labour-saving devices for productive work;
- iii. To inculcate an appreciation of the dignity of human labour as an invaluable resource base;
- iv. To equip students with relevant productive and enterpreneurial skills that will prepare them for gainful employment or self-employment;
- v. To provide skilled labour to match the demand for manpower in the specific technological and commercial sectors of the nations economy;

- vi. To refine and consolidate indigeneous artistic and technological skills in order to produce products of aesthetic and culture value;
- vii. To import skills necessary for the protection, utilization and conservation of environmental heritage;
- viii. To increase scientific and technological literacy among youth thus fustering a proper understanding of the intricacies of modern technological aduancement;
- ix. To encourage equal access and participation of girls and women in technical and vocational education and training; and
- x. To provide a sound foundation for further education and training in the sprit of life-long learning.

## **2.2 APPRENTICESHIP AND ITS PLACE IN TVET**

### **2.2.1 What is Apprenticeship?**

Many records have shown that apprenticeship training was started in a very traditional form; by working with small business owners. There was no any theoretical knowledge and skills provided to trainees. In this sense, the traditional form of apprenticeship was defined as “a system of learning skills of a craft and/or business services from experts in the field by working with them.” (Ayanaw in Addis Ababa Education Bureau, 2004: 22)

However, the meaning of the term “apprenticeship” has come to be changed from time to time since the earliest days of recorded history. Nowadays, it has got a modern concept. According to its modern concept, apprenticeship is defined as:

--- a work-based method for learning and gaining qualification's. It is in-company training based on an agreement between a training institution (public or non-public TVET institutions, and an employer for the purpose of training of trainees in any commercial, industrial or service giving organizations (establishments). (MoE, 2002:3 and GTZ, 2004: 4)

As Feingold and Swardloft (1969:59-61) explained it, apprenticeship is one of work experience programs. It is one of the oldest methods of vocational training. It had started in the earliest days of recorded history. During the middle ages, it becomes a highly formalized system of vocational education.

According to the above definition of apprenticeship, students of TVET institutions, after they have acquired the necessary knowledge and skills in their respective TVET schools, will gain practical training in business organizations/enterprises by actually involving in the real world of work (Pye, and others, 2004:11). By doing so, the trainees will not only be with appropriate skills and increase their employability but the training will also build up the work discipline, self-confidence and self-employability of the trainees (Addis Ababa Education Bureau, 2005:5).

Most training authorities in the field of vocational education agree that the best way to learn a trade that requires professional skills is through apprenticeship program. Because apprenticeship is a prescribed period of on-the-job training which is supplemented by related classroom instructions which is designed to develop skills by making the trainees familiar with the materials, tools and principles of the trades (Feingold and Swardloft, 1969: 280).

### **2.2.2 Partnerships in Apprenticeship**

Partnership is the relationship between two or more groups for their mutual benefits. Explaining this concept, Callan and Ashworth (2004:10) stated that partnership involves collaboration to enable delivery of a service or product. Within the partnership, there is a sharing of resources to add value to the product and/or service for customers (community).

As it is already mentioned in the previous discussion, the ultimate goal of TVET is to prepare individuals for the world of work. In order for TVET to be relevant, it must be closely linked to organizations/enterprises so that graduates will find it easier to move from education in to the work environment (UNESCO, 1996: 28)

Therefore, the precondition for apprenticeship training is the close partnership between business organizations and TVET institutions (MoE, 2004:4). Such cooperation will not only benefit the two parties (TVET institutions and business organizations/enterprises) but it will also have advantage(s) to the society (community) at large. In this regard, the Ethio-German TVET program document (GTZ, 2004: 6-9) has mentioned the benefits of partnership in apprenticeship to the three bodies mentioned above. Accordingly, the advantages are briefly summarized here under.

#### **A. Benefits to Enterprises (Companies)**

The benefits of partnership in apprenticeship to business enterprises are:

- to help employers find skilled workers they need to compete in today's economy;
- to have an opportunity to contribute to the education and training of young people;
- to train future employees to meet company standard;
- to enhance the public image of the employer with respect to training; and
- to benefit from the trainees increasing performance and productivity.

## **B. Benefits to TVET Institutions**

The benefits of partnership in apprenticeship to TVET institutions are also the following:

- Higher motivation of the trainees through insights into companies;
- Better image and reputation of the training institutions in public; and
- It helps to improve their training systems through the feedbacks gathered from the enterprises.

## **C. Benefits to Communities**

Partnership in apprenticeship has also many societal advantages.

Among those advantages, the major ones are:

- to help meet the need for skilled labour and registered trainees;
- to maintain the continuity of skilled trades;
- to improve the success of youth in moving into employment and becoming contributing members of the community; and
- to promote the focus on science and technology and respond to the changing nature of skilled occupations requiring greater technological and information processing expertise.

Looking at the above benefits of partnership, we can conclude that apprenticeship training is a “win-win” situation (MoE, 2002:3). That is, there will not be any party that may not benefit from the apprenticeship training. However, in order to benefit from the partnership, each party need to satisfy certain conditions. In this regard, Callan and Ashworth (2004:13) forwarded the conditions for partnership in apprenticeship. According to these authorities, the benefits of partnering and creating true learning relationships include higher level of mutual trust, greater

levels of cooperation and understanding between partners, improved communication and sharing. These authors went on saying that there is little doubt that the number of partnerships in the TVET will continue to increase. Their justification to say this is that TVETs' response to partnering is partly a world wide growth in the use of partnerships to build competitive advantage, to achieve greater level of responsiveness in the delivery of services, and to build upon the learning capabilities of organizations.

In order to realize the overall advantages of partnership, both organizations of the apprenticeship training require careful preparation and common effort from all concerned. That is, each partner has to be aware of his/her shared and his/her certain tasks (MoE 2002:7).

Many literatures have demonstrated that there are clearly a wide range of factors which influence the development and maintenance of partnership in apprenticeship between TVET schools and industry sectors. In this regard, for instance, Callan and Ashworth (2004:16-23) have identified three key variables that have influence on apprenticeship training partnership. These are:

- Environmental factors,
- Training models, and
- People and their relationships.

The environmental influences on apprenticeship training partnerships include: the size and location of partners, including their location in regional areas, the influence of the track record and reputation of each partner, the levels of formality within the training arrangement, and cultural and organizational attitudes about partnering which affect the ability of partners to manage and develop apprenticeship training partnerships.

In the development of apprenticeship training partnerships, in addition to environmental factors, training models have meaningful influence. Such training model issues include a wide range of financial and non-financial drivers for the provision of the training, considerations about the flexibility, customization and administration of the training partnership and perceptions about the likely return on investment in training.

Success will also not come unless the right people with appropriate skills are involved. In this regard, in addition to Callan and Ashworth, Kanter (1999:20) proposed that people issues comprise a third key element which shapes the development of successful TVET school-apprenticeship training provider industry partnerships.

Together, the combination of these elements shapes perceptions of the performance of the TVET schools and training provider industries partnerships.

### **2.2.3 Duties and Responsibilities of Apprenticeship Training Implementers**

Apprenticeship training requires the active involvement of different parties. As far as our country, Ethiopia, is concerned three parties take direct and active part in apprenticeship training. These parties are TVET institutions, production or service organizations and trainees (MoE, 2004:9-12, GTZ, 2003:21-22 and Addis Ababa Education Bureau, 2005:8-14). The duties and responsibilities of these three parties in apprenticeship training, as clearly presented in the documents mentioned above, is discussed in brief here under.

## **A. TVET Institutions**

TVET institutions should assign a coordinator for apprenticeship training. The coordinator should have the required expertise in the area of vocational counseling. He/she is also responsible for all matters of apprenticeship management and organization. Among his/her duties and responsibilities the most important ones include:

- identification of areas and suitable companies/organizations for apprenticeship training;
- preparation of apprenticeship programs and communication with companies and stockholders;
- promotion of apprenticeship training programs; and
- evaluation of apprenticeship training programs and trainees.

## **B. Production or Service Organizations**

These are apprenticeship training providing organizations. They have the following duties and responsibilities:

- Providing an opportunity for trainees to learn their trade by offering a well-rounded practical trade training experience;
- Providing safe learning environment and encouraging training at all levels;
- Providing the foundation for the apprenticeship training and the continuum for passing trade skills on to the future; and
- Providing fair and equitable treatment of all trainees.

Besides, apprenticeship training providing organizations are responsible to deploy a supervisor (MoE, 2002:12). A supervisor of apprenticeship training, according to this writing, is “a person who is assigned by his/her organization to organize and evaluate apprenticeship training.”

The same document explained further that the supervisor could be an experienced worker/employee who is additionally equipped with knowledge about training methods and pedagogies or vocational teacher with practical experience.

### **C. Trainees**

The student of apprenticeship training is also called apprentice. The roles and responsibilities of the apprentices are summarized as follows:

- Knowing what is involved in his/her trade;
- Learning and applying his/her skills and to serve his/her employer's productivity needs to the best of his/her ability; and
- Taking control of his/her training, ask questions and seek answers; because, the apprentice is tomorrow's work force. He/she is the future for his/her trade.

## **2.3 GLOBAL DEVELOPMENT OF APPRENTICESHIP TRAINING**

Apprenticeship training initially started informally between family members. When people began to live together, they started to produce their basic needs. In the process, knowledge continued to pass from elders to youngers (father to son) verbally. Practical training like apprenticeship was meager in quantity during this period. The process of learning was simply spontaneous imitation of skills (Abramson and others, 1979:19).

Apprenticeship training, latter in the middle ages, came to be supervised by craft guilds association (association formed to protect the interest of members in the same craft). Because skill transmission of family heritage and unconscious learning was not found satisfactory. Therefore, a master

craftsman was entitled to employ young people as an expensive form of labour in exchange for providing formal training in the craft. The apprentices were young, unmarried and would live in the master craftsman's household (Venn and Marechese, 1946:35, Wikipedia, 2006:5 and Yekunoamlak, 2000:11).

From the 18<sup>th</sup> to the 19<sup>th</sup> century, despite the increasing pace of industrialization, the overwhelming majority of European population continued to work in the primary sector (agriculture) and apprenticeship training was still marginal. Only the craft trades were officially regulated with specified training contents (Tremblay and Lebot, 2003:5).

The situation evolved rapidly in the early 20<sup>th</sup> century and the premises for the current modern apprenticeship training began to emerge (Tremblay and Lebot, 2003:5).

The practice of apprenticeship training in its traditional form and modern form are quite different. In traditional apprenticeship, the trainees get training by working with their masters and live with the family of the master. However, this practice is not common in modern apprenticeship. Under the traditional apprenticeship, the trainees have to pay to their masters for the skill they required to learn. Differently, in the modern apprenticeship, industry owners pay some allowance for the trainees (Yekunoamlak, 2000:12). In the modern apprenticeship, when there is vacancy in companies, the employer's first choice is to employ his/her trainees rather than employing an individual who is not familiar with the nature of the work (Laugo in Yekunoamlak, 2000:12).

## **2.4 EXPERIENCES OF APPRENTICESHIP TRAINING IN SOME MODEL COUNTRIES**

Apprenticeship training models are very many. They vary greatly from one country to another. Two variables are worth mentioning that result in the differences. They are the extent of government intervention in regulating the system and the amount of finance allocated for the system. Under this sub-topic, a review is made on the practices of apprenticeship training by different countries. The countries are chosen based on their long years of apprenticeship training provision for their citizens. So, their experience is believed to provide lesson for our country.

### **2.4.1 Apprenticeship Training in Germany**

Vocational training for most non-academic occupations in Germany takes place in the form of combined training received at two independent training places: the company and vocational school. As training is received in both places, this system is known as the “dual system”.

As it is well studied, the dual system is the most expensive system of vocational training in Germany. About 70 percent of all school-leavers complete apprenticeship training in accordance with the dual system. Apprenticeship training in the dual system is open to all young people, they do not need any particular school leaving certificate to get an apprenticeship.

In Germany, first of all, one need to get a company which is willing to take him/her as a trainee. Without such a training company, he/she can not receive vocational training. This is one of the biggest problems of the dual system in Germany. Because, in Germany, only one third of the

companies provide apprenticeship training. That is why there are not enough training facilities for all young citizens. In order to overcome this problem, Germany has established group training centers for all those who are not lucky enough to get an apprenticeship training company. For those apprentices who lack the facilities, such group training centers can replace the lacking training companies.

In Germany, the larger share of vocational training is apprenticeship training that takes place in companies. It covers about three-fourth of the total training hours. The second training system in the dual system is the vocational school. It accounts one-fourth of the total training hours. An additional important point here is that trainees are obliged by law to attend the vocational school. Other countries in the Europe, like Austria, Denmark and Switzerland also practice the dual system of apprenticeship (Balsam, 2003: 3-12, Tremblay and Lebot, 2003: 21-24, Wagner, 1998: 12-21 and Pye and others, 2004: 107).

#### **2.4.2 Apprenticeship Training in the UK**

In the UK traditional craft and trade apprenticeship have formed the basis for vocational competence for hundreds of years. Involving many years of service with skilled masters, the best of the traditional apprenticeships were so highly regarded that parents were willing, where they could afford it, to pay a significant premium to the master for training their children (Pye, and others 2004:15).

