

**THE IMPLEMENTATION OF  
APPRENTICESHIP TRAINING PROGRAM  
IN SOME SELECTED GOVERNMENT TVET INSTITUTIONS IN  
OROMIA**

A Thesis Presented to  
The School of Graduate Studies  
Addis Ababa University



In Partial Fulfilment of the Requirements for the Degree of Master of Arts  
in Educational Planning and Management

By  
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## ACRONYMS

The following acronyms are used in the study

ETP	Education and Training Policy
IGAs	Income Generating Activities
IIEP	International Institute of Educational Planning
ILO	International Labor Organization
MOE	Ministry of Education
NAPVET	National Policy on Vocational Education and Training
NGOs	Non Government Organizations
NQF	National Qualification Framework
NTB	National Training Board
OECD	Organization for Economic Cooperation and Development
PAC	Program Advisors Committee
REBs	Regional Education Bureaus
SDC	Skill Development Center
SETAs	Sector Education and Training Authorities
TGE	Transitional Government of Ethiopia
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
VTC	Vocational Training Center

## ABSTRACT

This thesis was aimed at conducting a research study relating to the Implementation of Apprenticeship Training program in Government TVET Institutions in Oromia. The main purpose of the study was to investigate bottlenecks for the successful implementation and the quality of apprenticeship training. To this end, an attempt was made to look in to the link between TVET institutions and the world of work and the fundamental factors affecting this link such as the legal frame work, work place learning environments, Roles of each participating party and the state of resources devoted to the training. A descriptive survey method of study was employed to identify the major problems encountered in the course of implementing apprenticeship training in seven TVET institutions found in four zones of Oromia. These sample TVET institutions were selected on the basis of purposive sampling. The subjects of the study were 7 principals, 7 vocational counselors, 282 trainees and 72 workplace supervisors. The respondents sampling was carried out through random, purposive, stratified and availability sampling techniques, depending on the nature and size of the sample respondents. Information was obtained using questionnaires, interviews and documents. The results of the study depicted that the apprenticeship training was not backed by legal framework and the selection of organizations was also not based on some definite criteria. The preparedness of the organizations to cooperate and an attempt made to enhance further cooperation, for instance by offering incentives, were inadequate. Thus, trainees were excluded from the training due to inadequacy of organizations, inconvenience of the training period, and financial difficulties. Hence, it is concluded that trainees run the risks of not being insured for accidents that occur on production activities and that organizations did not recognize the cost of apprenticeship training as an investment, for efforts made in this regard was not satisfactory. Therefore, it is recommended to enact apprenticeship regulation and to create stronger awareness through information campaign so that other organizing bodies such as chambers of commerce and industry could share the responsibilities of facilitating apprenticeship training.

# CHAPTER ONE

## THE PROBLEM AND ITS APPROACH

### 1.1. Background of the study

Technical and vocational education and training can be provided either within school or outside the school system. As explained by Atchoarena (1994: 145-146), the former model has been regularly criticized for that vocational schools are expensive and they produce students who are no more employable than those from academic schools. The second model is favored for it is very much linked with enterprises and the world of work in general. But in many developing countries the link between training programs and industries was not strong. With the absence of such linkage the demand of the changing labour market cannot attain its equilibrium. According to Middleton, Ziderman and Adams (1993:14), theory based learning, curriculum which did not consider the need of the society and the relevance of the training to the local situations, and high cost per trainee due to low student-teacher ratios, expensive machinery, tools and materials are the cumulative contributors for this mismatch.

In Ethiopia, during the second half of the nineteenth century and the early decades of the twentieth century the demand for new knowledge was focused strongly on the need for practical skills in a variety of basic trades. An attempt to meet this demand was initially made by foreigners and little connection was seen between education and the kinds of skill and abilities that were required in the first step towards modernization. During the early 1940s there was a sudden need to fill the gap for skilled personnel created by the departure of many Italian

technicians and due to this incidence the period, therefore, marked the establishment of a number of institutions for technical and vocational education and training.

Even if various efforts had been underway to provide technical and vocational training in some institutions, the issue of coordinated training programmes in terms of quality and coverage has not been tackled. As a result, the training system did not effectively generate a workforce initiated for creativity and capable of supporting the economic development for it was not based on the economic development trend of the country.

Therefore, in Ethiopia until the early 70s of twentieth century technical and vocational education, whether in specialized schools or in the slowly developing system of comprehensive education was regarded as second- class by the younger generation in spite of the rewards available to those with technical and vocational skills and knowledge. During then the secret of success was attached to the result that entry at the top with a University Degree. Besides, within the formal school system the superficial introduction of technical skills within the so-called comprehensive curriculum failed, and employers were not anxious to take the products of the system. The reason for this failure was, the subjects that the students were taught in the school were more of academic subjects for its primary and immediate objectives were mainly preparing educated Ethiopians for various clerical and administrative vacancies (MOE, 1984:48-49).

✓ Because of the Ethiopian government's inception of New Economic Policy since 1992 it has been believed that trained and trainable citizen is necessary to socio-economic development. Thus, attempts have been made to comprehend the actual situation under serving the economy as a whole through vocational training. With this condition precedence, the economic policy laid

foundation for private entrepreneurs to participate and invest in the field of TVET and give ample opportunity through encouraging them by creating conducive environment for investment.

✓ With the introduction of the new Education and Training policy, the issue of TVET development came to be one of the priority areas in the Ethiopian education system. In compliance with this, in 1997 twenty-five skill development centers have been opened in four regional states with the ultimate aim of training the larger number of secondary school leavers with various technical skills, mainly for self-employment in private sector. ✖

However, since the scope and access to TVET was limited, no more than 6% of school leavers had the opportunity to attend the training. The participation of girls in TVET was less than 15% and nearly all girls choose the traditionally female occupations such as secretarial and home economics. The quality of training was also poor because of inadequate funding, lack of appropriate and adequate equipments and facilities, insufficient number of qualified trainers and inflexible and outdated curricular and inefficient management (MOE: 2002). ✖

Yet the demand of employers for appropriately trained skilled labour is high. Therefore, reform and reorganization and expansion of the TVET system are found to be necessary. Among the aims of such measures the major ones are: to increase the relevance of the TVET system, improve the access in general, and that of girls in particular to TVET, improve the efficiency of the system and, in general, promote Vocational skill training in collaboration with private and public employers in order to foster economic development. In line with this the education and training policy of Ethiopia (MOE, 1994:16 - 17) states that parallel to general education, diversified technical and vocational training will be provided for those who leave school from any level of education. Among these diversified training areas the one which is offered for those who completed grade ten for the development of middle level manpower was launched in 2001 in

all regions of the country. Based on this, currently 114 government (See Appendix) and 19 private & NGO TVET centers that were located in all regions of the country are providing training programmes at 10+1, 10+2 and 10+3 levels in twenty four non-agricultural trades with the total enrollments of 36,462 trainees (MOE: 2002).

The Economic Development Strategy for Ethiopia and the Micro and Small Enterprises Development Strategy under score the need for an industrial development that makes extensive use of natural resource base and locally available manpower on a sustainable basis. Both strategy documents emphasized the idea that in the frame of the agricultural led industrialization, large, medium, small and micro industrial establishments, as well as construction and service enterprises will create employment opportunities if provided with skillful human resources. This reality coupled with the fact that the number of people earning their living from the informal sector activities and small scale manufacturing industries is eight fold larger than those engaged in the medium and large scale industrial establishments shows that it is an important source of wage and self employment of TVET trainees. Hence, the two fundamental objectives of providing TVET in Ethiopia were stated in (MOE: 2002) as:

To enhance the agricultural development led industrialization of the country through training and supply of new generation of quality middle level skill manpower to the industrial, service and construction sectors, and contribute to the development of the industrial, construction and service economies through quality and quantitative capacity development of TVET and thereby improve the supply of middle level skilled manpower.

To this end, currently TVET is provided at different levels and by different agencies both public and private, within the formal educational system and outside of it. First, there are higher (1) education institutions that train top-level professional and technical personnel. Second, below the University level, there are a number of Technical and Vocational Training schools and institutes,

which cater for the training of personnel at the middle and lower levels for different occupations. A third category of TVET institutions comprises training centers attached to certain public and parastatal agencies to provide quality but certificate level training for the employee or would be employees of those agencies. The fourth category is the informal on the job training that is going on practically in all types of non-farming areas in the apprenticeship style.

The curriculum developed by the Ministry of Education (MOE) in 24 different trades allocates 312 hours for out of school apprenticeship training and about 500 hours for the main courses (MOE, 2003:8). The purpose of offering apprenticeship training in different enterprises is believed to familiarize trainees with real work life who eventually qualify as self or wage employees in their specialized areas. In an economic climate where there are greatly reduced opportunities for wage employment, like Ethiopia, greater emphasis has been placed on the potential contribution to the economy by the self –employed and informal sector. Thus, to attain this objective, among other things cooperation with enterprises to meet acute skill through apprenticeship training is the crucial aspect of the training process and at the same time demands attention.

Moreover, as Atchoarena (1996:5) indicated, compared to other training modes, apprenticeship training is characterized by its capacity not only to train but also to organize the process of transition of the young labour force to the labour market. Generally, experiences show that linkage of technical and vocational training programmes with business and industry will inevitably yield a number of improvements in the preparation of relevant and well-qualified graduates.

## 1.2 Statement of the Problem

Apprenticeship has a long history of serving traditional trade areas in Ethiopia. Its merit in serving the skill needs of different sectors is today fully recognized. However, the extent to which the education system of the country considered that the TVET system has a role to play in expanding and consolidating skill development in these sectors varied. Put differently, the endeavor made through policy intervention for improvement of traditional apprenticeship, through introducing school based components, and establishing or expanding modern forms of apprenticeship training in view of serving the needs of the economy would be reflected by the value attached to the TVET system.

Based on the Education and Training Policy of Ethiopia (ETP), the curriculum developed for middle level technical and vocational education and training program, provided for a new scheme of apprenticeship training program that became functional through out the country. According to Logjam and Mankind (1995:6), in developing countries, like Ethiopia, due to the weak and the nature of industrial base, there are normally not enough places to absorb all the students during apprenticeship training. The large number of students compared to the available opportunities and reluctance of enterprises to cooperate are the prominent problems in conducting apprenticeship training in these countries. Atchoarena and Andre (2002: 272) explained the benefits from this training program and the challenges in implementing as follows:

*Beyond serving the needs of the micro-enterprises of the crafts industry, apprenticeship schemes, defined as the combination of school-based and company-based training, managed through partnership, can also be seen as a way to transform a rigid, inward-looking, public TVET system. In many countries this avenue has not yet been much explored. Yet in most places around the world, getting businesses to commit themselves to training young people represents a key challenge. In fact, employers are increasingly considered to be the best placed to provide the right kind of training, and also to teach the values and attitudes applicable to working life.*

To this effect, the researcher believes that the extent to which the current apprenticeship- training programs conducted in different organizations contribute to the quality of TVET graduates in response to the need of the economy is a subject worth studying.

The purpose of this study is, thus, to identify problems encountered in implementing apprenticeship-training programs in productive and service rendering organizations in Oromia region. The study will try to seek answer for the following basic questions.

1. What is the condition of the legal frameworks and supporting guidelines within which organizations participate in apprenticeship training?
2. What is the state of resources and readiness of the organizations to provide apprenticeship training adequately?
3. What roles of personnel in organizations, TVET institutions and trainees are not prevalent to ensure the quality of the apprenticeship-training program?
4. What are the financial, material and human factors and related guidelines for conducting apprenticeship training?
5. What are the prominent administrative, social and economic problems encountered in implementing apprenticeship training?
6. What planning, organizing and controlling mechanisms help effective apprenticeship training program?

### **1.3 Significance of the Study**

Successful implementation of apprenticeship training program helps to come up with the intended profile of middle level technicians in various trades. However, some problems may hinder the successful implementation of the programme, which in turn affect the overall quality of the training. Hence, conducting a study to identify the problems pertaining to apprenticeship training could have the following contributions:

1. By revealing the implementation problems, the study may bring them to the attention of policy makers and curriculum designers at the Ministry of Education and other concerned authorities for appropriate action.
2. As apprenticeship-training program is the emerging programme, the writer hopes that the study will enrich the existing literature in the field of technical and vocational education and training.
3. It may also helps as stepping –stone for others who intend to carry out in-depth study on the problem.
4. It may also provide an alternative approaches or solutions to the problem under investigation.

### **1.4 Delimitation of the study**

TVET in Ethiopia is carried out both in a formal and non-formal education and training systems at various levels. Thus, Government, Non Government Organizations (NGO) and private institutions are the main providers of TVET programs on the bases of short and long terms. From these training program, those which aimed at producing middle level technicians (10+1, 10+2 and 10+3) were chosen for diversified courses are offered at these levels.

The new middle level technical and vocational education and training program, of which apprenticeship training is compulsory, is being implemented through out the country. Currently 114 Government TVET institutions and 19 NGO and private TVET institutions are providing these training programs to those who completed general education at the level of grade ten. Out of these training institutions, thirty-six Government and two NGO and private TVET institutions are found in Oromia region (MOE: 2003).

To conduct a research work in all of these training institutions would be impractical for various reasons, of which the limitedness of the technology used to secure and sort out the data for this study was the major one. Therefore, to make the study manageable, it was delimited to the apprenticeship-training programmes undertaken in government TVET institutions in the region. The student researcher decided to conduct the study in oromia because the largest share of technical and vocational education and training institutions and trainees, 38 out of 114 or 33.3% and 10042 out of 51459 or 19.5% (MOE, 2003: 104) respectively, in the country are found in this region. Besides, supervision reports at the Ministry of Education revealed the existence of the problem starting from the time when the number of both trainees and training institutions were very much less than the current figure. Further more, the study was delimited to the Government TVET institutions in Oromia for the great majority of the trainees in the region are absorbed by these institutions compared to those in NGOs and private institutions.

## **1.5 Research Methodology and Procedures of the Study**

### **1.5.1 Method of the Study**

In this study, descriptive survey method of study was employed. This method was chosen for its appropriateness to reveal the current problems in the implementation of the apprenticeship-training program and to describe the extent to which the problem has affected the quality of technical and vocational education.

### **1.5.2. Sample Population and Sampling Technique**

As already mentioned, in Oromia, 36 government technical and vocational education and training institutions that were located in different zones are currently offering training. Out of these institutions, seven that are found in four different zones of the region were chosen using purposive sampling techniques as sources of pertinent, adequate and reliable information for the study. The rationale behind using purposive sampling technique in determining the sample TVET institutions was, in the first place, that the total number and the diversity of training areas in these institutions are higher than that of others. The second intention for so doing was that this technique is appropriate to avoid the probable focus in a certain geographic area and field of training so that the conditions in different areas will be reflected and the study becomes representative. Therefore, while selecting sample TVET institutions, the number of trainees, geographic area and diversity of technical and vocational training programs offered were considered. Accordingly, TVET institutions found in Arsi, East Shoa, West Shoa, and East Wollega zones of Oromia were purposefully selected as samples of the study for they were in line with these considerations (See Appendix 5). The subjects of this study were principals, trainees,

vocational counselors found in sample TVET institutions and work place supportive supervisors in organizations offering apprenticeship training.

Regarding the respondents sampling, principals and vocational counselors were incorporated in the sample by using availability-sampling technique for the manageability of their number. The other group of the respondents constitutes 1127 TVET trainees who took apprenticeship training in different organizations. Out of these 282 (25%) were included in the sample. Based on the proportionate number of trainees in each field of study, stratified sampling technique was employed in determining the number of samples from each field of study with an attempt to incorporate ideas of trainees from all areas of training in the study. Accordingly, 169 (60 %) trainees enrolled in Business Education, 51 (18 %) in Industrial Technology, 28 (10 %) in Construction 20 (7%) in Hotel Service and Beautification and 14 (5 %) in Textile and Garment Technology constituted the sample respondents within this group. Then random sampling technique was employed to draw a sample respondent from each field of study. The total number of organizations that offered apprenticeship training in the sample zones was 289 (see appendix 6). Out of this, 72 (25%) were included in the study using purposive sampling technique. The reason for employing purposive sampling technique here was mainly aimed at including organizations from different sectors (service, production and trade) and different sizes of operation (micro and small, medium and large) so that the situations in various areas of the economy could be incorporated.

### **1.5.3. Source of the Data**

The data for the study was obtained from both primary and secondary sources. In the secondary data, relevant books, journals, universal declarations and legal documents that reflect the

experiences of apprenticeship training in developing as well as developed countries were consulted to supplement and to serve as the bases for the instruments and findings of the study. More over, various reports and documents in TVET institutions were reviewed to obtain pertinent data such as the number of trainees, trainers and organizations offering apprenticeship training and the like.

#### **1.5.4. Instrument of Data Collection**

As it has already been mentioned the subjects of the study were principals, vocational counselors, trainees and supervisors. In order to gather first hand information pertaining to the subjects of the study, questionnaire and interview questions were set and administered. Questionnaire was used for its appropriateness to secure data from many people at a time and for its natural characteristics that allow informants express their ideas and opinions freely and confidentially. Thus questionnaires composed of both open ended and close-ended items, addressing the basic questions raised, were set and administered. Besides, interview was used as an instrument to get information from higher officials, especially on issues relating to policy and overall institutional matters

#### **1.5.5. Procedures of Data Collection**

The data gathering instruments used in the study were drafted on the basis of the reviewed literature and the intended data to be collected. Before distributing them to the sample respondents, pilot testing was made so as to make essential corrections and maintain their validity. After getting corrected all items, the distribution and continuous follow up during the collection process were made. To maximize the quality of the responses and the rate of return the time convenient for the respondents was arranged. The researcher did make the objectives of the

study clear to all of the sample respondents at the verge of questionnaire administration in order to avoid confusion and facilitate ease of administration. A close follow –up was also made to immediately correct problems that arose during the filling in of the questionnaires.

### **1.5.6 Data Analysis**

Depending on the nature of the data collected and the type of questions the following statistical tools were used.

- Percentage was used to questions demanding quantitative measurements.
- Chi-square was used to qualitative measurements such as perception of respondents in relation to the availability of facilities, resources and state of preparedness during implementation of apprenticeship training program.

### **1.6. Definition of Terms**

**Apprenticeship Training:** - 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 he 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, No.391/2004: 2554).

**Informal Sector:** - Broadly characterized as consisting of units engaged in the production of goods or services with the primary objective of generating employment and incomes to persons concerned (Atchoarena, 1995:135).

**Technical and Vocational Education:** - refers to all forms and levels of educational process 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).

**Vocation:** - A calling, as to particular occupation, business or profession (Good, 1973:644).

**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 of technical and vocational education and training (Federal Negarit Gazeta, March 1, 2004, No.391/2004: 2553).

**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 (Federal Negarit Gazeta, March 1, 2004, No.391/2004:2553).

**Organization:** - means a production, trade or service rendering institution selected by the appropriate body to provide apprenticeship training to trainees (Federal Negarit Gazeta, March 1, 2004, No.391/2004: 2554).

**Apprentice:** - means a person undergoing apprenticeship pursuant to a tripartite agreement concluded among a training institution, an organization and a trainee (Federal Negarit Gazeta, March 1, 2004, No.391/2004: 2554).

### **1.7. Organization of the Study**

The study was organized to four chapters. The first chapter deals with the problem and its approach. Therefore, the basic questions that the study attempted to answer and the research procedure followed were treated under this chapter. The second chapter was devoted to the review of the related literatures. The third chapter was used for the presentation and interpretation of the data. The fourth chapter dealt with the summary of findings, conclusions and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

In order to have a brief theoretical framework on the implementation of the apprenticeship-training programme, this chapter is devoted to provide the major works done by different authorities in the areas of the problem under study.

#### **2.1. The Role of TVET in National Development**

It is apparent that Technical and Vocational education serves the individual by imparting knowledge, skills and attitudes that will be used to procure and sustain gainful employment. Society equally benefits from such human resources development and it is responsible for increased Gross National Product (GNP).

The Human Resources Development Report (UNDP, 1994:3) underscores the United Nation's lifelong commitment to engage in a battle for peace on two fronts: The security front (to secure freedom from fear) and the economic and social front (to secure freedom from fear and the economic and social front (to secure victory from want). The latter is inextricably linked to job security where TVET is a major contributor (UNESCO, 1998: 24).

Evidence from World Bank studies (World Bank, 1988; 1991) and case studies of TVET in the African region (Kerre: 1995) clearly point out that investment in TVET is worth while no matter what the economic status of the country may be.

Further evidence from the newly – industrializing countries show that TVET is largely responsible for providing a pool of skilled human resources essential for such critical sectors of

the economy as agriculture, manufacturing, construction, communication, transportation and commerce (Kerre, 1997: 25).