Modern apprenticeship was introduced by the conservatives Government in 1993. This introduction marked a turning point towards a more vocational approach to education and towards the on going training necessary within the first few years following formative education (Steedman, Gospel and Ryan, 1998:16).

Since 2002, pye and his associates mentioned that the Sector Skills Development Agency (SSDA) has been deriving the sector based approach to up skilling the UK's workforce. Majority of the sectors are now licensed or in development to form Sector Skills Councils (SSCs) ensuring sector skills coverage of the majority of the economy. The SSDA is able to make a powerful contribution to national education agenda. According to the same authors, the major role of SSC's with regard to apprenticeship is, currently, in the design of apprenticeship framework.

As it is known, the UK is divided in to four nations, each of which approaches apprenticeship training in slightly different ways. Their differences lie on:

- the requirements for specific components,
- the funding structures,
- the titles of the programs, and
- the key policy and implementation parties to apprenticeship frameworks (pye, and others 2004:6).

Nowadays, apprenticeship training continues to be placed at the very top of the UK's government skills and training agenda. For its proper implementation, apprenticeship training is under the scrutiny of the Apprenticeship Task Force, the Equal Opportunity Commission and the Parliamentary Education and Skills Select Committee (pye, and others 2004:4).

### **2.4.3 Apprenticeship Training in Australia**

Apprenticeship training, in Australia, has shown remarkable growth in recent years. Its scope has been broadened to cover 'non-traditional' occupations and existing workers in addition to new entrants to the

system. While the number of traditional occupations has shown modest growth, it is the other group (the “modern” one) that has grown spectacularly as the reach of the system encompasses a broader range of occupations. Industries now have very large number of apprentices. Traditionally, apprenticeships went only to young persons and new enterants; but now existing workers can obtain an apprenticeship training. Therefore, the large number of adults and older workers taking advantage of the system.

However, issues have arisen about these developments and a number of reviews have been carried out. Currently, the federal government of Australia is reviewing aspects of apprenticeship, paying particular attention to the structure of the incentives to employers that have assisted the rapid growth in numbers. Other issues that are being considered include under what conditions it is appropriate to allow existing workers to become apprentices and quality issues in respect of apprenticeships of shorter duration (traditional apprenticeships were three or four years while some of the newer apprenticeships are only one year duration). So, the government is questioning the short period of practical apprenticeship training of Australia (Karmel, 2004: 11-12 and Callan and Ashworth, 2004: 58-61).

#### **2.4.4 Apprenticeship Training in South Africa**

Apprenticeship training in south Africa grows with its economic development. As the history of the country tell us, in the middle of 1960, the country’s economy has shown meaning full growth. As a result of which the demand for skilled labour increased. As a response to this demand, the country developed a Manpower Training Act in 1981. Such an Act allowed all its citizens to embark on apprenticeship training.

Besides, the country introduced other many innovations. Since then, the government of South Africa has designed a new approach of apprenticeship training scheme so as to develop an improved practical training model. They call this new approach learnership. The new approach has many things common with apprenticeship training. Learnership, like apprenticeship training, requires a work place exercise that need to be added to classroom learning. Assessment of practical competence is also under taken. This newly designed approach needs to meet the following criteria.

- Structured learning combined with work place experience,
- Demand lead training,
- Flexible and less costly,
- Integrates theory with practice, and
- Recognized qualification by National Qualification Framework (NQF). (Masresha, 2004:53 and Atchoarena and Andre, 2002: 281-283).

## **Lessons Learned from the Countries Reviewed**

In all the reviewed countries, among others, the following lessons are taken as good experiences for our case.

- Employers participated in delivering the training and became part of the training system.
- Some countries went very far interms of policy development and modernizing their apprenticeship schemes.
- Most countries achieved promising link between apprenticeship training and self-employment.
- Nearly, all countries devised mechanisms that could encourage all employers in apprenticeship training.
- In almost all countries, apprenticeship training geared to labour.

## **2.5 THE PRACTICE OF APPRENTICESHIP IN ETHIOPIA**

Similar to other parts of the world, apprenticeship has very long history of serving traditional trades in Ethiopia. However, the attempt made, through policy intervention, to improve the traditional apprenticeship by introducing school-based components was very recent. Put it precisely, the modern form of apprenticeship started in the country with the introduction of the new education and training policy (that is, since 1994).

The concept of apprenticeship, which is an essential component of TVET in Ethiopia today, is adapted from the German TVET system which is known as the dual training (GTZ, 2000:30). It is called “dual” because apprenticeship in an organization is combined with in-school attendance at TVET schools. Under such a system, TVET schools and organizations have got joint educational responsibility.

In the Ethiopian context, apprenticeship is a work based method for learning and gaining qualifications. To this effect, the curriculum implementation strategy of the current TVET program requires 30% theoretical and 70% practical training. The school based training, which is planned to be executed in full-time TVET schools, is assisted by project works and apprenticeship program in different actual offices and enterprises (organizations). The central rationale of the apprenticeship is to reinforce the students’ skills that they acquire from the school-based training. The curriculum requires all regular program students to practice skills that they acquire from the school-based training. The curriculum requires all regular program students to practice skills in actual working sites for 312 hours every year (MoE, 2003:8). This new scheme is therefore, designed to familiarize trainees with the real world of work which eventually qualified them as self and/or wage employees in their specialized areas.

## **2.6 PROBLEMS OF APPRENTICESHIP TRAINING PRACTICES**

Apprenticeship training is known for constraints on implementation. Some of these challenges, among other things, are lack of clarity of curriculum, problems in assessment, shortage of qualified teachers, lack of status or attractiveness to students and their families, high costs and demanding management requirements for establishing such subjects and meeting their logistics needs for materials maintenance and repair of equipment (Lauglo and Lillis in Masresha, 2004: 44).

As the experiences of many countries revealed, the practice of apprenticeship training is full of challenges. Even developed countries are not exceptions in this case. When we look at the German's dual apprenticeship system, very critical challenges are currently identified. One of the problem, the interest of students for extended schooling (that is, the students' interest to extend in general education) has created conflict between the education and employment system in the country. (Tremblay and Lebot, 2003: 26). The other problem in Germany is the rigidity of the training system. This is to mean that there is a problem of getting training places except in some small private firms and public firms. In Germany today, only one-third of the companies are willing to accept and train apprenticeship trainees. Besides, there are also cultural and organizational challenges in Germany (Balsam, 2003: 8 and Tremblay and Lebot 2003: 27).

The United Kingdom is another country which faced with serious challenges while it implemented the modern apprenticeship training program. The major problem here is that the cost of apprenticeship

training is very high. For example, the direct and indirect costs of a student ranges from 8,000 to 30, 000 pounds over the three years apprenticeship training depending on the sector. These costs fall to the three parties- employers, apprentices and tax payers-who potentially benefit from the apprenticeship training (Steedman, Gospel and Ryan, 1998: 23)

An other, perhaps more fundamental, problem of apprenticeship training in the United Kingdom is that, as it is the case in Germany, there is a decreasing willingness of employers to provide places for trainees. Besides, they do not enjoy the incentives to sponsor sufficient apprentices (Steedman, Gospel and Ryan, 2003:25). Generally, financial factors play the major role for these problems in the United Kingdom.

When we have a look on the practices of apprenticeship training in our country, studies conducted reveal that there are many challenges that hinder the smooth and productive functioning of the program. Masresha (2004: 111-115) tried to see the case in Ormia Regional State. Finally, he identified the following problems:

- Lack of partnership among stakeholders (trainees, enterprises and the government);
- Inadequate number of enterprises that could provide comprehensive, sufficient and up-to-date experience to trainees;
- Lack of legal framework to execute apprenticeship training; and
- Lack of qualified supervisors and adequate equipment in the training areas.

The Addis Ababa City Administration Education Bureau also tried to assess the major problems of apprenticeship training in the city. By the

end, the bureau listed the following factors as the problems of apprenticeship training in the administrative region.

- Lack of interest from enterprises (both private and public) to train the apprentices;
- Lack of national Act (proclamation) about the implementation of apprenticeship training;
- An overlap of apprenticeship training and TVET teachers training during summer. This results in lack of supervisors of apprenticeship training;
- Companies assign trainees in areas (jobs) that do not have any relation with their profession; and
- Financial requirement (demand) by some companies (Addis Ababa Education Bureau, 2004: 7).

Besides, Antonios Philiche conducted a study on the implementation of the middle level TVET program in Addis Ababa. In the study, he tried to examine implementation of apprenticeship training. Finally, he concluded that the practice of apprenticeship has been less effective. The major bottlenecks for the realization of the training, as he mentioned, were limitation of quality apprenticeship opportunities, insufficiency of physical facilities that can be used for conducting practical trainings in training providing organizations and lack of commitment of training providing industries to provide adequate practical training chances for the apprentices (Antonios, 2006: 34 -36).

### **Alternative Strategies to Reduce the Challenges of Apprenticeship Training**

As we have read from the above topic, countries are faced with problems of implementing apprenticeship training. However, they did not simply

sit folding their hands. They rather, tried to develop alternative strategies that could eliminate, if at all minimize, their problems. Some of the strategic are listed and explained here under.

**i. Collective Funding Approach:** The pool of potential beneficiary employers can contribute to a common pot from which the expenses of those who provide the training are reimbursed, there by rebalancing incentives from recruitment towards training (steedman, Gospel and Ryan, 1998: 26).

**ii. Collective Organizational Strategy:** This is to mean that employer collectives such as employers' associations, trade associations, chambers of commerce, and the like can be given power to influence individual employers to provide apprenticeship training (steed man, Gospel and Ryan, 1998: 27.).

**iii. Establishment of Group Training Centers:** Such centers can be established for trainees who are not lackey enough to get an apprenticeship training in a company. These group training canters can also replace the lacking training companies (Balsam, 2003: 8).

**iv. Introduction of Industrial Training Levy Fund (Tax):** This is levying funds from organizations for the purpose of training. In such a manner, governments can collect huge amount of money so as to support various training programs including industrial attachment, apprenticeship and others (Kerre, 1996: 46). This can be done by using different management strategies that can fit with the realities of organizational situations.

**v. Incentives for Co-operation:** Besides collecting funds from enterprises, it is also possible to encourage organizations to involve in the training of apprentices. When they do such co-operation, they have to be provided some kinds (forms) of incentives such as honoring them by awarding scholarships or research grants in their names, recognizing their contributions on graduation days, helping to advertise their products or services in training

institutions, naming buildings or workshop's or laboratories by their names and others (Kerre, 1966: 47). In addition, financial incentives such as apprenticeship wages, tax reduction and the like are also possible (Ziderman, 2003: 91).

**vi. Establishment of Industrial Training Authority:** Governments can also establish an authority that may facilitate industrial training. Such authorities are very important so as to expand industrial training levy fund and to co-ordinate industrial training (kerre, 1996: 47)

**vii. Formulating Industrial Training Act:** Formulation of industrial training act is very important. Because in many countries a lot of enterprises are not willing to provide apprenticeship training for their would be employees. However, the approach should be comprehensive so as to build positive relationship between TVET institutions and enterprise (Kerre, 1996).

To sum up, what we can learn from the above discussion is that, different mechanisms (strategies) have to be devised to reduce the challenges of apprenticeship. Besides, the strategies need to fit with particular situations of apprenticeship problems.

## **CHAPTER THREE**

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

This chapter devotes on presenting and analyzing the data gathered from sample principals/deans, department heads and vocational counselors (which are collectively called administrative staff) of TVET institutions, trainees of these institutions and supervisors in apprenticeship providing organizations; Relevant data and information collected through questionnaires, observation and documents were interpreted and analysed. When doing so, the basic questions raised in chapter one have got appropriate treatment.

Out of 100 questionnaires distributed to trainees in government TVET colleges, 100 (100%) were filled and returned. On the other hand, 120 (100%) questionnaires were filled and returned from a total of 120 private college trainees. Besides, the rate of return of the questionnaires from 13 and 25 administrative staffs of both government and private TVET institutions respectively was 100 percent. Another 100 questionnaires were also distributed to supervisors in apprenticeship providing organizations. The rate of return of these respondents was 68 (68%).

Based on the responses obtained from sample respondents, presentation and analysis of the data are made following each table with identified titles.

**Table I: Description of Trainees by Sex and Level of Training**

No	Items	Trainees in Government colleges		Trainees in Private colleges	
		No	%	No	%
1	Sex:				
	• Male	61	61	62	51.6
	• Female	39	39	58	48.4
	<b>Total</b>	100	100	120	100
2	Level of Training				
	• 10+1				
	• 10+2	-	-	-	-
	• 10+3	-	-	-	-
	<b>Total</b>	100	100	120	100
		100	100	120	100

As we can learn from the history of TVET, it had been the profession of males for long years. This attitude seems still existent but with a remarkable improvement. Table I presented the sex of trainees who attended in TVET institutions. The Table proved the fact that majority of the trainees attending 10+3 program in both government and private TVET colleges were males. That is, 61% of government colleges trainees and 51% of private colleges trainees who attended 10+3 program were males.

Of course, the number of female trainees in private colleges was greater than that of government colleges trainees. Possible reason for this could be the tough competition to attend in government colleges free of charge provided male trainees better opportunity. Because many studies confirmed that male trainees achievement in 10<sup>th</sup> grade national examination (which is the only criterion to join colleges) had been by far better than female students.