With increasing technological development and liberalized world markets, a country's TVET system will increasingly become decisive in determining the competitive strength and level of development of its economy. Ever since independence, most African countries have had to grapple with the problem of "too many people looking for jobs and too many jobs going unfilled." While there is a growing number of the unemployed among the educated, there is a persistent shortage of human resources with the technical skills required in various sectors of the economy (UNESCO, 1998: 25). Therefore one can easily observe that there is a mismatch between available technical human resources and the type of employment opportunities available in the world of work and therefore graduates of TVET institutions are expected to fill this gap and eventually contribute to the national development.

The recognition of the important role that TVET plays in the nation's development has been echoed in several ways. The call by students, parents and employers, for quality and relevant TVET programmes is becoming louder each passing day. Both TVET institutions and industry have to cooperate in order to meet this demand. Because as Kerre (1996:97) contends, the institutions are best placed to provide quality, utilizing the human resources and facilities they have, whilst industry is best placed to provide relevance through the necessary input into TVET curricula and the industrial experience through attachment (Kerre, 1996: 96 –97).

## **2.2 The Objectives of TVET-a Basis for Apprenticeship-Training**

It is a widely accepted fact that the primary objective of TVET is to train a skilled labour force that can adapt to the requirements of the labour market. The TVET policies followed by the

newly independent developing countries, including Ethiopia, were aimed at providing the managers and skilled labour, which these countries needed to support the growth of the modern sector.

Historical evidences reveal that in the late 1970s the economies of developing countries, especially African, entered a period of recession and economic crisis. The growth of modern sector employment slowed sharply as a result of spending cuts in the public sector and massive lay-offs to maintain productivity in the private sector. The consequence was a rapid rise in unemployment among young people, particularly those who had completed their secondary schooling. The rapidly growing informal sector absorbing much of the labour force gradually forced the structure of employment in these countries to change (Atchoarena and Andre, 2002:37). Furthermore, according to World Bank (1990:16), the contribution of skills to production is the best justification for vocational education and training, and the record shows that training does increase productivity, as measured directly and in terms of increased earnings. However, TVET has also been expected to achieve additional societal goals, and the expectations have been especially high for pre-employment training.

Among these the productivity objective of TVET is based on the fact that rates of return on all forms of training have been substantial. Where economic expansion has been sustained, or where modern sector employment is large relative to the output of post-primary education, TVET graduates have been more readily absorbed into the labor market. According to World Bank (1990:16) high rates of return result from the pre-employment center-agencies in middle-income countries and developing countries.

Another objective that TVET is expected to achieve is the supply objectives which aimed at production of skilled labor in anticipation of demand. An early objective for investment in pre-employment training was the replacement of expatriates in skilled positions. It was also thought that training would create a reserve of skilled labor that would stimulate economic growth. Where growth has been constrained and the efficiency of TVET reduced by inappropriate economic policies, the outcome has been over investment in pre-employment training, with consequent high rates of graduate unemployment and underemployment, low rates of utilization and high unit costs. The problem has been particularly acute in low-income economies, like Ethiopia, with high rates of population and constrained expansion of modern sector employment (World Bank, 1990:17). To cite some relevant examples in relation to this, in Honduras, where unemployment rates have reached 25%, only 60% of vocational graduates find employment in their field of training; in Bangladesh, employment rates for vocational graduates are less than 50%. Recent studies in a number of low income African countries reveal similar results; an example in Benin, where only 28% of lower technical secondary school graduates are able to find wage employment (World Bank, 1990:17).

Furthermore, TVET programme is believed to attain employability objectives with special attention to access for youth and the disadvantaged to the world of work. The notion that vocational skills improve the employment chances of economically and academically disadvantaged youth is the recent and progressive. It is also well known that vocational skills are more appropriate in improving employability than general education. It is also hoped that TVET will improve attitudes towards skilled blue-collar work diverting youth from the white-collar jobs that are in increasingly short supply.

It goes without saying that larger scale unemployment of youth is a widespread and persistent social and economic problem in developing countries. This is resulted from a rate of population growth unmatched by expansion of employment. It has also been a major problem in European economies, where large-scale manpower supply programs have been instituted in an attempt to facilitate the transition from school to work. The programs typically consist of intensive counseling and labor market matching activities, learning by-doing in developmental work experience, and training in formal institutions and on- the- job, all while participants receive various levels of subsidies from the state (World Bank, 1990:18).

Large-scale provision of pre-employment TVET has been the policy choice in a number of developing countries. These policies have encountered a significant paradox. On the one hand, efficiency requires that TVET be closely tied to the nature and volume of employment demand in the modern sector, with the other hand, youth searching for any form of wage employment need skills relevant to all sector to increase their flexibility in tight labor markets. (World Bank 1990:19)

While the record of large scale formal TVET in improving the employability of poor youth in the absence of complementary employment policies is not good, there is reason to believe that programs closely tailored to employment opportunities can be effective, although the marginal contribution in terms of the numbers trained and placed may be small (World Bank 1990:19).

An equally important further justification for TVET is that it enables young people with less academic ability to learn a craft or manual trade, thus enabling them to find gainful employment. This is, of course, a major rationale for vocational training those countries that have achieved

high levels of secondary enrollment overall, and can thus stream students based on academic achievement to an appropriate form of education (World Bank, 1990:2).

Economists have argued that vocational education will lead to employment for the disadvantaged only when unemployment is low. When unemployment is high, placement of a vocationally trained person may displace an untrained person. Unemployment is not reduced, but the education and training levels of the unemployed drop (World Bank, 1990:22). Thus, care should be taken in providing TVET as a means of offering employment opportunity. It must contribute to an endeavor to maximize an aggregate rate of employment. Unless over supply of skilled labor and stagnant employment growth have led to downward substitution of skills further lowering the cost-effectiveness of education (World Bank 1990:26).

Governments also use pre-employment TVET as a means to divert young people into futures other than higher education or white-collar work. Where employment opportunities are few relative to demand, and resource constraints limit higher education these policies are generally defensive in nature. And this is usually referred as diversion objectives or changed attitudes and destinations (World Bank, 1990:26).

Imported models of TVET, which were developed in a context of economic growth, proved incapable of supplying skilled labour that meet the highly varied requirements of countries' production systems. A wave of criticisms concerning the ineffectiveness and high cost of TVET began to be heard, and this form of education has been called into sharp question on the grounds that it is poorly suited to labour markets dominated by informal- sector employment. In relation

to this numerous criticisms of TVET that has been voiced by the World Bank, Cousin and Moura Castro were summarized in Atchoarena and Andre (2002:38) are listed as follows:

- Poor quality;
- Very high cost;
- Training not suited to actual-socio-economic condition;
- Disregard of the informal sectors need;
- Disregard of the labour market and of the high unemployment rate among graduates.

Later on with the changes in the labour market, the objectives of TVET have become more diverse: they are no longer simply economic but also social, including the fight against poverty and integration of young people into the working world.

On the other hand, Caillods in Atchoarena and Andre (2002: 38) asserted the need to pursue two other major objectives, which are to train the workforce for self-employment and to raise the productivity of the informal sector. The fact that the system is ossified and impoverished makes it all the more difficult for TVET to take up these new challenges. According to Middleton and Demsky in Atchoarena and Andre (2002:38) criticisms of TVET has led to cuts in the volume of training provided in public institutions and to shifting more of the responsibility for providing initial training in this area to enterprises and private institutions. Thus, from this it is possible to deduce that TVET objectives must include the mechanisms to encourage enterprises and private institutions in provision of initial training.

Generally, it is only after a country comes up with an appropriate development strategy that educational change, such as the introduction of vocational or prevocational subjects, might increase the contribution of education towards raising general productivity. In such a changed context education might help with efforts. It is only through delivery of more practical based training both in the TVET institutions and in the real world of work, by conducting

apprenticeship training, that all of the above mentioned objectives of TVET get their target successfully met.

### **2.3. Policy in TVET**

Experiences in developing countries like Ethiopia, where problems of youth unemployment and low economic growth are far more severe, external agencies play an important part in policy formation, through conditions for grants and loans, and sometimes through high – level policy advisers. Through external pressure, many countries have been induced to launch Vocationalization polices and have endeavored to build internal acceptance for these policies, often with little support from the concerned institution and clientele. But agency policies may be reversed and leave governments with out further support for policies, which were externally induced in the first place.

Therefore, attention must be given to the expected implementation problem, such as apprenticeship training, while formulating policy. Fore instance, curriculum policy should be customer oriented instead of producer oriented. It should begin with an audit of the skill requirements which people need in their normal daily life, including their working life, followed by the matching of these requirements against what the schools are providing (Lauglo and Lillis, 1988:49).

TVET programs are not unique in being subject to competing jurisdictional claims between different governmental agencies, in evolving with shifting priorities in responses to changing economic contexts or in resulting from external pressures. But they are in many other respects more complex in their management requirements than conventional academic school subjects.

The complexities arising out of the mode of policy formulation are therefore important as an additional problem to overcome in their implementation (Lauglo and Lillis, 1988:19).

## **2.4. Governance of the TVET System**

Traditionally, the organization of the education system, including TVET, is the responsibility of the state. It is thus up to the state to co-ordinate training policy with other government initiatives and decisions. According to Atchoarena and André (2002:36), which government Ministries or departments should oversee this branch of the education system is the basic question. Lanneret et al, in Atchoarena and Andre (2002:36) asserted, in response to this question, that there is no single answer, since each country is in a different situation and has different concerns, and since responsibility for supervising the education system may shift according to the educational and political strategies of governments. Experiences of some countries reveal that they have divided responsibility for TVET among several Ministries, usually the Ministry of Education (responsible for organizing and managing initial technical training in co-ordination with general education) and the Ministry of Labour (responsible for vocational training of skilled workers and craftsmen).

Others have created a Ministry of TVET in order to insure better co-ordination between TVET and to raise skill levels. In Togo, which took this step in 1984, the Minister follows the opinions and recommendations of a high-level advisory body whose membership includes the ministers for Education and labours as well as representatives of labour and employers.

Côte d'Ivoire had a Ministry for TVET, but since October 2000 technical education has been under the authority of the Education Ministry and Vocational Training under that of the Ministry of State with responsibility for vocational training and employment, which is attached to the Ministry of Labour, the Civil Service and Administration Reform (Atchoarena and André,

2002:36). Some vocational training programmes often remain under the supervision of sectoral Ministries: health, civil engineering, agriculture, transport, etc even when there is a specific Ministry for TVET (UNEVOC, 1996).