**Table II: Description of the Administrative Staff by Sex, Qualification and Service Years**

No	Items	Administrative staff in Government Colleges		Administrative staff in Private Colleges	
		No	%	No	%
1	Sex:				
	• Male	11	84.6	21	84
	• Female	2	15.4	4	16
	<b>Total</b>	13	100	25	100
2	Academic Qualification				
	• Diploma	3	23.0	3	12
	• BA/BSc	8	61.6	14	56
	• MA/MSc	3	15.4	7	28
	• PhD	-	-	1	4
	<b>Total</b>	13	100	25	100
3	Service year in Current position				
	• Below two years	2	15.4	11	44
	• 2-4 years	6	46.1	10	40
	• Above four years	5	38.5	4	16
	<b>Total</b>	13	100	25	100

The dominance of males in vocational education is again reflected in Table II which depicted the characteristics of the administrative staff of TVET colleges. Accordingly, it is clearly put in item 1 that 11 (84%) and 21 (84%) of the administrative staff of government and private colleges respectively were males.

Item 2 of Table II presented the academic qualification of the administrative staff of TVET colleges. As we can read from the table, 3 (23%) of government colleges and 3 (12%) of private colleges administrative staff were diploma holders. On the other hand, 8 (6%) and 14(56%) of the personnel in government and private colleges respectively

were first degree, that is, BA/Bsc holders. Members of the administrative staff who had masters (MA/Msc) degree were also 2 (15.4%) in government colleges and 7 (28%) in private colleges. Finally, while there was one administrative personnel in private colleges who had doctorate degree, there was no such personnel in government colleges.

It is, therefore, possible to see from the above description that private colleges had better qualified administrative staff than government colleges. Until very recently, training vocational personnel at post graduate level, even at first degree level, was meager in the country. Because, in the past, when vocational education was given in comprehensive high schools at certificate level, trainers who had college diploma were considered sufficient. Currently, however, TVET is given at diploma (10+3) level wider than ever before. By this time, government colleges have to work with their previous personnel. Of course, we know that these personnel are being up graded through summer program. Whereas, private colleges began their work by employing newly better qualified administrative staff. Therefore, the possible reason for the existence of less qualified administrative staff in both colleges, but worse in government colleges could be the poor attention given for TVET since long years back in the country.

The service year of the administrative staff of the colleges further strengthens the reason given above. Item 3 of the same table depicted that while there were very small (15.4%) number of personnel in government colleges who served below two years, the number in private colleges was considerable (44%). On the other hand, members of the administrative staff of government colleges who had above four years of service were many (38.5%). Differently, the number of the administrative staff of private colleges with above four years of service was very small (16%).

To sum up, we can deduce from the figures in the table that great majority of the administrative staff of both government and private colleges were males. Besides, while government college members had lower academic qualification and longer years of service in their profession, staff members of private colleges were better qualified and lower served.

**Table III. Description of Supervisors in Apprenticeship Offering Organizations by Sex, Qualification, Service Years, Type of Business and Ownership**

No	Items	No	%
1	Sex		
	• Male	56	82.4
	• Female	12	17.6
	<b>Total</b>	68	100
2	Academic qualification:		
	• Certificate	8	11.8
	• Diploma	35	51.5
	• BA/Bsc	20	29.4
	• MA/Msc	5	7.3
	• PhD	-	-
	<b>Total</b>	68	100
3	Years of service in supervising apprenticeship		
	• Below two years	1.6	23.5
	• 2-4 years	24	35.3
	• Above four years	28	41.2
	<b>Total</b>	68	100
4	Type of business your organization is engaged in:		
	• Manufacturing	14	20.6
	• Service	54	79.4
	<b>Total</b>	68	100
5	Type of ownership of the organizations where you are working in:		
	• Governmental	24	35.6
	• Private	44	64.7
	• NGO	-	-
	<b>Total</b>	68	100

Table III was about the characteristics of apprenticeship supervisors in organizations which offered the training. The sex characteristics of these group for respondents is still consistent with the preceding two groups of respondents. That is, 56(82.4%) of the supervisors were males.

The academic qualification of the supervisors still reflects how weak the education system of the country was in providing better qualified personnel for organizations. Because the figures, in item 2 of the Table, clearly revealed that considerable proportion of the supervisors were diploma (51.5%) and certificate (11.8%) holders. One can imagine how this will hamper the quality of apprenticeship provided to trainees.

Even though most of the supervisors were lower in qualification, they had long years of service in their occupation. Item 3 witnessed this fact that quite considerable number (41.2%) of the supervisors had above four years of service. This might reduce the fear indicated above, if not totally avoid it.

Regarding the type of business which the supervisors were working in, the fourth item of Table III presented that many (79.4%) of the organizations were service rendering. It seems true that the small number of manufacturing organizations in the sample goes with the less industrialized nature of the country.

Item 5 of the same Table showed that majority (64.7%) of organizations where the sample supervisors were working in were privately owned. This might be because of the current political and economic philosophy that the country is following. Nowadays, the country is following free market economic policy. Therefore, there is no wonder when the numbers of sampled privately owned organizations exceed that of government owned.

**Table IV: Training of the Administrative Staff**

No	Items	Respondents			
		Administrative Staff of Government Colleges		Administrative Staff of Private Colleges	
1	Have you got any training that could help you carryout your assigned duties.				
	• Yes	9	69.2	8	32
	• No	4	30.8	17	68
	<b>Total</b>	13	100	25	100
2	If your answer to question number 1 is "Yes", how long was the training?				
	• Below 6 months	7	77	4	50
	• 6 months-1 year	-	-	-	-
	• 1 year-11/2 year	-	-	-	-
	• 11/2 year-2 years	2	22.2	-	-
	• Above 2 years	-	-	4	50
<b>Total</b>	9	100	8	100	

The items in Table IV were constructed to examine whether or not the administrative staff of TVET institution have got any training that could help them carry out their assigned duties. Accordingly, the first item of the table revealed that 9 (69.2%) of government colleges administrative staff and 8(32%) of private colleges administrative staff have got training. Out of the respondents who have got the training, 7(77.8%) of government colleges administrative staff and 4 (50%) of private colleges administrative staff were trained for below six months time. On the other hand, 2 (22.2%) of government college administrators and 4(50%) of

private college administrators were given between 1 ½ to 2 and above two years of training respectively.

In general, from the descriptions above, it is possible to deduce that administrative staff of government colleges were better up-dated than administrators in private colleges through short-term (below six months) training.

**Table V: Legislation of Apprenticeship**

No	Items	Respondents					
		Adm. Staff of Government colleges		Adm. Staff of private colleges		Supervisors	
1	Were there any laws supporting the implementation of apprenticeship?						
	• Yes	11	84.6	13	52	13	19.1
	• No	2	15.4	12	48	55	80.9
	<b>Total</b>	13	100	25	100	68	100
2	If your answer to question number 1 is “yes”, which one of the following was used?						
	• Apprenticeship proclamation	5	45.5	-	-		
	• Apprenticeship regulation	4	36.4	2	15.4		
	• Apprenticeship guideline	9	81.9	12	92.3		
	• TVET proclamation	4	36.4	6	46.2		
<b>Total</b>	22*		20*				
3	Did all concerned parties which involve in apprenticeship sign memorandum of agreement?						
	• Yes	11	84.6	7	28	10	14.7
	• No	2	15.4	18	72	58	85.3
	<b>Total</b>	13	100	25	100	68	100

\* Multiple Response

Apprenticeship is an important linkage between training institutions and organizations. Its purpose is to provide quality training to trainees by exposing them to the actual world of work. Therefore, this decisive part of technical and vocational education needs to be supported by legal framework. When we read the literature of this thesis, the experience of almost all reviewed countries showed that legal foundation for apprenticeship is quite crucial. On the basis of this discussion, Table V was constructed to evaluate the knowledge of respondents about the existence of laws backing the implementation of apprenticeship.

Accordingly, 11 (84.6%) of government college administrative staff, 13(52%) of private college administrative staff and 13 (19.1%) in-company supervisors replied positive response. That is, these respondents knew the existence of laws that help to regulate apprenticeship practices. On the other hand, significant number of private college administrators, 12(48%), and great majority of supervisors, 55(80.9%), ascertained the non-existence of legal framework on which apprenticeship was based. From these figures, one can deduce that majority of government college administrators were well informed about the existence of legal frameworks. Out of these respondents of government colleges, 5 (45.5%), 4 (36.4%) and 4 (36.4%) indicated the existence of apprenticeship proclamation, apprenticeship regulation and TVET proclamation respectively. As opposed to this, considerable number of private college respondents and in-company supervisors were not aware of the existence of legal framework to execute apprenticeship. Even among those private college respondents who gave positive response to item 1, there was misconception that 12 (92.3%) considered the apprenticeship guideline as legal document.

Item 3 of Table V was aimed at examining whether or not parties involved in apprenticeship (That is, TVET institutions, apprenticeship providing organizations and trainees) sign memorandum of agreement. To this end, the data showed that while most of government colleges did it properly, majority of private colleges did not do it. Hence, it goes with the above discussion that private colleges did not sign memorandum of agreement possibly because they did not know the existence of legal frame work(s) that would enable them to make the agreement.

**Table VI: Procedures of Selecting Apprenticeship Offering Organizations**

No	Items	Government Colleges				D F	Tabl e Valu e of $x^2$	Calcul ated $x^2$	Private Colleges				D F	Table Value of $x^2$	Calc ulate d $x^2$	
		Administrat ive Staff		Trainees					Administrat ive Staff		Trainees					
		No	%	No	%				No	%	No	%				
1	Was there any criterion set which may help to choose apprenticeship providing organization? <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>															
		9	69.2	60	60				14	56	62	51.7				
		4	30.8	40	40				11	44	58	48.3				
	<b>Total</b>	13	100	100	100	1	3.84	3.53	25	100	120	100	1	3.84	0.33	
2	If your answer to question number 1 is "Yes", what criterion was chosen for eligibility? <ul style="list-style-type: none"> <li>• The type of ownership (Public or private)</li> <li>• The type of industry (industry or service)</li> <li>• The size of the organization (intake capacity)</li> <li>• Linkage with TVET institution</li> </ul>															
		6	66.7	3	5.0				-	-	27	43.5				
		-	-	32	53.3				8	57.1	15	24.2				
		2	22.2	10	16.7				4	28.6	8	12.9				
		1	11.1	15	25.0				2	14.3	12	19.4				
	<b>Total</b>	9	100	60	100	3	7.82	18.24	14	100	62	100	3	7.82	8.10	

$\alpha = 0.05$

Table VI was constructed to investigate the procedure of selecting apprenticeship providing organizations. Based on this, 9(69.2%) of the administrative staff and 60 (60%) of the trainees in government colleges proved the presence of criterion to choose appropriate organizations that could provide apprenticeship for trainees. Similarly, 14 (56%) of the administrative staff and 62 (51.7%) of the trainees of private colleges gave the same response as the respondents of government colleges. The chi-square test for 1 degree of freedom at 0.05 significance level revealed that the critical value of  $\chi^2$  was greater than the calculated value of  $\chi^2$ . This implies that there was no significant difference between the responses of the two study groups of both colleges. Therefore, it is possible to safely deduce from the above findings that both government and private colleges had their own criteria to select appropriate apprenticeship offering organizations.

Item 2 illuminates the types of criteria that the colleges used to select the organizations. To this end, 6(66.7%) of the administrative staff and 32 (53.3%) of the trainees of government colleges mentioned the type of organizational ownership (that is, private or public) and the type of industry (that is, manufacturing or service) respectively as the basis to select organizations. On the other hand, 8(57%) of the administrative staff and 27 (43.5%) of the trainees in private colleges witnessed that organizations were chosen based on their type (that is, manufacturing or service) and their type of ownership (that is, public or private) respectively.

A chi-square test was calculated to check whether or not perceptual difference existed between the study groups of both colleges. The result revealed that for 3 degree of freedom and 0.05 significance level, the critical value of  $\chi^2$  was less than the calculated value of  $\chi^2$  implying the existence of significant difference between the perception of the administrative staff and trainees of both government and private colleges. Normally, administrators are the responsible body to choose appropriate apprenticeship offering organization for students. In this regard, trainees may have little or no chance of knowing how organizations were selected. As a result, making deduction based on the responses of the administrative staff looks reasonable. Therefore, based on the above findings, the type of ownership (that is, public or private) and the type of industry (that is, manufacturing or service) were the major criteria used by government colleges and private colleges respectively so as to choose appropriate apprenticeship offering organizations for their students.

**Table VII: Assignment of Trainees to Apprenticeship Providing Organizations**

No	Items	Government Colleges				D F	Table Value of $\chi^2$	Calculated $\chi^2$	Private Colleges				D F	Table Value of $\chi^2$	Calculated $\chi^2$
		Administrative Staff		Trainees					Administrative Staff		Trainees				
1	Who was responsible for organizing apprenticeship training?														
	• The vocational counselor	8	61.6	63	63				15	60	61	50.8			
	• The trainer/teacher	1	7.7	5	5				-	-	4	3.3			
	• The trainee him/herself	1	7.7	20	20				-	-	51	42.5			
	• The dean/principal	3	23.0	12	12				10	40	4	3.3			
	<b>Total</b>	13	100	100	100	3	7.82	90.29	25	100	120	100	3	7.82	91.93
2	What was the criterion set to assign trainees to selected organization?														
	• Trainees interest	1	7.7	-	-				-	-	-	-			
	• Organizations willingness	8	61.6	-	-				10	40	-	-			
	• Chance or draw	1	7.7	-	-				2	8	-	-			
	• Trainees field of training (occupation)	3	23.0	-	-				13	52	-	-			
	<b>Total</b>	13	100	-	-				25	100	-	-			
3	On what basis the number of trainees to be assigned to each organization was determined?														
	• By the criterion of TVET institution	-	-	32	32				4	16	24	20.0			
	• Based on the statement of law	2	15.4	8	8				1	4	14	11.7			
	• By each organization unilaterally	5	38.5	28	28				-	-	16	13.3			
	• Through tripartite negotiation	6	46.1	12	13				13	52	23	19.2			
	• There was no formal procedure	-	-	20	20				7	28	43	35.8			
	<b>Total</b>	13	100	100	100	4	9.49	18.37	25	100	120	100	4	9.49	29.51

$\alpha = 0.05$

An examination of Table VII illuminates about the assignment of trainees to apprenticeship providing organizations. As shown in item 1, 8(61.6%) of the administrative staff and 63(63%) of trainees of government colleges asserted that vocational counselors were the responsible body to assigning trainees to apprenticeship offering organizations. By the same fashion, 15(60%) of the administrative staff and 61(50.8%) of trainees of private colleges proved that vocational counselors were responsible for assigning their trainees to apprenticeship offering organizations. Thus, it is possible to deduce based on the above information that the assignment of trainees to apprenticeship offering organizations was mainly undertaken by vocational counselors of both government and private colleges.

The administrative staffs of the two groups of colleges were asked to mention how they assign trainees to selected apprenticeship offering organizations. As it is observable in item 2 of the same table, majority of government college administrators cited organizations willingness as the criterion to assign their trainees. Whereas, 13(52%) of private college administrators responded that trainees field of training (occupation) was the criterion to assign their trainees. The above findings suggest that government and private colleges used different criterion to assign trainees to apprenticeship providing organizations. That is, while government colleges used the willingness of organizations as a criterion, private colleges were based on their trainees field of specialization.

In table VII, the 3<sup>rd</sup> item was devoted to examine how the number of trainees to be assigned to each apprenticeship providing organization was determined. Accordingly, 6(46%) of the administrative staff and 32(32%) of trainees of government colleges answered through tripartite negotiation and by the criterion of TVET institution respectively. On the

other hand, 13(52%) of the administrative staff and 43(35.8%) of trainees of private colleges replied the tripartite negotiation and absence of any formal procedure respectively.

A chi-square test was calculated to see whether or not perceptual difference existed between the responses of the two study groups in both colleges. The non-parametric test result revealed that for 4 degree of freedom at 0.05 level of significance the critical value of  $\chi^2$  was less than that of the calculated value of  $\chi^2$  for both colleges. This implies that there was statistically significant difference between the perception of the administrative staff and trainees of both colleges on how the number of trainees to be assigned to each organization was determined. In item 1 of this table, it was identified that vocational counselors were the major responsible body to assign trainees to apprenticeship providing organizations. It is obvious that they could not do this task without any consultation and discussion with either deans/principals or department heads. In such situation, administrators are believed to have better knowledge on the assignment criterion of trainees to organizations than trainees themselves. Therefore, it is wise to ignore the responses of trainees and make conclusion based on the responses of administrators. Accordingly, the assignment of trainees to apprenticeship offering organizations was made on the basis of tripartite agreement among TVET institutions, trainees and apprenticeship offering organizations. This was true in both government and private colleges.

**Table VIII: Assignment of Coordinators by TVET Institutions**

No	Item	Trainees of Government Colleges		Trainees of Private colleges	
		No.	%	No	%
1	Did your TVET institution assign coordinator who closely follow-up your performance and behavior during apprenticeship?				
	• Yes	62	62	42	35
	• No	38	38	78	65
	<b>Total</b>	100	100	120	100
2	If your answer to question number 1 is “yes” how frequent was the follow-up?				
	• Daily	16	25.8	21	50.0
	• Once in a week	13	21.0	9	21.4
	• Once in two weeks	9	14.5	2	4.8
	• Once throughout the training period	24	38.7	10	23.8
	<b>Total</b>	62	100	42	100

With the increasing responsibility for apprenticeship, TVET institutions are expected to assign coordinators/vocational counselors to follow-up the proper assignment of trainees. Moreover, coordinators are expected to assess the performance and behavior of trainees during apprenticeship. In light of this, Table VIII was devoted to investigate the assignment of coordinators by TVET institutions. In this regard, the Table shows that 62(62%) of government colleges trainees and 42(35%) of

private college trainees witnessed the assignment of coordinators by their respective colleges. Therefore, it is possible to deduce that majority, 78(65%) of private college students attended their apprenticeship without any follow-up from their training institutions. This would really affect the quality of the training.

In item 2 of Table VIII, the respondents were asked how often coordinators followed-up their in-company trainees. To this end, 24(38.7%) of government college trainees and 10(23.8%) of private college trainees were followed-up once through out the training period. Opposite to this, 16(25.8%) of government college trainees and 21(50%) of private college trainees were assisted by coordinators daily. This implies that among TVET institutions that assigned coordinators, private colleges had better follow-up than government colleges.

Based on the foregoing findings, to a certain extent, assignment of coordinators was better experienced in government colleges than private colleges. On the other hand, the frequency of follow-up was better in private colleges than in government colleges.

**Table IX: Assignment of Capable Supervisors by Organizations**

No	Items	Trainees of Government Colleges		Trainees of Private Colleges	
		No.	%	No.	%
1	Did the organization that provided you with apprenticeship assign supervisor or trainer?				
	• Yes	81	81	83	69.2
	• No	19	19	37	30.8
	<b>Total</b>	100	100	120	100
2	If your answer to question number 1 is “yes”, how do you rate the ability of the supervisor?				
	• High	21	25.9	30	36.2
	• Medium	52	64.2	46	55.4
	• Low	8	9.9	7	8.4
	<b>Total</b>	81	100	83	100

Equivalent to the assignment of coordinators, deployment of workplace supervisors is quite important so as to realize the overall advantage of apprenticeship. Based on this, table IX was constructed to investigate the availability of supervisors in apprenticeship offering organizations. Thus, significant majority, that is, 81(81%) of government college trainees and 83(69.2%) of private college trainees confirmed that

workplace supervisors/trainers were assigned to guide and support them during apprenticeship. Out of these respondents, 52(64.2%) of government college trainees and 46(55.4%) of private college trainees rated the ability of their workplace supervisors as medium. This reflects that supervisors were not well equipped with appropriate methods of training.

The above information showed that in quite high proportion of organizations, there were averagely capable supervisors who supervise, give feed-back and motivate trainees. This is believed to influence the productivity of trainees. In addition, it will help trainees acquire good work ethics.

**Table X: Sufficiency and Convenience of the Timing of Apprenticeship**

No	Items	Trainees of Government Colleges		Trainees of Private College		Supervisors	
		No	%	No	%	No	%
1	For how long was apprenticeship provided each year?						
	• More than 312 hours	18	18	7	5.8	-	-
	• 312 hours	73	73	95	79.2	57	83.8
	• Less than 312 hours						
	<b>Total</b>	9	9	18	15.0	11	16.2
		100	100	120	100	6	100
2	How do you evaluate the time you indicated in question number 1 above?						
	• Excess	12	12	31	25.8	-	-
	• Sufficient	76	76	76	63.3	-	-
	• Insufficient	12	12	13	10.8	-	-
	<b>Total</b>	100	100	120	100	-	-
3	When was the time that apprenticeship was provided.						
	• During training period	44	44	51	42.5	-	-
	• During summer vacation						
	<b>Total</b>	56	56	69	57.5	-	-
		100	100	120	100	-	-
4	Was the time you mention in question 3 above convenient for the training?						
	• Yes	82	82	75	62.5	-	-
	• No	18	18	45	37.5	-	-
	<b>Total</b>	100	100	120	100	-	-
5	If your response to question number 4 is "no", what could be the reason?						
	• It overlaps with other activities	3	16.7	29	64.4	-	-
	• Organizations are closed during this period	7	38.9	-	-	-	-
	• It overlaps with vacation	7	22.2	12	26.7	-	-
	• It is difficult to attend due to rain	7	22.2	4	8.9	-	-
	<b>Total</b>						
		18	100	45	100	-	-

Apprenticeship should not be a matter of formality. It should, rather, be a type of training that can make trainees familiar with practical work situations by connecting school experiences with organizational realities. To achieve this purpose, the amount of time allocated for apprenticeship and the period when the training is provided play great role.

In light of the above discussion, table X was constructed to examine the sufficiency and convenience of the timing of apprenticeship. To this end, majority of the respondents, 73(73%) of government college trainees and 95(79.2%) of private college trainees asserted that they were trained for 312 hours for each training level (that is, 10+1, 10+2 and 10+3). This response was assured by 57(83.8%) of in-company supervisors. However, the informal interview made with vocational counselors and documents analyzed in colleges identified that government colleges did not send their students to organizations every year. They rather send their students for apprenticeship once in their training life time. This time was the trainees final year of training. This is found to be against the strategy devised by the Ministry of Education (MoE) which proposed every student to get 312 hours apprenticeship for each level of his/her study.

Regarding the sufficiency of the time allocated for apprenticeship, 76(76%) of government college trainees and 76(63.3%) of private college trainees rated as sufficient.

Item 3 of Table X indicated the time that apprenticeship was provided. As it can be seen form the figures in the item, while more than half of both government and private college trainees went to organizations for apprenticeship during their summer vacations other significant number of trainees did their training side-by-side with their in-school training. Therefore, it is possible to infer from the above facts that apprenticeship

training was provided all over the year with minor inclination to the trainees summer vacation. The training time was found to be convenient for 82(82%) of government college trainees and 75(62.5%) of college trainees.

However, 18(18%) of government college trainees and 45(37.5%) of private college trainees responded that the training time was inconvenient for various reasons. Government college trainees stated their reasons in the following order of seriousness:

- Apprenticeship offering organizations were closed during summer vacation 7(38.9);
- The training program overlapped with trainees vacation 4(22.2%);
- It was difficult to attend the training due to rain 4(22.2%); and
- The training time overlapped with the time for other activities of trainees 3(16.7%).

On the other hand, private college trainees justified the inconvenience of the training time in the following order of seriousness.

- The training time overlapped with the time for other activities of trainees 29(64.4%);
- The training time overlapped with trainees vacation 12(26.75); and
- Attending the training was found to be difficult due to rain 4(8.9%).

According to the findings, apprenticeship was provided for majority of trainees in both colleges for 312 hours. However, government colleges did not organize the program every year. Contrary to the country's apprenticeship strategy, the training for this group of trainees was given only once in their training life time. This time was believed to be sufficient for majority of the trainees in both colleges. Besides, the training was mainly given during summer vacation. Majority of the trainees found this time convenient for the training.

**Table XI: Adequacy and Commitment of Apprenticeship Providing Organizations**

No.	Items	Administrative staff of government colleges		Administrative staff of private colleges	
		No	%	No	%
1.	Were there adequate number of organization that can provide apprenticeship for your students				
	• Yes	2	15.4	12	48
	• No	11	84.6	13	52
	<b>Total</b>	13	100	25	100
2.	How do you rate the extent of partnership between TVET institutions and apprenticeship providing organizations in promoting apprenticeship?				
	• High	2	15.4	6	24
	• Medium	6	46.1	7	28
	• Low	5	38.5	12	48
	<b>Total</b>	13	100	25	100
3.	How do you rate the commitment of organizations to apprenticeship programs?				
	• High	-	-	-	-
	• Medium	8	61.6	13	52
	• Low	5	38.5	9	36
	<b>Total</b>	13	100	25	100

Table XI was devoted to investigate the adequacy and commitment of apprenticeship providing organizations. As clearly seen in item 1, quite large number of government and private colleges' administrators assured the inadequacy of these organizations.

Item 2 also presented how the respondents rate the extent of partnership between their respective institutions and organizations on apprenticeship. To this end, 6(46.1%) of government college administrators and 7(28%) of private college administrators rated the degree of partnership as medium. Besides, 5(38.5%) of government college respondents and 12(48%) private college respondents rated it as low. Thus, the inference from the foregoing data is that the degree of apprenticeship partnership between TVET institutions and organizations did not reach the required level. The situation was nearly the same in both TVET institutions.

This low level of apprenticeship partnership was justified by the weak commitment of organizations to make strong attachment with TVET institutions. This inference is made because most of the administrative staff of both government and private colleges perceived the commitment of organization to apprenticeship as not more than average. Their reasons for this low commitment were:

- lack of understanding (awareness) about the importance of apprenticeship;
- lack of any accountability measure on those who did not participate properly; and
- lack of human and financial resources to execute the training.