In Mauritius, an authority dedicated to vocational training was created in 1988: the industrial and vocational Training Board (IVTB). This body is managed and supervised by a governing board consisting of seven public-sector members, including representatives of the Ministry for Employment, Education and Industry, and seven private sector members, elected for a maximum of two-year terms. The primary aim of forming this board, and of making it autonomous, was to streamline administrative procedures and ensure rapid, effective decision-making (Atchoarena, 1996).

The intimacy and interaction of people with one another necessitated the importance of organization. In relation to this, organization deals with the structure and assigning of task to the respective workers in order to achieve the intended objectives. Accordingly, the administrator has the responsibility to coordinate both the task and the people in an organization (Massie, 1987: 61).

It goes without saying that administration in general education and TVET has many features in common. The elements they share in common include financial affairs, facilities, staff, trainees of the same academic background and the like. On the other hand, their difference is related to the unique characteristics of TVET. Job related courses, source of income, higher per trainee costs, and close relationship with labour market are some of the peculiar features of vocational training (Gilli, 1976:55).

Responsibility for TVET at the policy level is clearly manifested in existing legal and constitutional frameworks. However, administrative responsibility at the institutional level is

very much diversified and varies from one country to the other. This diversity is mainly due to the uniqueness of comprehensive technical and vocational education. Three distinct features mainly account for it:

1. The educational component is formal and is taught in the school curriculum.
2. The training component is provided in both formal and informal training institutions
3. Non-governmental organizations, private proprietors, religious organizations etc offer non-formal and informal TVET.

The situation in Ghana, Zimbabwe and Kenya can illustrate this observation. In most Francophone countries, the Ministry of Education has the overall responsibility for formal education including technical and vocational education. However, other Ministries run some technical and vocational training programmes. It is quite obvious that with increased demand for occupational training and the escalating cost of training there is a need to harmonize the provision of TVET to avoid the duplication and wastage that is currently going on. Harmonization will further enhance quality and relevance with appropriate certification (UNESCO, 1998: 26).

## **2.5. The Need for Co-Operation between Enterprises & TVET Institutions**

International recommendations for the improvement of TVET systems systematically refer to the need to forge close links between training and the labour market. This search for a better match between jobs and training is based on a two – horned problem:

- A) The labour market today is often considered being characterized by an acute shortage of skilled labour, as reported by many employers. Paradoxically, many economies suffer, at the same time, from rising unemployment, particularly among the young people leaving the education system, as reflected in graduate employment rates.

B) The pace of technological change requires workers to have new qualifications in order to perform the tasks required in modern jobs and thus to raise competitiveness ( Poupard et. al., 1995).

To cope with these two issues, technical and vocational education and training must establish close links with enterprises to make it easier for graduates to make the transition from school to work. Co-operation between TVET institutions and enterprises can come in several forms, ranging from sandwich training to collaboration in research and development (Atchoarena and Andre 2002:58-59).

Dual modes of training are a widely accepted form of cooperation between TVET institution and enterprises. It consists in training youth both in a school environment and in forms. Use of both the enterprise and the school as training sites is considered essential to improving the integration of young people in the labour market.

According to Greffe in Atchoarena and Andre (2002: 60), this form of training is based on the complementarities between the enterprise and the school, in the sense that it involves not merely the sum of the knowledge acquired in the class room plus the know-how acquired within an enterprise, but also the constant application of the knowledge acquired. The two milieus reinforce and complement each other to turn out trainees who are better qualified and better to adapt to the business world.

Although there are a few, but significant, exceptions e.g. Botswana, South Africa, Zimbabwe – most African countries have very little experience with dual forms of training in TVET. Hence several countries, such as cote d 'Ivorie, Kenya and Congo, are developing this form of

cooperation with business in order to work towards a closer match between the supply and the demand for training.

Although dual training appears to be an effective means of familiarizing trainees very early with the conditions of the work environment, there are many difficulties in applying this system in many countries. One of the reasons for this is it requires first and foremost that enterprises be willing to provide training and consider it as a long-term investment in human resource development. If such training is to give young people a true immersion experience in the company, careful organization of in – firm practical training and supervision of trainees is also required. These conditions, not always met in developed countries, are hardly satisfied in most of sub – Saharan Africa (Atchoarena and Andre 2002: 60). The implementation of the dual system in each country within its context is not an easy task. Besides, it is not patterned and the related problems are not uniform any where.

The lack of an industrial fabric in the countries of Sub-Saharan Africa is generally considered as a major obstacle to the development of dual training. Thus, dual training should indeed not be thought of as a one – way delivery system, i.e. from TVET institutions to enterprises, but also from enterprises, particularly in the informal sector, towards TVET institutions. However, taking account of the informal sector's requirements entails setting up new forms of partnership, so that all stakeholders are consulted (Atchoarena and Andre 2002: 60). For the success of this cooperation dual training in which trainers and craftsmen are closely involved in defining and managing programmes, requires that centers be autonomous so as to free them the interior of centralized bureaucratic procedures.

The other form of cooperation between enterprises and TVET institutions come in to being through in – firm internships for pupils. Internships in companies, which are relatively common in Sub – Saharan Africa, may be described as a partial co-operation between TVET institutions and businesses. They allow young trainees to absorb the social and occupational conditions of their chosen specializations via a first contact with the business world. Internships thus allow students to add hands – on experience to the primarily theoretical training they receive in their institutions

However, the expansion of the in – firm internship approach faces many obstacles in sub-Saharan Africa, due to the wide gap between the demand for work – experience programmes and the supply capacity of industry. In practice, it is generally impossible to provide internships for all. Moreover, training institutions do not have a well – organized process for assigning internships to pupils; in most cases, pupils ‘negotiate’ their internship individually and the institutions merely approves their applications. As a result, pupils are not closely monitored, and no evaluation is made of their performance and behavior during in-firm internships (UNEVOC: 1997).

Furthermore, although such internship are considered to be an integral and important part of the pupil’s training, they are often not counted in the overall evaluation of the pupil, which leads to a lack of assiduity on the part of both parties involved (enterprise and pupil) (Atchoarena and Andre 2002: 61). While handling the issue of the need for cooperation the benefits derived from such cooperation must be considered. Because unless the cooperation intended yields a win-win situation for both parties involved, its realization becomes very remote. Thus, when it comes to the types of co- operations cited above, both TVET institutions and enterprises benefit from such cooperation in many ways. Institutions benefit when students and staff get opportunities to experience the latest practices in industry. Institutions also benefit from industrial donations and

consultancy contracts. Enterprises benefit by using professional staff in research and development activities. This will enhance their production capacities and markets. Since they are in most cases the eventual consumers of TVET graduates they benefit from well-qualified manpower (Kerre, 1996: 97).

Government's policies in Germany, France and Britain have been strongly directed at promoting move towards business and industry involvement in education and training. This seems to have been prompted by two considerations. First governments in Britain and France have now accepted the responsibility, long been recognized in Germany, for providing a systematic national approach to preparing young people for entry into work. Second each nation views it self as being in severe economic competition with other industrialized and trading nations and believes that success in that completion will depend importantly on the skills and adaptability of the labor force. Both considerations have argued strongly in favor of any enhanced role for business and industry in education and training (Lauglo and Lillis, 1988:65).

Legal and policy frameworks must support the conditions under which industry participates in TVET programmes. The existence of such documents helps to guide TVET institutions and enterprises in their cooperation. Furthermore the provision of these legal and policy documents helps to avoid the unorganized practices of approaching individual enterprise and mutually agree on some formula of cooperation for the placement of trainees in the industry for apprenticeship training. (Kerre, 1996: 97). Therefore, in order to have a reliable and uniform procedure for cooperation that should exist between enterprises and TVET institutions the presence of policy and legal frameworks is crucial. Legislation and initiatives of government agencies have been important in setting out the guidelines for these activities, revising the organizational frameworks

necessary and providing financial incentives for companies to increase job training opportunities (Lauglo and Lillis, 1988:56).

The qualities which employers want in school leavers are qualities, which are equally valuable to those looking for work, the self-employed or those training or re-training. They are the ability to learn, the ability to get on well with other people, the ability to communicate, reliability, basic literacy and innumeracy and an understanding of how the community's wealth is created (Lauglo and Lillis, 1988:49).

## **2.6. Conceptual Framework of Apprenticeship Training**

It is now widely accepted that training must have relevance to the existing world of work and that quality must be determined in outcomes. No matter the cost or rigor of training, it cannot be considered high quality if it does not enhance the work and income opportunities of the trainee. However, there is a need to be clear about what outcomes and objectives are intended. This includes being clear where there is a social function or equity dimension to skills development. With the failure of the current development strategies to do much to improve the standard and quality of life in the traditional sector, it is not surprising that the political leaders and their key policy makers continue to think that some changes in the curriculum content of schools, such as diversification, the linking of practical work with academic studies or providing work experiences as part of general education, would help to solve their unemployment problems (Lauglo and Lillis, 1988:43).

Linking work and skills requires a detailed understanding of the major changes in the world of work in recent years. This must take account of the nature of changes at the global, national and

local levels and the opportunities that exist at each level for skills interventions that can support successful economic activities (UNESCO, 2000).

Basically apprenticeship -training in its informal form has its origin when man began to live together and started to produce for his basic needs. It is particularly difficult to specify what apprenticeship training in the context of a nation means. In most countries of the world, the law stipulates what apprenticeship training is and is not. potentially attractive ways of defining and measuring apprenticeship training such as prescriptively to specify a standardized minimum set of attributes for a training program to be classified as apprenticeship contract are not feasible(Deakin and Morris,1998).

Apprenticeship training, during the middle age, was served under the guilds association, which was intended to protect the interest of members in the same craft. Since the transmission of family heritage and unconscious learning was not satisfactory, apprenticeship training became a reality. This consists of youth learning any trade under the supervision of master craftsmen according to the pre-established specifications. Training and production are integrated towards the development of the apprentice into adult life during the operation of the system (Hanson, 1977:24 and Brubacher, 1987:6).

The rapid development of power machinery and the increased demands for goods led to a greater demand for mass production. Hence, industrial revolution was considered as the main reason for the decline of the then form of apprenticeship training and emergence of new type of formal schools. At this time too, industries that offer apprenticeship training usually supplemented by trade theory. After completion of the course, trade test is administered and certificates of accomplishment will be awarded. Whenever there is vacancy the employer prefers to employ the

apprentice in his company rather than recruiting an individuals who are not familiar with the nature of the work of the company (Laugo, 1993: 31-32).