**Table XII: Relevance of Apprenticeship to Occupational Areas**

No.	Items	Trainees of government colleges		Trainees of private colleges	
		No	%	No	%
1.	How do you rate the relevance of the training that you gained in the apprenticeship providing organization to your occupational areas?				
	• High	17	17	52	43.3
	• Medium	55	55	52	43.3
	• Low	20	20	13	10.8
	• No relevance at all	8	8	3	2.5
	<b>Total</b>	100	100	120	100
2.	If your answer to question number 1 is “low” or “no relevance at all”, what, do you think, could be the reason?				
	• There was no any activity in the organization that match with your occupation	4	14.3	10	62.5
	• Reluctance of the organization to assign you in areas that match with your occupation	20	71.4	6	37.5
	• Your reluctance to be assigned in your occupation.	4	14.3	-	-
	• Your in appropriate training in TVET institution.				
	<b>Total</b>	-	-	-	-
		28	100	16	100

To get the maximum result out of apprenticeship, trainees should be assigned in their field of specialization. It is only in this way that the training will be relevant. However, the common practices, as stated in the literature review, is that apprenticeship offering organizations assign trainees out of their field of specialization for one or another reason. Besides, TVET institutions send their students to organizations which do not have any job that match with trainees field of specialization.

Table XII was constructed to investigate the relevance level of apprenticeship to trainees occupational areas. To this end, the relevance of apprenticeship for 55(55%) government college trainees and 52 (43.3%) private trainees was found medium. More over, the training for 28 (28%) government college trainees and 16 (13.3%) private college trainees had low or no relevance at all to their area of specialization. This clearly indicated that apprenticeship was not practiced as per the TVET implementation strategy of the country as well as Addis Ababa city Administration. The reasons for the mismatch between trainees apprenticeship and in – school area of study were different for the two groups of respondents. While the reluctance of organizations to assign trainees in areas that match with their occupational areas was the major reason for 20 (71.4%) of government college trainees, absence of any activity in the organizations that match with trainees areas of training was the major reason for 10(62.5%) of private college trainees.

As a whole, the data obtained from table XII confirmed that most of both government and private colleges trainees perceived that their apprenticeship had average relevance to their in-school training. Even, some of them were assigned on duties that had vary little or no relation with their areas of training. The reasons of this misallocation were different for the two groups. Government college students felt that the problem emanated from the reluctance of organizations to assign trainees in their appropriate occupational areas. Where as, the misallocation for private college a students was because of the absence of any job in organizations that required their fields of specialization. Therefore, apprenticeship offering organizations and private TVET College shared the blame for the assignment of trainees in areas that have little or no relevance to their areas of training.

**Table XIII: Appropriateness of Training Facilities in TVET Institutions and Apprenticeship Providing Organizations**

No	Items	Government colleges				D F	Table value of $\chi^2$	Calculated $\chi^2$	Private colleges				D F	Table value of $\chi^2$	Calculated $\chi^2$
		Admi. staff		trainees					Admi. staff		Trainees				
		No	%	No	%				No	%	No	%			
1.	How do you rate the appropriateness of training materials used in TVET institution? <ul style="list-style-type: none"> <li>• High</li> <li>• Medium</li> <li>• Low</li> </ul>	1	7.7	28	28				6	24	31	25.8			
		10	76.9	61	61				13	52	72	60			
		2	15.4	11	11				6	24	17	14.2			
	<b>Total</b>	13	100	100	100	2	5.99	47.64	25	100	120	100	2	5.99	48.42
2.	How do you rate the appropriateness of training materials used in apprenticeship offering organizations? <ul style="list-style-type: none"> <li>• High</li> <li>• Medium</li> <li>• Low</li> </ul>	2	15.4	33	33				-	-	51	42.5			
		7	53.8	616	616				20	80	63	52.2			
		4	30.8						5	20	6	5.0			
	<b>Total</b>	13	100	100	100	2	5.99	44.93	25	100	120	100	2	5.99	53.84

$\alpha = 0.05$

The items in Table XIII were designed to examine the appropriateness of training facilities of TVET institutions and apprenticeship providing organizations to the required learning level. To this end, majority of the respondents in both colleges; that is, 10(76%) of the administrative staff and 61 (61%) of the trainees in government colleges as well as 13(52%) of the administrative staff and 72 (60%) of the trainees in private colleges asserted that the appropriateness of training facilities to the required level was found medium. Similarly, the appropriateness of training facilities in apprenticeship offering organizations was rated medium by 7 (53.8%) of the administrative staff and 61 (61%) of the trainees in government colleges, and by 20 (80%) of the administrative staff and 63 (52.5) of trainees of private colleges.

A chi-square test was calculated to check whether or not there was perceptual difference between the responses of the two study groups in both colleges. Accordingly, the non-parametric test result for 2 degree of freedom at 0.05 significance level showed that there were statistically significant difference between the responses of the administrative staff and trainees in both government and private colleges.

Fortunately, however, majority of the respondents in both colleges provided similar answer. Therefore, it is wise to ignore the significant statistical difference and to base on the responses of majority of the respondents. Hence, from the above findings, it is possible to infer that the appropriateness of available workshop facilities in government and private colleges as well as in apprenticeship providing organizations were not to the required level of training practical activities (skills).

**Table XIV: Opinion of Respondents on the Similarity between Training Materials of TVET Institutions and Apprenticeship Providing Organizations**

No	Items	Government Colleges				D F	Table value of $\chi^2$	Calculated $\chi^2$	Private Colleges				D F	Table value of $\chi^2$	Calculated $\chi^2$
		Admi. staff		trainees					Admi. staff		Trainees				
		No	%	No	%				No	%	No	%			
1.	How do you rate the similarity of training materials used in TVET institutions and apprenticeship providing organizations. <ul style="list-style-type: none"> <li>• High</li> <li>• Medium</li> <li>• Low</li> </ul>	-	-	19	19										
		9	69.2	62	62					19	76	69	57.5		
		4	30.8	19	19					6	24	20	16.7		
	<b>Total</b>	13	100	100	100	2	5.99	44.46	25	100	120	100	2	5.99	51.69
2.	If your response to question number 1 is “low” which one is well equipped? <ul style="list-style-type: none"> <li>• TVET institution</li> <li>• Apprenticeship providing organization</li> </ul>	3	75	7	36.8					4	66.7	10	50		
		1	25	12	63.2					2	33.3	10	50		
	<b>Total</b>	4	100	19	100	1	3.84	0.39	6	100	20	100	1	3.84	0.15

$\alpha = 0.05$

In Table XIV, respondents were asked to rate the resemblance between training materials of TVET institutions and apprenticeship providing organizations. Accordingly, 9 (62.9%) of the administrative staff and 62(62%) of trainees in government colleges as well as 19(76%) of the administrative staff and 69(57.5%) of trainees in private colleges perceived as there was medium similarity between training materials of TVET institutions and apprenticeship offering organizations. A chi-square test was calculated to check whether or not perceptual difference exists between the study groups in both colleges. The result revealed that for 2 degree of freedom at 0.05 level of significance, the critical value of  $\chi^2$  was less than the calculated value of  $\chi^2$ . This implies that there was significant difference between the perception of administrative staff and trainees in both government and private colleges. However, the response of majority of the respondents lied on the same alternative. Therefore, it is possible to ignore the chi-square test and depend on the higher counts and percentages. To this end, it is possible to safely conclude that there was a reasonable degree of difference between the training materials of government colleges and that of private colleges.

Among the respondents who rated the similarity between the training materials of TVET institutions and organizations as low, most of the administrative staff of both colleges believed that their institutions were better equipped than organizations. On the other hand, majority of government college trainees and half of private college trainees responded the reverse. The chi-square test confirmed that for 1 degree of freedom at 0.05 levels of significance, the critical value of  $\chi^2$  was greater than the calculated value of  $\chi^2$ . This implies that there was no statistically significant difference between the perception of the administrative staff and trainees of the two colleges in their category. However, most of the time, trainees have better access to evaluate the similarity between training materials of TVET colleges and

apprenticeship offering organizations than their administrators. So, it is logically sound to conclude on the basis of trainees' response. Thus, according to the response of majority of the trainees, TVET institutions were relatively less equipped than organizations. In addition, government colleges were less equipped than private colleges.

**Table XV: Promotion of Apprenticeship to Organizations**

No.	Items	Supervisors	
		No	%
1.	Was your organization made aware of issues related to apprenticeship?		
	• Yes	34	50
	• No	34	50
	<b>Total</b>	68	100
2.	If your answer to question number 1 is "yes," how was your organization made familiar with?		
	• Through a forum that participated higher officials of your organization and training institutions	2	5.9
	• Through offering apprenticeship cooperation guideline to your organization	18	52.9
	• Through training of apprenticeship trainers/ supervisors	14	41.2
	• Other responses	-	-
	<b>Total</b>	34	100

In the process of conducting apprenticeship, there will not be any party that do not get benefit, leave alone the parties which directly involve in the training, the community at large will share the benefit obtained out of the training. Because, as it is unequivocally stated in the literature,

apprenticeship is a “win-win” situation. Lacking this insight; however, many organizations are not willing to offer the training. This problem is prevalent even in countries which practiced apprenticeship for long years. These countries, however, devised effective mechanisms to reduce, if not totally avoid the problem. The most effective way to reduce this problem, among other things, is through promoting the importance of apprenticeship to offering organizations. Because when organizations are made ware of the advantage(s) of providing apprenticeship, no doubt that they will participate to the level expected of them.

The purpose of constructing Table XV was to examine whether or not apprenticeship offering organizations were made aware about the benefits of apprenticeship. Accordingly, purely half of the supervisors in apprenticeship offering organizations were not informed about apprenticeship. Therefore it will not be surprising when they become reluctant to provide the training. Even out of the other half of supervisors, 18(52.9%) were made informed about the issue through offering the apprenticeship co-operation guideline only.

Generally, the inference from the above information is that many apprenticeship offering organizations were not made aware of the importances of apprenticeship, what benefits they will get; and what is expected of them. Limited promotion was done to some organizations through providing the cooperation guideline.

**Table XVI: Incentives for Apprenticeship Providing Organizations**

No.	Items	Administrative staff of government colleges		Administrative staff of private colleges		Supervisors	
		No	%	No	%	No	%
1.	Were apprenticeship providing organizations given incentives by TVET institution (s)?						
	• Yes	3	23.1	2	8	-	-
	• No	10	76.9	23	92	68	100
	<b>Total</b>	13	100	25	100	68	100
2.	If your answer to question number 1 is “yes” what types of incentives were offered?						
	• Thank you letter	3	100	-	-	-	-
	• Short-term training for employees	-	-	2	150	-	-
	• Full scholarship for employees	-	-	2	100	-	-
	• Other incentives	-	-	-	-	-	-
	<b>Total</b>	3	100	4*	200	-	-

\* Multiple response

Apart from promotional works, the willingness of organizations to offer apprenticeship will increase when they are given incentives. In this connection, the experience of countries which was reviewed in literature of this thesis, shows that nearly, all countries devised incentive mechanisms that could encourage all organizations in apprenticeship.

Table XVI was devoted to investigate the incentive mechanisms that were offered to apprenticeship providing organization so as to boost their willingness to provide apprenticeship. In this regard, 10 (76.9%) government colleges administrative staff, 23 (92%) private colleges administrative staff and 68 (100%) in-company supervisors gave their witness that incentives were not given to apprenticeship offering organizations. Therefore, it is possible to deduce from this information that most organizations did not get any incentive as a response to their participation in apprenticeship. Lack of any incentive may discourage organizations which actually offer apprenticeship and may not initiate other organizations which still did not offer the training.

The types of incentives offered to apprenticeship providing organizations were very limited. That is, government colleges provided thank you letter only. On the other hand, private colleges provided short term training and full scholarship for employees. This shows that private colleges were better in providing incentives to organizations than government colleges. Possibly, this may be because government college administrators have no authority to make such important divisions on financial matters.

According to Table XVI, therefore, most of private and government colleges did not provide incentive to apprenticeship offering organizations. Of course, private colleges were found better in such provision that they offered trainings to employees of organizations free of charge.

**Table XVII: Financing Apprenticeship**

No	Items	Government colleges				D F	Table value of $x^2$	Calcu lated $x^2$	Private colleges				D F	Table value of $x^2$	Calcul -ated $x^2$	Supervisors	
		Administr ative staff		Trainees					Administr ative staff		Trainees					No	%
		No	%	No	%				No	%	No	%					
1.	Did trainees pay fee for their apprenticeship? <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <b>Total</b>	- 13	- 100	- 100	- 100			- 25	- 100	- 120	- 100					- 68	- 100
2.	If trainees are required to pay for their apprenticeship, how do you rate their ability to pay? <ul style="list-style-type: none"> <li>• High</li> <li>• Medium</li> <li>• Low</li> </ul> <b>Total</b>	- 3 10 13	- 23.1 76.9 100	- 38 62 100	- 38 62 100	1	3.84	1.07	2 5 18 25	8 20 72 100	14 63 43 120	11.7 52.5 35.8 100	2	5.99	32.95	- - - -	- - - -
3.	Did organizations pay allowance for apprenticeship trainees? <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <b>Total</b>	2 11 13	15.4 84.6 100	- - -	- - -				1 24 25	4 96 100	- - -	- - -				8 60 68	11.8 88.2 100
4.	Did TVET institutions share the direct cost of apprenticeship <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <b>Total</b>	- 13 13	- 100 100	- - -	- - -				- 25 25	- 100 100	- - -	- - -				- - -	- - -

$\alpha = 0.5$

As it was mentioned in the literature of this thesis, apprenticeship requires huge amount of finance for its proper implementation. But, if all parties (that is, TVET institutions, trainees and apprenticeship providing organizations) are willing, the burden can be shared among them. Table XVII was constructed to investigate the financing system of apprenticeship. In item 1, respondents were asked whether or not trainees pay direct fee for their apprenticeship. In this respect, all respondents of government colleges, private colleges and apprenticeship offering organizations invariably asserted that trainees did not pay any direct fee for apprenticeship.