Modern apprenticeship training is considered as one of the most efficient cost effective mechanism of training. It saves the cost of the government that was supposed to be expending on training for it allows employers to share most of the training cost. Moreover, as it provides for the combination of the same resources, such as instructors, equipment, materials and time, together the total cost pertaining to the national economy will also be minimized (Laugo, 1993: 34). As it has already been stated in chapter one, beyond serving the needs of the micro-enterprises of the crafts industry, apprenticeship schemes, defined as the combination of school-based training, managed through partnership, can also be seen as way to transform a rigid, inward-looking, public TVET system. This avenue has not yet been much explored. Yet, in most places around the world, getting businesses to commit themselves to training young people represents a key challenge. In fact, employers are increasingly considered to be the best placed to provide the right kind of training and also to teach the values and attitudes applicable to working life (Atchoarena and Andre 2002: 272).

### **2.6.1. The Workplace Learning Environments**

The shift from a supply to a demand-driven TVET system has been exerted greater pressure on industries to deliver workplace training and a reclaiming of the workplace as an authentic site for learning. In effect, vocational learning is increasingly being de-institutionalized. The training reforms in many countries have placed great emphasis on workplaces and the personnel in them to provide relevant, conceptualized job-specific learning opportunities in a manner that will contribute to the growing pool of qualified workers in a cost effective manner. The critical issue is to what extent workplaces are committed to, and able to meet, this challenge.

Today's business environments are characterized by a number of factors such as increased competition and rapid technological change that, theoretically, should act to motivate a greater investment in training. The organization of learning in the workplace has taken on a new significance in the current policy climate of various countries. In many respects, as Candy and Mathews (1998: 11-12) note, learning about work has come full circle. Once valued as a learning site, the workplace was gradually replaced by more structured approaches to learning with the rise of specialist schools and colleges.

The nature of this learning that takes place in a workplace varies widely. Learning can be associated with formal training programs that may or may not result in some form of certification. This tends to be associated with the use of experts (trainers) who play a leading role in transferring the required knowledge and skills to workers. However, the workplace is also a site for informal or incidental learning. Research evidence points to the value of both types of learning in the workplace and to the importance of achieving a productive balance between the two (Hager 1997). In general, it is accepted that on-the-job learning aids transfer of skill and is more authentic.

However, the on-the-job environment also has some significant disadvantages for learning. In many instances the goals, methods, ideals and strategies of business enterprises are very different from those of learning institutions. The former is concerned with productivity and survival, the latter with learning and professional growth. Thus an enterprise (especially a small business) is not primarily concerned with learning, and in particular the sort of learning that might lead to qualifications (Harris/ Simons/ Bone 2000). Some employees might be required to work in isolation and have no one to learn from; or that experts may not be available or sufficiently

skilled in teaching or willing to teach learners. Some working environments (because of noise, e.g.) are not practicable for teaching purposes. Evans (1993, 8) notes that access to a range of suitable activities can be problematic.

Learning from only one work situation – and often from one senior worker – may mean that there is one way of working being learned, and that the ability to question and critique is not developed. Further, workplaces may not be up-to-date in either their equipment or practices; and few encourage workers to learn for the future rather than the present. Employees can be taught bad habits and practices as well as good (Harris et al. 1998).

Potentially, the workplace can offer a “rich”, if not sometimes problematic learning environment. The on-site learning environment makes a valuable contribution to the development of apprentices as tradespersons and workers and the study explored in detail the nature of that contribution Harris et al. (1998, 151). The on-site learning environment offers:

- A real world environment where task management and contingency management skills are integrated into the learning process (that is, certain types of knowledge, in particular procedural [how to do it] and strategic [when to do what ] knowledge can be well developed in workplaces.
- Learning relationships that are usually one-to-one or built around small groups of workers. These arrangements can promote opportunities for the apprentice or trainee to become immersed in the learning/ work process. If constructive, these personal relationships can result in interactions with senior or more experienced colleagues where the meanings of trainees’ actions and understandings can be made explicit through a range of interpersonal processes including discussion, questioning and challenging of ways of

working (Harris et al. 2000). This is essential if the learning process is to move beyond mere participation.

- Opportunities for the development of trainees' confidence to approach the formal components of their training, especially in relation to assessment and increasingly to become independent and critical learners.

Therefore, on and off-job learning environments contribute valuably but differently to apprentice's learning. Learning in off-site environments offers a set of contrasting experiences in which to learn.

### **2.6.2 The Role of the Workplace Trainer**

The workplace trainer is assuming an increasingly critical position in the provision of training opportunities. Trends in both developed and developing countries suggest that this shift will become enshrined as a central element in skill formation policies in the near future, as more initiatives seek to achieve the twin goals of making training an attractive undertaking for employers and of ensuring that training is relevant and useful for workers.

With increasing responsibility for training being expected of enterprises, and higher value being placed upon on-job workplace learning vis-à-vis off-job institutional learning, enterprises are experiencing and will increasingly experience the press for more training. As the political move for more TVET in schools grows, there will also be pressure for more workplace mentoring and coaching a result of continuing demands for work placements from schools (Smith/ Harris 2000). Furthermore, greater knowledge and awareness of training is required in enterprises in order to make wise decisions concerning training. The critical issues is to what extent workplace trainers

(especially in micro and small enterprises) are ready, willing and able to meet this enhanced commitment and to fulfill this increasingly important role.

The key assumption here is that quality of training in the workplace depends to a considerable extent on workplace trainers, broadly defined as not only those actually designated as trainers or human resource developers but also regular workers/employees who in some way help others learn in their setting (Gillis et. al. 1998; Harris et. al. 2000).

## **2.7. Legislation of Apprenticeship Training as a Part of TVET System**

The importance accorded to TVET in a given society is reflected in the existing legislation establishing it. It can be observed that legislation dealing with technical and vocational education in most countries came in to effect much later after the promulgation of the Education Acts. Technical and vocational education may have been mentioned as was the case with the Ashby Commission of Nigeria in 1960 and in the Kenya Education Act in 1968, but effective policy implementation was to come much later on (UNESCO – BRENDA, 1995).

In connection to this the experiences of most of African countries reveal that much concern was not given to facilitate the legal ground. Vocational training, however, was well recognized as proven by the establishment of vocational Training Acts in Ghana (1970), Kenya (1971), Uganda (1979), Swaziland (1982), and Zimbabwe (1978). There was a clear demarcation between vocational education and vocational training then. The latter was the focus of the Vocational Training Acts. After it became obvious that the educational systems adapted from the colonial regimes were mainly academic leading to mass production of unemployable school – leavers, various changes were introduced as each country reviewed and reformed its educational system. Most of these changes came in the 1980s and the 1990s.

In Nigeria, for example, the National policy on Education of 1981, effected in 1982, laid emphasis on technical and vocational education in the restructured (6-3-3-4) school system. In Kenya, a series of educational review commissions culminated in to the establishment of the 8-4-4-school system in 1985. The curriculum was expanded beyond the confines of the formal school curriculum. A new ministry responsible for post school vocational education and training was established in 1988 and a new vision for TVET articulated in a sectional paper on Manpower Development (Okaka, 2001: 25-29). Ghana's constitution of 1992, through articles 25 and 38, reviewed its education system and revitalized technical and vocational education. The polytechnic Law further complemented this in 1992, which established polytechnics as tertiary institutions. In Uganda, an Education Review commission submitted the government a white paper on technical and vocational education in 1992. The paper called for the restricting of education to include technical and vocational education from primary to tertiary levels. It called for the integration of TVET and business education as well as equipping technical training institutions with modern tools and equipment (UNESCO, 1998:25).

Several countries in sub-Saharan Africa have introduced legislation stipulating the need to develop programmes focused on the practical aspects of training by organizing in – firm internships. In Cameroon, for example, the official programmes governing TVET institutions provide for practical internships in enterprises during the holidays at the end of the school year. The objectives of pupil's internships must be clearly defined and communicated to companies training officers. The company-training officer should also receive instructions from the TVET institutions about methods of monitoring and evaluating the internship of the pupil concerned. Ghana, Kenya, cote d'Ivoire, Senegal and Uganda have also taken measures to facilitate in –

firm internships for TVET pupils (Atchoarena and Andre 2002: 61). Thus, it can be inferred from this practice that the aim of internship and dual systems is related to each other, of whose primary objective is to familiarize trainees with the real world of work, which in many countries tied with the legal frameworks. In Ethiopia it was only on 1st March 2004 that TVET law was promulgated for the first time. This law devotes one of its parts fully for the apprenticeship training. In this part of the document duties and responsibilities of organizations, trainees and TVET institutions during apprenticeship training were given full coverage. Besides, the main elements in the contract of apprenticeship training that shall be concluded among the TVET institution, an organization and an apprentice were listed in the law( Federal Negarit Gazeta, March 1, 2004, No. 391/2004).

## **2.8. Financing Apprenticeship Training as a Component of TVET System**

Financial administration deals with the budget process and effective utilization of funds. Financial plan and control procedures involve flow of funds from clients to the business and marketing system (Massie, 1987: 187). The financial aspect of vocational training forced governments to search for cost reduction mechanism. This is because vocational training is expensive and the government alone cannot afford the expense. The cost of one TVET institute is equivalent to two or three schools offering general education (Atchoarena, 1996: 3 and UNESCO, 1996: 20-37).

As a strategy of cost cutting in vocational training, various methods are devised. The cost reduction methods incorporate student fees, sponsorship of trainees, sales of extension education service, sales of student's products, introduction of a training levy on employers (up to three percent payroll tax) and apprenticeship training. Apprenticeship training is a cheap way of

training of youngsters from the side of government as the cost of this training is shared between employers and apprentices (Atchoarena, 1996: 3-5 and Atchoarena, 1994: 164).

Thomas, Moxham and Jones in Metcalf (1985: 76) indicated that it should be seen from the dimensions of initiating. The training function; servicing and co-ordinating the training function fixed training capital; working training capital; providing instruction; giving instruction; and wages of trainees, net of trained out put value.

Moreover, (Ryan 1980) suggested three cost categories value of net output, compensation of worker and best alternative income of trainee in a given period. He indicates that both the employer and trainee may bear the costs of job training. Accordingly the individual bear costs in the form of foregone earnings and the cost to the firm is trainee pay less net trainee output.

Ryan (1980) states that the most accessible cost are the resources committed by employers to courses of formal training conducted in company schools, which can be estimated in a relatively straight forward manner from accounting records and purchase prices "Earnings foregone can be got from direct estimates personal interviews and data on the relevant labour market.

Metcalf (1985: 78) stated that estimating the cost to the firm for on the job training is difficult. The problems he mentioned include: (I) the price the output of the trainee is sold for (ii) how to measure trainee's output; (iii) how to measure trainee's usage of other resources such as equipment and instruction, and of the value to the firm of alternative uses of such incremental resources. Thus, we require information on the variation within the experiences of productivity, supervisory requirements, machine wear and tear etc.