In item 2, attempt was made to check the perception of respondents on the ability of trainees to share the direct cost of their apprenticeship. Accordingly, 10 (76.9%) of the administrative staff and 62 (62%) of the trainees of government colleges rated it low. On the other hand, 18(72%) of the administrative staff and 63(52.5%) of the trainees in government colleges perceived the ability of trainees to share the direct cost of their apprenticeship as low and medium respectively. A chi-square test was calculated to check whether or not significant perceptual difference existed between the responses of the study groups in both colleges. The test result revealed that for 2 degree of freedom and 0.05 level of significance, the critical value of  $\chi^2$  for government college respondents was found greater than the calculated value of  $\chi^2$ . This implies, there was no significant difference between the responses of the two study groups. However, the same pattern of chi-square test result for private college respondents revealed that the critical value of  $\chi^2$  was far less than the calculated  $\chi^2$  implying the existence of significant difference between the responses of the two study groups. This perceptual difference may result due to trainees misconception about the cost of apprenticeship. That is, they may consider it as moderate as other theoretical courses fee so that they can afford it. Whereas, their administrators may have better

understanding as to how costly apprenticeship is. As a result, the response of the administrative staff can be more dependable than trainees. To this end, based on the above findings, it is possible to deduce that trainees of both government and private colleges had low capacity of sharing the direct cost of their apprenticeship.

It was also mentioned in the literature that organizations of developed countries pay allowance to their apprentices. This fact is also presented in our labour law to be practiced as that of developed countries. The theme of item 3 was to check whether or not organizations pay allowance for their trainees. In this regard, 11 (84.6% of the administrative staff government colleges, 24 (96%) of the administrative staff of private colleges and 60 (88.2%) of in company supervisors explained the fact that organizations did not pay any fee for their trainees. Therefore, the inference from the above data is that most organizations did not pay allowance in return to trainees service.

Item 4 of the same table was also constructed to investigate whether or not TVET institutions share the direct cost of apprenticeship with organization. Accordingly, all (100%) administrative staff members of both government and private colleges asserted that colleges did not share the direct cost of apprenticeship with organizations.

**Table XVIII: Opinion of Respondents on the Duties and Responsibilities of Apprenticeship Providing Organizations**

Items	Government Colleges Respondents		Rank Order	Private Colleges Respondents		Rank Order
Among the following duties and responsibilities of apprenticeship providing organizations, which one was not practiced?						
• Assigning experienced supervisors/trainers to follow-up and support trainees.	6	5.30	5	46	31.72	4
• Assigning trainees in their appropriate are of training.						
• Acquainting trainees with working methods of organizations.	33	29.20	1	74	51.03	1
• Providing trainees with raw materials, tools and other necessary inputs.	28	24.77	2	17	11.72	6
• Evaluating and reporting the performance of trainees to TVET institutions.	28	24.77	2	70	48.27	2
• Working in coordination and cooperation with TVET institutions.	27	23.89	3	31	21.37	5
	22	19.46	4	58	40	3
<b>Total</b>	144	-		279*	-	

\* Multiple Responses

Table XVIII presented the opinion of respondents as to what extent apprenticeship offering organizations did not practice their duties and responsibilities. Based on this, government college respondents provided their opinions as follows. List of their opinions is presented in the form of rank order from the most unpracticed duty and responsibility to the fairly practiced one.

- Assigning trainees in their appropriate area of training, 33 (29.20%);
- Acquainting trainees with working methods of organizations, 28 (24.77%);
- Providing trainees with raw materials, tools and other necessary inputs, 28 (24.77%).
- Evaluating and reporting the performance of trainees to TVET institutions, 27(23.89);
- Working in coordination and cooperation with TVET institutions, 22 (19.46%); and
- Assigning experienced supervisors/trainers to follow-up and support trainees, 6(5.3%)

On the other hand, private college respondents put organizations malpractice duties and responsibilities in the following order of seriousness, from the most critical to the less critical one.

- Assigning trainees in their appropriate area of training, 74(51.03%);
- Providing trainees with raw materials, tools and other necessary inputs, 70 (48.27%);
- Working in coordination and cooperation with TVET institutions, 58 (40%);
- Assigning experienced supervisors/trainers to follow-up and support trainees), 46 (31.72%);

- Evaluating and reporting the performance of trainees to TVET institutions, 31 (21.37%); and
- Acquainting trainees with working methods of organizations, 17 (11.72%).

Therefore, it is possible to infer from the above data that the opinion of government college respondents and private college respondents on the extent that apprenticeship providing organizations practice their duties and responsibilities was nearly the same. Because, for both colleges, the most unpracticed duties and responsibilities by organizations were the assignment of trainees in their appropriate area of training and provision of trainees with necessary raw materials, tools and inputs for the training.

**Table XIX: Factors that Cause Trainees Dropout from Apprenticeship**

No	Items	Government Colleges				Private Colleges			
		Administrative Staff		Trainees		Administrative Staff		Trainees	
		No	%	No	%	No	%	No	%
1	Were there trainees who dropped out before completing their apprenticeship?								
	• Yes	11	86.6	60	60	11	44	51	42.5
	• No	2	15.4	40	40	14	56	69	57.5
	<b>Total</b>	13	100	100	100	25	100	120	100
2	If your answer to question number is “yes”, what could be the possible reason(s)?								
	• The training time is inconvenient	2	18.2	24	40	3	27.3	18	35.3
	• Inadequate incentives (Financial problems)	-	-	17	28.3	3	27.3	27	52.9
	• Irrelevance of the training to trainees occupational areas	6	54.5	18	30	11	100	12	23.5
	• Long distance between trainees home and organizations.	4	36.4	12	20	6	54.5	12	23.5
	• Other personal problems (such as health and the like)	8	72.7	15	25	6	54.5	23	45.1
	<b>Total</b>	20*	-	86*	-	29*	-	92*	-

\* Multiple response

On item 1 of table XIX, respondents were asked to verify whether or not legible trainees dropped out from apprenticeship due to factors beyond their control. Accordingly, great majority of government respondents (that is, 84.6% of the administrative staff and 60% of trainees) ascertained that trainees were forced not to attend apprenticeship. On the other hand, greater portion of private college respondents (that is, 56% of the administrative staff and 57.5% of trainees) asserted as there were no trainees who were forced to dropout from their apprenticeship. Therefore, the above findings revealed that drop out rates were higher in government TVET colleges than private TVET colleges.

Item 2 of the same Table was constructed to investigate the major reasons that forced trainees to dropout from apprenticeship. To this end, irrelevance of the training to trainees occupational areas and trainees personal reasons were mentioned by majority of the administrative staff of government colleges as causes for trainees withdrawal from apprenticeship. For trainees of the same colleges, inconvenience of the training time and irrelevance of the training content to trainees fields of study were the major reasons. When we examine this issue from the point of view of private colleges administrators irrelevance of the training content to trainees area of study (100%), long distance between trainees home and apprenticeship offering organizations (54.5%) and trainees other personal problems (54.5%) were the major reasons for trainees to dropout from apprenticeship. Trainees of those private colleges also identified financial problems (52.1%) and other trainees personal problems (45.1%) as major causes of dropout. Based on the above findings, therefore, irrelevance of the training content to trainees occupational area and other trainees own problems were the major factors that caused trainees dropout from apprenticeship. These problems were common in both government and private colleges.

**Table XX: Perception of Supervisors on the Performance of Trainees at Work Place**

No	Items	Supervisors	
		No	%
1	For which TVET institution students you provided apprenticeship?		
	<ul style="list-style-type: none"> <li>• Government institutions</li> <li>• Private institutions</li> <li>• Both government and private institutions</li> </ul>	- - 68	- - 100
	<b>Total</b>	68	100
2	If you have the experience of providing apprenticeship for students of government owned TVET institutions, how do you rate their ability in the training?		
	<ul style="list-style-type: none"> <li>• High</li> <li>• Medium</li> <li>• Low</li> </ul>	22 42 4	32.3 61.8 5.9
	<b>Total</b>	68	100
3	If you have the experience of providing apprenticeship for privately owned TVET institutions students, how do you rate their ability in the training?		
	<ul style="list-style-type: none"> <li>• High</li> <li>• Medium</li> <li>• Low</li> </ul>	17 47 4	25.0 69.1 5.9
	<b>Total</b>	68	100
4	If you have the experience of providing apprenticeship for students of both government and private TVET institutions, how do you compare their ability in the training?		
	<ul style="list-style-type: none"> <li>• Students of government institutions are better than students private institutions</li> <li>• Students of private institutions are better than students of government institutions</li> <li>• Students of both institutions are the same</li> </ul>	20 - 48	29.4 - 70.6
	<b>Total</b>	68	100

Table XX depicted the perception of in-company supervisors on the performance of trainees at their real working situations. In the first place, all supervisors proved that they had the opportunity (experience) of supervising trainees from both government and private TVET colleges. Based on this, 42(61.8%) supervisors rated the performance of government owned TVET college students as medium. Similarly, 47(69.1%) supervisors rated the performance of private college students as medium. When the performance of the two groups of students is compared, it was rated the same by 48(70.6%) supervisors.

Therefore, it is possible to infer from the above information that trainees of both colleges had medium ability of handling real work activities. This implies that partners of apprenticeship did not practice it to the level of producing the best work force to the labour market. Put it differently, the performance of trainees is clear indication of weak partnership and cooperation between TVET institutions and apprenticeship providing organizations.

**Table XXI: Respondents Opinion on Major Constraints of apprenticeship**

Item	Administrative Staff of Government Colleges		Administrative Staff of Private Colleges	
	No	%	No	%
In your opinion, which one of the following were major constraints in implementing apprenticeship?				
• Lack of appropriate working place and qualified supervisor.	5	38.46	10	40
• Lack of suitable institutional support (such as employer associations, trade unions, etc)	5	38.43	4	16
• Lack of adequate partnership between TVET institutions and organizations.	3	20.07	10	40
• Lack of rules and regulations for cooperation in apprenticeship.	3	20.07	9	36
• Very small number of apprenticeship providing organizations.	7	53.84	14	56
• Poor management of apprenticeship.	2	15.38	4	16
• Reluctance of organizations to cooperate in apprenticeship.	3	20.07	7	28
<b>Total</b>	28*	-	58*	-

\* Multiple responses

Table XXI tried to investigate the major problems (constraints) of implementing apprenticeship. Accordingly, the administrative staff of government colleges mentioned the following three problems as major ones:

- Existence of very small number of apprenticeship providing organizations, 53.84%;

- Lack of appropriate working place and qualified supervisors, 38, 46%; and
- Lack of suitable institutional support (such as employer association, trade unions, etc), 38.46%.

On the other hand, the following three major apprenticeship implementation problems mentioned by private colleges administrative staff.

- Existence of small number of apprenticeship providing organizations, 56%;
- Lack of adequate partnership between TVET institutions and apprenticeship providing organizations, 40%; and
- Lack of appropriate working place and qualified supervisors, 40%.

Therefore, it is possible to conclude based on the above findings that the major problems of implementing apprenticeship in both government and private colleges were almost the same.

The above question was also asked to trainees of both colleges in an open-ended form. Their responses were nearly similar to that of their administrators except that they also gave equal emphasis to their financial problem(s).

# **CHAPTER FOUR**

## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **4.1 SUMMARY OF THE FINDINGS**

The purpose of this study was to compare and contrast the way that apprenticeship was practiced in private and government TVET colleges of Addis Ababa city administration. To achieve this purpose, basic questions that addressed the major elements that determine the successful practice of apprenticeship such as existence of legal framework, organization and management of apprenticeship practices, willingness of organizations to offer apprenticeship, duties and responsibilities of major actors, financial material and human factors, degree of partnership and cooperation between TVET colleges and organizations, and major administrative, social and economic problems encountered were raised.

This study employed comparative analysis method. It was conducted in two governmental and four private TVET colleges which were found in three sub-cities of the city administrations. Sample sub-cities, TVET institutions and apprenticeship offering organizations were selected using random sampling technique. The subjects of the study were 13 government colleges administrative staff, 100 trainees of government colleges, 25 private colleges administrative staff, 120 private college trainees and 68 in-company supervisors. The administrative staff of both colleges were selected by purposive sampling method. Whereas, trainees were chosen based on stratified random sampling method. Besides, supervisors were selected on the basis of simple random sampling technique. Generally, the sampling techniques were based on the number of trainees attended apprenticeship, the size of TVET

institutions and apprenticeship offering organizations as well as the types of activities organizations were engaged in. The data for the study were obtained through questionnaires, observation and document analysis. The data obtained were analysed using percentage and chi-square. Based on the results of data analysis, the following major findings were identified.