The major source of funds in most of the developed countries for full-time apprenticeship education is the payroll tax levied on most firms. This is formal financial involvement of employer with education and training (Lauglo and Lillis, 1988:58). In Germany employers bear a large proportion of the costs of training recouping much of this by utilizing the relatively cheap labor of apprentices ( Lauglo and Lillis, 1988:66).

There is no evidence that any particular mode of financing (by state, employer or trainee) or administration industry through presumably the great reliance on public funding the great the risk that changes in government budget priorities will adversely affect business /industry involvement in the future (Lauglo and Lillis, 1988:67).

As a form of training, apprenticeship can be analyzed within the framework of the human capital theory, the training entails a cost, which includes the time spent by the master and other employees supervising the apprentice. At the beginning of the training period the apprentice's productivity is the marginal product of an unskilled worker. During the training period the apprentice's productivity rises gradually. Thus, workers should pay for their training if they receive transferable skills. Similarly, employers should pay the cost if the skills delivered are specific. The more specific the training is the greater the probability that the apprentice will continue working for the firm after training is completed (Atchoarena and Andre 2002: 272).

The introduction of fees for TVET beyond the first cycle of general secondary educations (Grade 10) was stipulation in the education and training policy of Ethiopia and related strategies such as education and training and capacity building strategies. Although training fees are not uncommon n the Ethiopia TVET system, its must be conceptualized within the financial structure for other career path beyond grade 10. At the moment other training or higher learning schemes including

the agricultural TVET programs and training in the health sector are not only free of charge, but even granted further benefits to their students such as meals, accommodation allowances. Therefore, while students in other educational streams do not this situation gives warning to take care when user fees in the TVET system are introduced to confirm its compatibility with similar instruments in other educational streams implemented side by side (MOE, 2003:7-8).

Given the prevailing living standard in Ethiopia it must be secured that tuition fees must not exclude the poor from formal TVET system. As a possible measures to mitigate the social consequences of an introduction of training fees the following are provided in MOE, (2003:8):

- Introduction of a loan scheme
- Introduction of a graduate tax scheme
- Scholarships from employers and other institution
- Participation of trainees in production activities of the institutes
- Exemptions of poor trainees from fees.

From these possible measures the introduction of both loan and graduation tax schemes, which would be similar to what is currently being applied for higher educations, seem an appropriate for TVET at this juncture. Because it is cumbersome to trace and invoice trainings after graduation as the target labour market of almost all of the TVET programs it self-employment and the informal sector. Moreover, the bureaucratic efforts required in the process would be an unproportional from the perspective of cost-benefits analysis.

From another angle it is possible to think of some scope for productive work of trainees in the training centers in order to earn the fees, including services work for the institution, production work in the workshops and the like because this option had both productive and income generating components should be encouraged. But it may be feasible to cope with individual cases of hardship rather than solving the problems at stake due to the limitedness of the capacities in the training institution.

To expect needy students on the basis of means testing it is the most rivaled option to prevent the exclusion of the poor from TVET. The practice of such an exemption may require the poor to provide statements of verification from administration organs like a model that had already been implemented in Addis Ababa during the time tuition fees were charged in public TVET. The possible misuse of discretionary power of the administration organ is hoped to be obverted by the involvement of institution in the approval of the exemptions. It can be assumed that once fees are introduced the better off segments of the TVET candidates will tend to move to private school leaving the public training institutions to the poor trainees thus a scheme of tuition fees combined with an exemptions scheme is likely to have positive equity implications (MOE, 2003:8)

Employees are expected to contribute to the training system for they are direct beneficiaries of the TVET system. As a means of contribution training levy are introduced on a national scale and across industries based on the payroll of the employers. Often levy schemes have been introduced side by side with the establishment of training funds which are managed by tripartite or stakeholder-driven boards granting the responsibility for the spending decisions to stake holders in the TVET system, in particular to the employers who are contributing in to the funds through levy payment (MOE, 2003:11-12).

Incentives and mechanism to encourage training institutions to embark on Income Generation Activities (IGAs) include training and reorientation of training institutions management towards market oriented management approaches as well as an appropriate degree of financial autonomy of the institutions in particular the right to retain part of income within the intuitions affairs in some countries yields encouraging results (MOE, 2003:17-18)

## **2.9. Major Constraints in Conducting Apprenticeship Training as an Integral Part of the TVET System**

Among the common constraints on implementation of apprenticeship are: lack of clarity of curriculum, problems in assessment, shortage of 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, 1988:21). Practical subjects often suffer from low status, recruiting students who take such subjects as a second choice to academic and more prestigious courses or options for which they have failed to qualify. Morale can be low, among students and teachers alike ( Lauglo and Lillis, 1988:22).

The constraints discussed above are such that prevail even when finance is available and the commitment to implement is strong. Vocationalization on a large scale and at a fast pace is unlikely to succeed. Successful implementation requires concentration of resources in depth. Such concentration is possible when specialized vocational training institutions are established. But it is usually beyond the capacity of an education system, notably so in developing countries, when the attempt is to vocationalize the curriculum through out an entire stage of secondary schooling like the recent case in Ethiopia. The daunting problems of “System-wide” vocationalization are compounded when the policy is to implement rapidly. Yet, when policy seeks to address the important concern of school- leaver unemployment, there are political pressures for rapid and large-scale implementation (Lauglo and Lillis, 1988:24).

Employers in England, France and Germany make similar criticisms of the schools. These include lack of connection of school curricula with the world of work, the schools preoccupation

with academic study and credentials inadequacy of basic skill training and the consequent unpreparedness of school leavers for work ( Lauglo and Lillis, 1988:66).

Stating the core problems in the TVET systems of Asian countries Wallenborn, (1996: 102), have identified the following five main problems that took concrete shape.

- Financing problems
- Management and implementation problems of education measures
- Labour market and employment problems
- Lack of co-operation among possible training providers and
- The absence of an adequate infrastructure

The institution of TVET within the formal field of education more often than not must be supported entirely by the state because the private sector is not willing to make funds available. Consequently the state is mostly left with the sole responsibility for TVET. It is obvious that sophisticated educational offers in fields of technical occupations tie up a lot of public funds (Bolina1994). On account of their objectives of educational and social policy developing countries endeavor to create wherever possible nation wide education systems since funds are scarce however this is done at the expense of TVET centers with a sufficiently high quality level.

This problem is also felt in the private sector for a variety of reasons companies lack the financial funds for vocational training. In small firms this can often be attributed to the dearth of capital of the individual companies, which restricts their financial leeway. Medium sized and large companies, which tend to have the necessary financial means, have often not yet grasped the eminent importance which vocational training has for productivity boosting and quality enhancing measures.

not using it effectively. There is a need therefore to introduce alternative management strategies, so that the levy fund can be used for various training programs including industrial attachment, apprenticeships, bursaries, and loans for business startups and payment of salaries and allowances for teachers and students involved (Kerre: 1996).

### **2.10.2. Incentives for Co-operation**

To encourage more participation by enterprises, more innovative alternatives besides paying of rebates should be explored. Some of this may include:

- Honoring those companies that are active by awarding scholarships or research grants in their names,
- Naming buildings or laboratories after them,
- Recognizing their contributions on graduation days,
- Allowing them to advertise by exhibiting their products or services in institutions

Participating institutions should allow teachers paid leave to be attached to enterprises to gain more experiences in their specialized areas. Trainees should be given decent allowances to enable them meet their transportation and subsistence costs while on attachment (Kerre: 1996).

### **2.10.3. Proper Management of Industrial Attachment**

The practice in TVET system should be devoted to institute a well-planned national system for industrial attachment. This should include specified responsibilities by :

- Co-operating enterprise and their personnel,
- Co-operating institutions and lecturers,
- Trainees on attachment.

The same also applies to a possible participation of companies in co-operative forms of training. In Vietnam for example, only 30% of the costs are borne by the public sector with the balance being defrayed by private industry which as is known also has to shoulder the bulk of the expenses of the German Dual systems. Yet obviously only very few Vietnamese firms are in a position or willing to assume the costs for such qualification schemes (Wallenborn 1996: 102).

Lack of cooperation among providers of education is among the core problems of the provision of TVET. Moreover, there is a series of largely typical causes for low development in the area. In the first place bureaucratic procedures and jurisdictional disputes between public and private authorities were mentioned by the completely insufficient legislative stimuli to promote co-operation forms of training by the corresponding government. Conditions such as these gave rise to the demand voiced by the African group of participants that the image and the status of TVET in developing countries must be raised also and particularly for TVET carried out in co-operation. The causes of lacking co-operation between private firms and state operated schools continue from the policy level right to the implementation level: there are no effectively working institutions which could promote monitor and guide this cooperation (Wallenborn 1996: 103).

## **2.10. Future Strategies to Promote Apprenticeship Training**

A causal observer may be over whelmed by the above constraints impinging upon the cooperation between TVET institutions and enterprises to promote apprenticeship training. However, prospects do exist where these constraints can be eliminated or at least be minimized.

### **2.10.1. Industrial Training Levy Fund**

The industrial training levy fund has been effective in mobilizing funds from enterprises for the purpose of training. The levy fund account has a huge surplus indicating that the enterprises are

The attachment exercise should be assessed and its results used in the final grading of concerned trainees (Kerre: 1996).

#### **2.10.4. The Need for Industrial Training Authority**

In order to manage more effectively and expand industrial training levy and to co-ordinate industrial training there is a need for an industrial training authority with the autonomy to carry out its responsibilities (Kerre: 1996).

#### **2.10.5. The Need to Enforce the Industrial Training Act**

In many developing countries potential enterprises do not comply to their industrial training act. There are no specific grounds for enforcement or prosecution of those who refuse to co-operate. However, the approach should be to exhaust all available mechanisms before enforcing the Act in order to create a positive image and relationship between TVET institutions and enterprises (Kerre: 1996).

#### **2.10.6 Introducing a socially acceptable system of training fees in public training institutions**

This strategy encourages the introduction of tuition fees in public training institutions for formal training programmes. However fees in TVET will only be introduced side by side with an introduction of cost recovery schemes in other educational streams. An isolated introduction of cost recovery in TVET only would probably jeopardize the efforts to improve TVET. The suggested schemes by the MOE, (2003:9i) encourages an average cost sharing rate through fees of around 30% by the year 2000 while the fee level will increase with increased level of training. Fees are based on current estimates of average annual recurrent training cost of birr 2,250 per trainees. This figure was assumed to be revised every year by considering the capacities of the

students and the real cost development. Thus, actual amounts and conditional of fees must be set by regional TVET Authorities and by individual schools in order to adjust the cost recovery policy to the particular environment and requirements of the regions.