- i. As it was the tradition of TVET, 39% and 48.4% of government and private colleges trainees respectively were females. Of course, this reflects better participation of females in TVET as compared to the past.
- ii. Most of the administrative staff of both government and private colleges were also males. On the other hand, while the administrative staff of private colleges had better qualification than the administrative staff of government colleges, the latter had better experience (years of service) than the former. Regarding the in-service (on-the job) training provided, while 69.2% of government college administrators were given short-term trainings on the duties and responsibilities they were carrying out, 68% of private colleges administrative staff did not get any training.
- iii. As far as the profile of in-company apprenticeship supervisors is concerned, the study revealed that 82.4% were males; 63.3% had diploma and certificate qualification; and 41.2% had above four years of experience. 79.4% were also working in 64.7% service rendering organizations.
- iv. The study identified that majority (84.6%) of the administrative staff of government colleges were aware of the existence of legal frameworks so as to practice apprenticeship successfully. In this regard, 48% of the administrative staff of private colleges did not know whether or not such legal frameworks existed. As a result, while most (84.6%) of government colleges signed apprenticeship contractual agreement with organization, quite large number (78%) of private college administrators never did so.

- v. According to the finding, selection of apprenticeship providing organizations was undertaken based on established criteria by both government and private colleges. In this connection, while government colleges used the type of ownership (public or private) of organizations as a criterion to select organizations, private colleges chosen organizations on the basis of their type (manufacturing or service).
- vi. According to the great majority of both government and private colleges respondents, assignment of trainees to apprenticeship offering organizations was the duty of vocational counselors. However the criteria that colleges used to assign trainees to organizations were different. That is, while the willingness of organization was the major criterion of government colleges to assign trainees to organizations, private colleges assigned trainees on the basis trainees field of specializations. On the other hand, both colleges determined the number of trainees to be assigned to each organization based on the agreement made between TVET institutions and apprenticeship offering organizations.
- vii. In the study, it was identified that great majority of government colleges assigned vocational counselors/apprenticeship coordinators to follow-up and monitor trainees performance and work behavior. On the other hand, 65% of private colleges did not assign such coordinators. The other important point here is that while government colleges coordinators followed-up trainees once through out the training period, private colleges coordinators did it more frequently.
- viii. In quite higher proportion of workplaces there were people/supervisors assigned specially to help apprentices. However, the finding depicted that the ability of supervisors in theoretical aspect of the training and in delivering practical skills was found inadequate.
- ix. Majority of trainees in both government and private colleges asserted that they were given apprenticeship training for 312 hours during their summer vacation. However, government colleges trainees were

given this training once through out their college life. This is, of course, against the apprenticeship implementation strategy of the country. On the other hand, private colleges arranged the training program for each level of study (that is, 10+1, 10+2 and 10+3). For most trainees, the amount of time allocated and the period for apprenticeship was found sufficient and convent respectively. Majority of the respondents in both government and private colleges also asserted the inadequacy of apprenticeship offering organizations. They farther confirmed that even existing organizations had very low interest and commitment to apprenticeship partnership.

- x. Many trainees of both government and private colleges asserted that their apprenticeship had insignificant relevance to their future career. Because the preparedness of organizations to accept and assign trainees on the basis of their occupational area of training was almost no-existent. Besides, private colleges assigned trainees in organizations whose activities did not match with trainees field of specialization.
- xi. Regarding the appropriateness of training facilities, the study revealed that workshop facilities in both government and private colleges as well as in apprenticeship offering organizations were not to the required level of facility. Respondents further proved that the workshops of TVET institutions were relatively less equipped than the workshops in apprenticeship offering organizations.
- xii. According to the finding, the role of TVET institutions (both government and private colleges) to promote the effective implementation of apprenticeship by making organizations aware about the importance of apprenticeship and by providing incentives for active participation of organizations were almost missing.
- xiii. As far as the financing of apprenticeship is concerned, the finding revealed that trainees of both private and government colleges were not charged directly by both TVET institutions and organizations,

similarly, TVET institutions of both government and privately own did not share the direct cost of apprenticeship with organization. On the other hand, trainees were not paid for the labour they invested so as to produce goods and services in organizations.

- xiv. Quite larger portion of government and private colleges respondents ascertained that apprenticeship offering organizations did not do their duties and responsibilities effectively and efficiently. Among their duties and responsibilities, assignment of trainees in their appropriate area of training and provision of trainees with necessary raw materials, tools and other inputs were the most missing elements.
- xv. According to majority of government and private college respondents, there were trainees who dropped out from their apprenticeship due to factors beyond their control. In this regard, government colleges trainees rate of dropout was some how higher than that of private college trainees. Among the factors that caused trainees to drop out from their apprenticeship, irrelevance of the training content to trainees occupational area and trainees own problems were the most dominant ones.
- xvi. For majority of in-company supervisors, the performance of both government and private colleges trainees was almost similar and was not satisfactory.

## 4.2 CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn.

- i. As many studies in the area of vocational education reveal, TVET was considered as male's area of training. This fact is also proved by the sex profile of the respondents of this study. That is, in the study, most of the administrative staff members and trainees of government and private colleges as well as in-company supervisors were males. However, the number of female students was encouraging for the study shows relative increment of female trainees participation in apprenticeship. From this, therefore, it is possible to conclude that change has occurred towards the former perception where TVET was considered as a profession devoted to males.
- ii. In order to make education achieve its intended objectives, educators, particularly trainers should have the required pedagogical skills. In other words, they should have better qualification and experience of teaching so that production of competent workforce in all professions would be possible. In addition, trainers should be up-dated with new methods of teaching and new approaches of technologies frequently. In this regard, the findings in this thesis were not that much encouraging. To put it very specific, government colleges administrators were found having very low qualification eventhough they had relatively longer years of experience in the profession and had up-dated themselves with new approaches of TVET through frequent short-term trainings. On the contrary, the administrative staff of private colleges were found better qualified, less experienced and without refreshment trainings. Besides, apprenticeship supervisors were found incapable of training the apprentices for they had very low qualification and modern training skills. From the findings, we can, therefore, conclude that the training system of TVET (in both private and government colleges) had, in one

way or another, problems when it was viewed from the point of view of qualification, experience and modernity of its practitioners.

- iii. Apprenticeship will be successful when it is supported by contractual agreement made among employers, TVET institutions and trainees based on sets of premises that law will enforce. This contract further determines the content of apprenticeship, the duties and responsibilities of parties involved as well as conditions of termination of the contract and payment rates. Contrary to this fact, the findings reveal that private colleges trainees lacked written partnership contracts. This made the status of the apprentices doing their training in different organizations ambiguous, as compared to government college trainees. As a result private colleges trainees faced with the risk of not being insured against accidents and organizations reacted with a kind of autonomy and self-interest towards engaging trainees for practical activities.
- iv. Experiences of developed countries show that organizations that fulfill the obligatory conditions such as presence of necessary training inputs can be recognized and selected as apprenticeship providers. However, the finding revealed, private colleges trainees were sent where their occupational areas were not performed. Besides, both government and private colleges trainees were sent where competent supervisors and adequate training inputs were in acute shortage. From this, therefore, it is possible to conclude that such unorganized and incompatible action is the result of absence of clearly defined standards and criteria developed by concerned bodies on the selection of appropriate organizations and assignment of trainees.
- v. It was revealed in the findings that organizations were inadequate and less committed so as to provide sufficient, comprehensive and up-to-date experience to trainees. This prevented trainees from getting world of work experience. Therefore, it is possible to conclude that the current status of organizations is not compatible with the demands of

trainees of both government and private colleges for effective implementation of apprenticeship.

vi. The cost of education is naturally seen as an investment on the future generation. This investment can be increased and fostered by giving due recognition that investing on education is a shared responsibility of all stockholders. In this respect, the responsibilities of TVET institutions, enterprises and other individuals including trainees on apprenticeship should be recognized and, where appropriate encouraged. Because their responsibilities with respect to investing on work-based training to raise trainees employability is quite important. Contrary to this accepted principle, however, the findings revealed, there had been lack of awareness towards investing on education (apprenticeship), lack of partnership and encouragement. This, of course, will create confusion in the roles to be played by each participatory party and eventually causes a failure in the scheme of apprenticeship. In other words, absence of attempt made to create general economic environment and incentives conducive to encourage organizations to cooperate during apprenticeship were the main causes of the malfunctioning of the scheme and this leads to the reluctance of organizations to cooperate with both government and private colleges.

vii. The findings of this study revealed that government colleges trainees did not attend their apprenticeship according to the time allocated in the TVET curriculum of the country. The insufficiency of financial support for trainees of both government and private colleges from apprenticeship providing organizations and the difference between the contents of workplace component and trainees occupational area further brings down the full exploitation of the time allocated for apprenticeship. Therefore, it is possible to conclude that workplace training is below achieving its pedagogical ambitions; to achieve the

desired changes in the trainees by developing their competence as per the content of the curriculum and objectives of apprenticeship.

- viii. It was revealed in the findings that unlike government colleges, private colleges lacked the unit in charge of TVET institutions-organizations relationship so as to organize and monitor apprenticeship. Absence of this trend leaves many private colleges trainees striving for finding apprenticeship placements for their practical training. This eventually leads to mismanagement of this important aspect of training.
- ix. Findings of this study revealed that organizations were reluctant to accept their role of providing apprenticeship for both government and private colleges trainees. Because, according to organizations, the skills of trainees in practical activities that they acquired from TVET institutions were too small to win the trust of organizations to allow them get the training. Therefore, the failure of organizations cooperation for apprenticeship is a cumulative result of factors that relate to the practical skills training given in TVET institutions. This, inturn, could be determined by the extent of training facilities and quality of trainers.

### 4.3 RECOMMENDATIONS

Based on the findings obtained and conclusions reached at, the following suggestions are forwarded to improve the implementation of apprenticeship.

- i. Promotion of apprenticeship schemes requires proper awareness creation campaign for all stakeholders. Creation of strong awareness needs to be done through establishing advocacy system among stockholders focusing on the mutual benefits derived from apprenticeship. To this end, organization of seminars, workshops and/or other information dissemination mechanisms at national and local levels are quite decisive. In this connection, the importance of broadcasts and printed media to disseminate the information about apprenticeship is worthwhile.
- ii. The importance of finding new ways of conducting vocational training and the aspiration for close contacts with organizations is expected to lead the country's TVET system to take interest in apprenticeship. The primary objective of apprenticeship is to make close link between school based education and real organizational works. Nowadays, the concept of apprenticeship is becoming popular. Its application in TVET is also vital. Therefore, in order to benefit more out of this mode of training, it is important that employers and other social partners should take the initiative and play central role by sharing the mutual benefits as well as costs of the scheme. To achieve this, first of all, the duties and responsibilities of all parties should be clearly defined. Secondly, those duties and responsibilities should be properly communicated. Finally, continuous follow-up and monitoring of the implementation process should be done.
- iii. Production of manpower with appropriate skills and know how of working methods is not only a means of reducing unemployment

problems but also a means of satisfying the manpower needs of enterprises of different levels so that they can play their own roles in the development endeavor of the country. Therefore, chambers of commerce at national or local level should include the responsibility of facilitating apprenticeship in different organizations. Government also should encourage and support them to contribute their share in the implementation of apprenticeship. Besides, labour unions, NGO's and other industry related social groups should be encouraged and informed (if necessary) to work on the facilitation of apprenticeship.

- iv. Practice teaches us that there is no any universal model as to how to invest in apprenticeship. However, one thing should be clear that it initially needs an economic environment and incentives to encourage individuals and organizations to invest in apprenticeship. In this connection, employers have unsubstitutable role to play in human capital formation through investing in apprenticeship. Therefore, they should participate in the process of formulating implementation policies, and in designing its financing strategies with government. Of course, this necessary shift of government practice may not be realized as immediately as we like. But it can be effective through an ongoing process of learning and development.
- v. It is clear that when organizations are inadequate, trainees will not have the opportunity of acquainting themselves with work-related practical training in the real world of work. To fill this gap, TVET institutions need to establish units where their trainees could engage in producing goods and services in real-life situations for customers on semi-commercial basis. In this way it is possible to create an opportunity for trainees to acquire practical experiences within their TVET institutions boundaries. In addition to satisfying the purpose of apprenticeship, such an attempt may also enable

TVET institutions to generate some amount of income so that it will supplement their operations..

- vi. It is obvious that when supervisors become incapable of providing appropriate apprenticeship training, trainees will not definitely get sufficient knowledge and experience in the organization setting. Therefore, TVET institutions and the city Administration Education Bureau should find ways of making these supervisors up-grade their professional competence. In this regard, organization of continuous refreshment training programs should be undertaken in TVET institutions. Government bodies should involve in the process of the training.
- vii. The quality of apprenticeship depends partly on efforts made by government to produce qualified trainers and administrators of vocational education. Therefore, it is important that MoE should give priority for the preparation of well-trained administrators and trainers of vocational education. To this end, training of such manpower, at least, in degree level should be done in collaboration with businesses for the inclusion of work-related skills in the training. In addition, continuous professional up-grading training at TVET institutions should be arranged to enable them function effectively. Furthermore, attempt should be made to set up training, counseling and research activities in TVET institutions so as to respond to current problems regarding skills and labour market demands.
- viii. It is also very important when training institutions establish professional association at national and/or local levels so that they can evaluate ways of implementation and organization of apprenticeship; define the relationships between partners and participate in the development of cooperation plans.
- ix. It was found that selection of apprenticeship providing organizations and trainees assignment strategy is undertaken

without any standard criteria. Therefore, to alleviate this problem, either MoE or Addis Ababa Education Bureau should set criteria in relation to the selection of legible organizations to provide apprenticeship and the size of apprentices to be assigned in those organizations.