An exemption scheme will also be developed in order not to exclude poor trainees from participating in TVET. However, the training institution at the expense of income to be obtained from training fees should not cover the cost of the exemption scheme. It is therefore suggested that training institutions in conjunctions with their management boards and the regional TVET institution develop scholarship schemes for exempted trainees funds for scholarship may come from local employers of any other individual or institutional donors including NGOs, Woreda, Zonal and Regional Administrations and special funds for socially marginalize groups of the populations. A major responsibility to lobby for sponsorships and to organize their allocation will rest on the training institution It can be assumed that local business and donor will be particularly dedicated to support students in training institutions in their neighborhood. For this reasons the acquisition and organization of sponsorship is best done through decentralization (MOE, 2003:10).

Due to the economic environment of the institution some institution will experience a higher rate of exempted trainees than other Thus to contract these imbalances between image TVET institutions the regional TVET authorities are expected to develop regional scholarship fund and the like (MOE, 2003:10).

#### **2.10.7 A Comprehensive and Gradual Approach to Cost -Sharing with Employers**

The multi -layer and long -term approach to cost -sharing with employers in Ethiopia include participation in planning and implementation of the TVET system, stimulation of voluntary

contribution (both in cash and kind) real involvement in the delivery of training and finally, at the later stage, a more systematic financial participation through some kind of training levy (tax) system. This employers training cost sharing scheme may be put in to effect in three phases. At the first phase employers will be involved in policy and decision- making and all relevant aspect of regulation and implementation of the TVET system such as standard setting, testing labour market analysis etc. The federal TVET office takes over the responsibility of setting the legislative framework for full participation of employers involvement, while regions and training institution are concerned with implementing stakeholder participation (MOE, 2003:15-16).

During the second phase employers are enlarged to get involved in training delivery through apprenticeship training and other ways of cooperative training .The regional TVET authorities in conjunction with the federal TVET office are responsible for further deepening apprenticeship training and develop hotheads to increase employers shares of training delivery. Another form is investment in training through establishing their own training centers and sponsoring the TVET system through donation in cash and kind. The third and final phase is the introduction of a levy system that compels all employers to contribute. The implementation of this system requires thorough discussions as to the merits and demerits of the system through participation of all stakeholders (MOE, 2003:16).

#### **2.10.8 Increasing Income Generating Activities (IGA) of Training Institutions**

There will be no restriction requiring the kind of IGAs, as long that comply with the law and do not negatively affects the quality of the training. Thus, it must be ensured by the responsible body that IGAs do not impede the training activity.

Public training institutions are expected to increase the share of generated income of the total recurrent cost to up to 30%. In order to stimulate training institutions to pursue an active IGAs approach, the expected share of generated income of the overall recurrent spending will be deducted from the public subsidy to the institution. In compliance to this appropriate regulation and procedures will be developed by the regional governments (MOE, 2003:20).

Production centers in the TVET institutions would be suited to partly solve budgetary difficulties of the institutions: the sales proceeds of the products manufactured could serve to mitigate the financial bottlenecks of the partner institution. This possibility was even mentioned before the alternative of taking up loans for an improvement of TVET. An argument that can be advanced against production schools is that the market often has an overbearing influence on the range of TVET: if only a few easily marketable products are produced no broad-based vocational qualifications can be acquired (Wallenborn, 1996:104).

#### **2.10.9 Improving Efficiency of TVET**

It is clear that generating additional income cannot exhaust a sound financial base of TVET. Thus, it should also focus on possibilities of cost saving in relation to the outcome of the training. To this end, institutions should gradually move towards more management autonomy and a market-oriented approach. Thus, managers of TVET institutes will have a greater responsibility in order to get the right trainees and to sell tailor-made courses to industry and other potential clients. In order to incarnate a market approach to training intervention will concern on:

- Incentives to increase capacity utilization of the TVET institution partially through participation in an output-oriented system of financing. The providing of permanence-based allocation to the TVET institutions regarding the costs incurred for training.

- Reform of the financial management in order to avoid costly and contra-productive bureaucratic procedures, in particular regarding procurement. TVET institutions will be granted more autonomy in financial management in accordance with their managerial capabilities. The spending decision and procedures given to the management of the training institution on the subsidies in the form of block grants must adhere to public rules and principles thus an increased financial autonomy will be accompanied by a new auditing system together with relevant regulation at regional level.
- Modern controlling and monitoring system through the establishment of managing boards of training institution.
- Creating financial management structures in public TVET institution (MOE, 2003:25-26).

In sum, a gradual approach to management autonomy that accompanied by the formation of appropriate structure for financial management will be essential.

#### **2.10.10. Strengthening the Private Training Sector**

The instrument to strengthen the private training sector include a conducive licensing and accreditation policy, conducive legislation concerning the operation of private providers, various instrument to ease access to the market (Access to land and create, tax holidays), recognition of certificates, and public subsidies to private training providers, an instrument which has been in one way or the other introduced in many other countries. Therefore an appropriate policy will be further elaborated and implemented having the following elements,

- Improvement of the accreditation system
- Implementation of the policy to grant private training providers land

- Improvement of access of private training providers to public TVET services such as further training of trainers and other employees
- Better cooperation between the public and private TVET sector in planning of TVET in order to prevent a crowding out of the private training market by the public TVET system.
- Support and facilitation of access to credit
- Tax and custom incentives (MOE, 2003:27-28)

Tax incentives and other financial relief to be granted to companies engaged in training: thus the expenses spent by firms on training should either be made tax-deductible or –as in the case of Malaysia where the state has recognized the important function of TVET for the development of the country–the public sector should shoulder 80% of the costs which companies defray to qualify people. For particularly disadvantaged target group’s scholarships, loans and grants are also deemed to be a viable option (Wallenborn, 1996:104).

## **2.11 The practices of Apprenticeship Training in Some Selected Countries**

Apprenticeship models vary greatly from one country to another. The extent of government intervention in regulating the system and in financing apprenticeship is among the key variables that differentiate national models. The purpose of this section is, thus, to review recent initiatives taken to expand and modernize apprenticeship schemes delivered by the TVET system.

### **2.11.1 South Africa**

In the 1960s and early 1970s the South African economy experienced unprecedented growth. In this context there was a growing demand for skilled labour. Employers enjoyed, tax benefits when they internal and completed apprenticeship contracts. In the history of South African the

Manpower Training Act of 1981 allowed all its citizens to embark upon apprenticeships and the system was governed by a single Act for the first time. It also introduced a number of other innovations, many of which were inspired by changes taking place within the British training system. The following were included in the innovations.

- The introduction of a National Training Board (NTB) to advise the Minister of Manpower on training issues (replacing the earlier Apprenticeship Board set up under the 1944 Act).
- The introduction of the competency – based modular training system for the apprenticeship system
- The introduction of a decentralized system of volunteer industry training boards (with optional trade union participation) with the power to manage existing trade training, to nominate new trades for designation and pay grants to employers from their own training levies (Atchoarena and Andre, 2002: 281).
- In an effort to revitalize apprenticeship mode of TVET, seen as an important asset in the South Africa training culture, the government has designed a new scheme called learner ships. These are a more flexible and a new form of apprenticeship. They have in common with apprenticeship the requirement that a workplace experiential component be added to learning and that a practical assessment of competence be undertaken. The newly designed scheme needs to meet the following criteria, according to (Atchoarena and Andre, 2002: 281):
  - Structured learning combining them and work place experience,
  - Demand –led training;
  - Flexible and less costly;

- Integrates theory and practice;
- Leads to a recognized qualification under the National Qualification Framework (NQF).

These learner ships are not restricted to blue-collar trades but they can be offered in any of NQF learning areas and at any of the NQF levels (in general, further or highly education). That is they can respond flexibly to the changing needs of the labor market. Under the skills development Act, Sector Education and Training Authorities (SETAs) is required to submit learn ships to both South Africa Qualification Authority and to the department of labor for registration .The skill development Act further require a tripartite agreement between the learner, a training provider (accredited by the SAQA) and an employer. This was designed to overcome the growing divide between the workplace and the training providers (Atchoarena and Andre, 2002: 283).

When seen from a provider's perspective, the learner ship system offers a new source of funds with the objective of providing incentives to employees to take on more learners, employers are offered grants that take due account of the costs of training. This is eventually hoped to provide an exposed market for providers. The funding regulations which set up the formwork for grant allocation to employers for learners from SETAs was also launched in June 2001 (Atchoarena and Andre 2002: 283-284).

### **2. 11.2 Zimbabwe**

The Traditional Apprenticeship Program (TAP) was launched within the Informal Sector Training and Resource Network (ISTARN). ISTARN is a joint venture between the Zimbabwean and German government and receives financial and technical support through GTZ. Within these

frameworks, TAP programs are being run mainly in the technical collage utilizing the excess capacity during the holiday and it is also offered by rotational training centers (Atchoarena and Andre 2002:284).

A TAP is a development intervention aimed at providing vocational skills training which is cost-effective, relevant and accessible to relatively large number of people. The TAP attempts not to alter the character of the traditional apprenticeship or to interfere excessively, but to enhance it. Therefore, TAP interventions are aimed to improve the skills transfer process and this increase the ability of trainees to create their own jobs. The main features of the program are:

- The training is aimed at the informal-sector employment and self-employment;
- It requires minimal educational entry level (The ability to read, write and perform basic calculations)
- It does not involve long –time formal training. On average the traditional apprenticeship duration does not exceed 12 months in total including about 6 weeks of institutional based (theoretical /practical) training.
- It is very flexible in its operation and graduates who have potential to start their own business are further supported by:
  - Access to credit for tools or other start- up capital
  - Access to small-business management training;
  - Regular monitoring visits by small business advisers to give appropriate advice and monitor performance. TAP seems to have had a satisfactory success rate in as far as all payment is concerned for its graduates. Furthermore, the impact of TAP and other ISTARN components is considered significant in as far as employments creation is concerned (Anchorman and Andre, 2002:284-285).

### 2.11.3 Botswana

The Ministry of Labour and Home Affairs is responsible for the delivery of apprenticeship. For a long time, at the level of craft training, an apprenticeship program based on the grammar model was the main form of training. A requirement for following the training programme is a contract with a sponsoring employer. The industrial base in Botswana is still very small and has not been able to support such a training model to any significant level. The apprenticeship scheme only absorbs 1.5 Percent of the school-leavers. Furthermore the views of the employers were that the programs were not meeting the needs of industry. A recent evaluation of the apprenticeship training program commissioned by the Ministry of Labour and Home Affairs, recommended that the scheme be modernized and made more flexible to accommodate or fixing training for workers as technology and skills requirements change (Atchoarena and Andre, 2002: 273-274).