- x. In this research undertaking, it was identified that TVET institutions lack adequate training equipment/machinery. This deprives the benefit that trainees could have gained from the training in TVET institutions. Therefore, the up-to-datedness of machines and equipment as well as other teaching aids which are needed for effective training must receive careful attention. That is, these important elements for vocational education should be fulfilled to the extent that resources permit to do. Because of the high cost of equipment and machines, their usage should be organized to yield the maximum benefit. In addition, handling of workshop facilities should be with care so that their expected years of usefulness will be longer. In such a way, workshops can be used to instill the culture of maintenance of existing facilities. Besides, attempt to win the willingness of organizations to make their equipment and other facilities available for practical training, specially during their day-offs, should be tried.
- xi. Responsible government bodies who are assigned to follow-up and assist the implementation of apprenticeship should not set double standards on how they manage government and private colleges. For example, the inappropriate time usage of government colleges and lack of awareness of private colleges on the existence of legal conditions of implementing apprenticeship are, in one way or in another, results of the unfair treatment of the two institutions. However, which ever the institution may be, its outputs are parts and assets of the society. Therefore, responsible government bodies must have nothing with the type of ownership of TVET institutions.

They should rather give emphasis on their outputs and give equal attention for the ways that apprenticeship is practiced in both TVET institutions.

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# Appendix I

## ADDIS ABABA UNIVERSITY

### SCHOOL OF GRADUATE STUDIES

#### DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

#### Questionnaire to be Filled by Deans/Principals, Department Heads and Vocational Counselors

- The purpose of this questionnaire is to collect information and opinion about the current practice of apprenticeship training in government and private TVET institutions. Therefore, your honest and genuine response to the items in the questionnaire helps to meet the objectives of the study. I can assure you, from the outset, that the information you provide will be kept confidential and used for academic purpose only.
- Please give your response for the items by putting a tick (✓) mark or in writing depending on the nature of each question.

Thank you in advance!

#### **Part I: Personal Data**

1. Sex:                      A. Male                              B. Female
2. Academic qualification  
A. Diploma                              C. MA/MSc          
B. BA/BSc                              D. Ph. D
3. Years of service in your current position  
A. Below two years                              C. Above four years          
B. 2-4 years

#### **Part II: General Questions**

4. Have you got any training that could help you carryout your assigned duties in the TVET institution?  
A. Yes                              B. No

5. If your answer to question number 4 is “yes”, how long was the training?

\_\_\_\_\_

6. Did all concerned parties (that is, your TVET institution, apprenticeship training providing organizations and the trainees) sign memorandum of agreement about apprenticeship training?

A. Yes  B. No

7. Were there laws that may support the implementation of apprenticeship training?

A. Yes  B. No

8. If your answer to question number 7 is “yes”, please choose which one of the following were used in your TVET institution to facilitate the training. (You can give more than one answer).

A. Apprenticeship proclamation  C. Apprenticeship guideline

B. Apprenticeship regulation  D. TVET Proclamation

Other, please specify \_\_\_\_\_

9. Was there any criterion set which may help to choose apprenticeship training offering organization?

A. Yes  B. No

10. If your answer to question number 9 is “yes” what was the criterion set to choose the appropriate apprenticeship training offering organization?

A. The type of ownership (public or private)

B. The type of organization (industry or service)

C. The size of the organization (intake capacity)

D. Linkage with TVET institution

Other, please specify \_\_\_\_\_

11. On what basis the number of trainees to be assigned to each apprenticeship training providing organization was determined?

A. By the criterion of TVET institution

B. Based on the statement of law (cooperation guideline)

C. By each organization unilaterally

D. Through negotiation between TVET institution and apprenticeship training providing organization

E. There was no formal procedure

12. Among the following which one is responsible for organizing apprenticeship training (that is, identifying organizations, communicating with them, assigning trainees, etc) in your TVET institution?

- A. the vocational counselor
- B. The trainer/teacher
- C. The trainee him/herself
- D. The dean/principal

Other, please specify \_\_\_\_\_

13. What was the criterion set to assign trainees to selected organization?

- A. Trainees interest
- B. Organizations willingness
- C. Chance or draw
- D. Trainees field of training (occupation)

Other, please specify \_\_\_\_\_

14. Did trainees pay fee for their apprenticeship training?

- A. Yes
- B. No

15. If your answer to question number 14 is "yes" please specify the process of the payment: \_\_\_\_\_

16. Did apprenticeship offering organizations pay pocket money for apprentices?

- A. Yes
- B. No

17. If your answer to question No 16 is "no", please specify the reason(s).

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

18. Did your TVET institution share the direct cost of apprenticeship training with apprenticeship providing organizations?

- A. Yes
- B. No

19. Were there any incentives given to apprenticeship providing organizations by your TVET institution?

- A. Yes
- B. No

20. If your answer to question number 19 is "yes", please specify the type of incentive that your TVET institution give to the organizations? \_\_\_\_\_

\_\_\_\_\_

21. If trainees are required to share the cost of apprenticeship training, how do you rate their capacity to pay?
- A. High                       B. Medium                       C. Low
22. Were there trainees who dropped out before completing their apprenticeship training?
- A. Yes                       B. No
23. If your answer to question number 22 is “yes” what could be the possible reasons? (You can give more than one answer).
- A. The training time is inconvenient
- B. Inadequate incentives (Financial problems)
- C. Irrelevance of the training to trainees occupational area
- D. Long distance between trainees home and organizations
- E. Other personal problems (such as health and the like)
24. Which of the following duties and responsibilities were not practiced by organizations that provide apprenticeship training for your students? (You can choose more than one answer).
- A. Assigning experienced supervisor/trainer to follow-up and support trainees
- B. Assigning trainees in their appropriate area of training
- C. Acquainting trainees with working methods of the organization
- D. Providing the trainees with raw materials, tools and other necessary inputs
- E. Evaluating and reporting the performance of the trainees to TVET institutions
- F. Working in coordination and cooperation with TVET institutions
25. In your opinion which of the following are major constraints in implementing apprenticeship training? (You can give more than one answer).
- A. Lack of appropriate working place and qualified supervisor
- B. Lack of suitable institutional support (such as employer associations, trade unions, etc)
- C. Lack of adequate partnership between TVET institutions and organizations
- D. Lack of rules and regulations for cooperation in apprenticeship training
- E. Very small number of organizations that may provide apprenticeship training
- F. Poor management of apprenticeship training
- G. Reluctance of organizations to cooperate in apprenticeship training
- Others, please specify \_\_\_\_\_

26. Are there adequate numbers of organizations that can provide apprenticeship training for your students?

- A. Yes  B. No

27. How do you rate the extent of partnership between your TVET institution and apprenticeship providing organizations in promoting apprenticeship training?

- A. High  B. Medium  C. Low

28. How do you rate the commitment of organizations to apprenticeship training programs?

- A. High  B. Medium  C. Low

29. If your answer to question number 28 is “low”, what do you think is the reason?

(Please write your reason)

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30. How do you rate the appropriateness of materials used for practical training in TVET institutions?

- A. High  B. Medium  C. Low

31. How do you rate the appropriateness of materials in apprenticeship providing organizations to enhance practical skills for trainees?

- A. High  B. Medium  C. Low

32. How do you rate the similarity of training materials in TVET institutions and apprenticeship providing organizations?

- A. High  B. Medium  C. Low

33. If your response to question number 30 is “low”, which one is well equipped?

- A. TVET institution  B. Apprenticeship providing organizations

34. What were the strategies devised by your institution to improve links with apprenticeship training offering organizations?

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35. What were the major activities undertaken by your TVET institution to promote apprenticeship training?

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**Appendix II**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND**  
**MANAGEMENT**

**Questionnaire to be Filled by Trainees**

- The purpose of this questionnaire is to collect information and opinion about the current practice of apprenticeship training in government and private TVET institutions. Therefore, your honest and genuine response to the items in the questionnaire helps to meet the objectives of the study. I can assure you, from the outset, that the information you provide will be kept confidential and used for academic purpose only.
- Please give your response for the items by putting a tick (✓) mark or in writing depending on the nature of each question.

Thank you in advance!

**Part I: Personal Data**

1. Sex: A male  B. Female
2. Field of Training: \_\_\_\_\_
- A. 10 + 1  B. 10+ 2  3. 10+3

**Part II: General Questions**

3. Among the following, which one is responsible for organizing apprenticeship training (that is, identifying organizations, communicating with them, assigning trainees, etc) in your TVET institution?
- A. The vocational counselor
- B. The trainer / teacher
- C. The trainee him/herself
- D. The dean/principal

4. When was the time that you went out for apprenticeship Training?  
A. During training period  B. During summer vacation
5. Was the time convenient for apprenticeship training?  
A. Yes  B. No
6. If your response to question No 6 is "NO", what could be the reason?  
A. It overlaps with other activities   
B. Organizations are closed during this period   
C. It overlaps with vacation   
D. It is difficult to attend due to rain   
E. Other, please specify \_\_\_\_\_
7. For how long did you attend apprenticeship training within each training period?  
(please write the appropriate time period)  
A. \_\_\_\_\_ days B. \_\_\_\_\_ months C. \_\_\_\_\_ hours.
8. How do you evaluate the time you indicated in question number 8 above?  
A. Excess  B. Sufficient  C. Insufficient
9. Did you sign memorandum of agreement with the organization that offered you apprenticeship training?  
A. Yes  B. No
10. Was there any criterion set which may help to choose apprenticeship training offering organization?  
A. Yes  B. No
11. If your answer to question number 11 is "yes", what was the criterion set to choose the appropriate apprenticeship training offering organization?  
A. The type of ownership (public or private).   
B. The type of organization (Industry or Service).   
C. The size of the organization. (Intake Capacity)   
D. Linkage with TVET institution   
Other, please specify \_\_\_\_\_

12. On what basis the number of trainees to be assigned to each apprenticeship training providing organization was determined?

- A. By the criterion of TVET institution.
- B. Based on the statement of law (cooperation guideline).
- C. By each organization unilaterally.
- D. Through negotiation between TVET institution and apprenticeship training organization.
- E. There was no formal procedure.

13. Did trainees pay fee for their apprenticeship training?

- A. Yes
- B. No

14. If your answer to question number 14 is “yes”, please specify the process of payment.

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15. How do you rate the capacity of trainees to share their apprenticeship training cost?

- A. High
- B. Medium
- C. Low

16. Were there trainees who dropped out before they complete their apprenticeship training?

- A. Yes
- B. No

17. If your answer to question number 17 is “yes”, what could be the possible reason(s)? (you can give more than one answer)

- A. The training time is inconvenient.
- B. Inadequate incentives (financial problems).
- C. Irrelevancy of the training to trainees’ occupational area.
- D. Long distance between the trainees home and organizations.
- E. Other personal problems (such as health and the like)

18. Did your TVET institution assign coordinator who closely follow-up your performance and behavior during apprenticeship training?

- A. Yes
- B. No

19. If your answer to question number 19 is “yes”, how frequent was the follow-up?

- A. Daily
- B. Once in a week
- C. Once in two weeks
- D. Once throughout the apprenticeship training period.

Other, please specify \_\_\_\_\_

20. Which one of the following duties and responsibilities was not practiced by the organization that provided you with apprenticeship training? (you can give more than one answer).

- A. assigning experienced supervisor/trainer to follow-up and support trainees.
- B. Assigning trainees in their appropriate area of training.
- C. Acquainting trainees with working methods of the organization.
- D. Providing trainees with raw materials, tools and other necessary inputs.
- E. Evaluating and reporting the performance of trainees to TVET institutions.
- F. Working in coordination and cooperation with TVET institutions.

21. Did the organization that provided you with apprenticeship training assign supervisor/trainer to guide and follow-up your work during the training?

- A. Yes
- B. No

22. If your answer to question number 22 is “yes”, how do you rate the ability of the supervisor?

- A. High
- B. Medium
- C. Low

23. How do you rate the relevance of the training that you gained in the apprenticeship providing organization to your occupational training?

- A. High
- B. Medium
- C. Low
- D. No relevance at all

24. If your answer to question number 24 is “Low” or “no relevance at all”, what, do you think, could be the reason?

- A. There was no any activity in the organization that match with your occupation.
- B. Reluctance of the organization to assign you in areas that match with your Occupation.
- C. Your reluctance to be assigned in your occupation.
- D. Your inappropriate training in TVET institution.

25. How do you rate the appropriateness of materials used for practical training in TVET institution?

- A. High
- B. Medium
- C. Low

26. How do you rate the appropriateness of materials used for practical training in apprenticeship providing organization?

- A. High
- B. Medium
- C. Low

## Declaration

This thesis is my original work and has not been presented for an MA degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Faithfully,



Desalegn Dejen

14/08/07

Date of Declaration

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ADDIS ABABA ETHIOPIA

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

Yekunoamlak Alemu (Ph.D).

Advisor



Signature

14/08/07

Date