The revised national policy on education directed that new programmes be introduced to cater for the growing number of school leavers to prepare for both formal employment and informal sector activities. The policy states that government should cater for the initial broad-based training, while the employers should provide the specialization skill training. As a result, the national apprenticeship scheme is central in providing skilled artisans. In the past apprentices training was conducted within limited and rigidly standardized trade course, commerce and industry voice according to the standards. This resulted in the establishment of programmes that give candidates full-time, pre-service education with more practical experience at the colleges, but also with a much under scope in the chosen vocational area. Hence, while the larger portion of apprentices' training takes place in industry, the institution-based component is provided by technical college under the Ministry of Education and company based is under the Vocational Training Center

(VTC) .In this framework, technical collage have been offering two-year full-time courses to cover the first two years apprenticeship scheme (Atchoarena and Andre, 2002:274).

For both the former and present apprenticeship schemes, and the Botswana Technical Education Program (BTEP), employers have always been involved with the course programs although this partnership produced unequal results. The content of the programs are drawn up in close co-operation with commerce and industry, which are represented in Program Advisers Committees (PAC). In line with the national policy on vocational education and training (NAPVET, 1997), the new apprenticeship is also considering courses that give the candidates more flexibility in their learning (Atchoarena and Andre, 2002: 274).

### *Lessons Learned*

- In all the reviewed countries employers' participation in training delivery is an increasing concern and forms part of TVET policy intervention.
- Some countries are well advanced, in terms of policy development, in modernized apprenticeship schemes to integrate them in to a national qualification framework and move from the traditional time-served model to an emerging competency-based model.
- The linkages between apprenticeship intervention and self-employment seem to be promising, although comprehensive evaluations were not available.

#### **2.11.4 Basic Elements of the German Dual System Of Vocational Training**

The dual system does any formal admission prerequisites by law. All school leavers, regardless of what school-leaving certificates they have, can learn any recognized occupation requiring formal training. In actual fact, however, opportunities for admission and the actual number of people who enter certain occupations depend on pre-qualification. In the dual system, a combination of learning and working provide the base for teaching vocational skills. The system seeks to teach theory and practice, and to impart structured knowledge and action competence, in their proper context. Different learning sites are involved, the company and the vocational school, interact in keeping with their different emphases, but their tasks are not rigidly divided. School is not reserved solely for teaching theory, and in-company training involves more than simply practice. (Federal Ministry of Education, Science and Culture: 1996).

Under the dual system, vocational school and companies have a joint educational responsibility. Trainees spend one to two days in vocational school and three or four days in their company. Vocational schools also establish specialized classes oriented to the various relevant occupation – and they do so on a super-regional based for less-proper occupation-and state co-ordinates its framework regulation for training in companies and training in vocational school, in final examinations, trainees must show that they have acquired the necessary practical skills and theoretical knowledge from companies and that they have mastered the course material, as taught in vocational school ,that is central to the vocational training in question.

Vocational training in the dual system is based on occupational concept which says, occupations requiring formal training should be oriented to the group of qualification that are typical for the relevant work processes. Specialization is permitted, as a compliment to the basic qualification requires for each occupation in question, but it must be taught within an occupation context.

Vocational training should prepare people for specific occupation, to be pursued immediately after the completion of training, but it should also prepare people for further learning. Vocational training must build bridges to further training for this reason, two of its important components include promoting willingness to learn and fostering personality development to work in the knowledgeable society, people must be able to plan, carry out and check their work independently. Vocational training within the dual system should be oriented to this aim. Additional qualifications, in addition to regular training, can suppose this aim and lead to further training. The system central aim is to promote employability in a changing workplace-a workplace that is shaped both by technical development and by the people who work in it.

For this reason, state-accredited occupations required formal training, and federal regulation on examination for further training, is designed in co-operation with the social partner (employers' and employees' representatives). This applies to overarching structural issues as well as to individual legal provisions. This approach thus fully reflects the workplace's requirement and the need to foster learning and personal development (Federal Ministry of Education, Science and Culture, 1996).

The most important types of initial vocational training in Germany is, by far, special system of co-operation between companies and vocational schools (the so called "dual" system), based on the Vocational Training Act (Berufsbildungsgesetz) of 1969. Among the basic elements of the dual system:

- It is termed "dual" because all students receive training at two sites, namely in the firm and in part-time vocational colleges. Most of the training (usually three/ four days a

week) takes place in-house. The training program generally takes three years to complete.

- The legal foundation for training is different for each place of learning (the federal government is responsible for the regulation of company training and the different Lander for school-based training). The in-house part of the training is based on uniform regulations issued by the federal government in accordance with the Vocational Training Act.
- The system is also called “dual” because governmental organizations and the economic system co-operate in providing education. The dual system is not limited to traditional apprenticeship in the crafts trades but covers 380 “federally recognized occupations” in trade and administration, industry, services, agriculture, health etc. The following statistics provide a better picture:
  - In the past ten years, more than 70 per cent of individuals in each age group were trainees in one of the recognized training jobs. Therefore, examinations in vocational training are the most common examinations in Germany.
  - In 1988 nearly 1.5 million students were tested in different examinations based on the Vocational Training Acts.
  - The passing rate in the final examinations varies between 85-95 per cent ( OECD,1996: 158).

## **2.12. The Development of TVET in Ethiopia**

Since western schooling was introduced in most developing countries, including Ethiopia, it has always had a strong vocational focus. It was essentially geared towards preparing individuals for jobs in the emerging European or expatriate dominated sectors of these economies. Traditional knowledge and culture came to be de-emphasized by schools offering Western – type education which was considered necessary to equip students eventually to become clerks and junior functionaries, either in government departments or in the private sector, teachers, preachers, catechists and later even priests. For such jobs an academic education, which stressed reading and writing skills and some general knowledge was considered necessary and this was the kind of vocational instruction that the primary schools offered. Later, as the number of educated individuals outstripped the demand for these white-collar jobs in the developing countries, attention became focused on gearing the curriculum to prepare students to occupy such roles as farmers, and farmers wives, especially within rural communities. In this changing context practical subjects began to be taught as part of the program of vocationalizing the curriculum of these schools. The hope was that the training which they would provide would better equip the students with the kind of skills and attitudes that would encourage them to seek manual rather than just white – collar occupations (Lauglo and Lillis, 1988:32).

Regarding the development of TVET in Ethiopia, compatible to what is stated above, historically one can discern four phases: the first development was when some schools were opened to give training in a semblance of vocational subjects in 1886 and later the establishment of a school in 1930 to give vocational and technical training. The second phase is the establishment of a full-fledged modern technical school in 1942. The third phase has waited for a long time until the 1960s when a number of comprehensive schools were opened to cater for academic as well as

vocational training. The last phase is the establishment of a series of special schools, which were planned to be precursor institutions for a polytechnic education in Ethiopia to give TVET in a variety of fields (Nigat Education series, 1996:49).

In Ethiopia the traditional attitudes towards relegation of skilled workers persisted until the upsurge of the revolution in 1974. During then Ethiopia was involved in the process of cultural changes. Ethiopia found her self in 1974 with a very poorly developed system of TVET, most of which was provided directly by larger organization for the in service training of their own personnel. Within the formal school system the superficial introduction of student to areas of technical skills in the comprehensive curriculum was a failure, and employers were not anxious to take the product of the system. At that time, only an estimated 2000 students in a total of 81,000 enrolled in the senior secondary school were following practical courses (MOE,1984: 48-49).

The assessment of the past have that employers were often not satisfied with the outcome of training. In practical, they complain at the lack of training as well as inappropriate training contents. Consequently, the employers did not equally accept certificate that were given from the formal training system to the then trainees, as a testimony for the successful completion of the training. Moreover, the only way to formal TVET qualification was through the formal training programmes. In the absence of an independent testing system, skilled people who have acquired their competencies outside the TVET system, i.e. in non –formal training courses, learning on the job, self learning, traditional apprenticeship, etc. have no chance to obtain a formally recognized certificate. This also leads to a take off transparencies in the labor market, where skilled people

with different kinds of formal and non –formal certificate and reference are competing for employment (MOE, 2003:7-8).

According to MOE, (2003:3) in the current TVET system a number of TVET program are offered at certificate levels. These comprise post grade 10 middle level training, post grade 8 Junior level training as well as basic level training accessible to school drop outs after completion of grade four (see appendix 7).

Basic level technical and vocational training aims at performance of basic skills that make a living competencies to improve the basic needs condition and for mining work in rural areas. Junior level technical and vocational training is performance of pre-vocational competencies in a selected occupational area on initial stage to carry out simple work process.

Middle level Technical and vocational Training with performance of basic vocational or entrepreneurship deals with competencies in a selected occupation to carry out a variety of work activities such as simple equipment operation and maintenance within a supervision process, particularly in a program that lasts for one year.

Another form of middle level technical and vocational training is that lasts for two years .It is performance of intermediate technical and vocational or entrepreneurial competencies in a selected occupation to carry out a variety of work activities such as production work operations and maintenance of relatively complex equipment system within a non-routine work process required considerable authority.

The third form of middle level technical and vocational training has a training length of three years. It is performance of advanced technical and vocational or entrepreneurial competencies in a selected occupation to carry out advanced skilled work activities such as analysis, evaluation,

operation and maintenance of complex equipment or systems and workshop organization within a non-routine work process required autonomy and particular guidance of theirs (MOE, 2003:5).

The contents of the programs were built on each other thus the successful completion of one training program provides the entry requirements for the next higher qualifications level. However, according to MOE (2003:5) to step from basic to junior level and from junior to middle level the educational gaps are expected to be filled by additional bridging courses. Since the training programs are designed in a modular way entry and exit within different program can flexibly be handled.

## CHAPTER THREE

### PRESENTATION AND INTERPRETATION OF THE DATA

This chapter deals with the presentation and interpretation of the data gathered from the sample principals, vocational counselors, TVET Trainees and organizations or employers offering apprenticeship training. The data obtained through questionnaires, interviews and documents were analyzed and interpreted in view of the basic questions raised in chapter one. Out of the 14 questionnaires distributed to principals and vocational counselors, 14 (100%), out of 282 questionnaires distributed to TVET trainees, 228 (79.7%) and out of 72 questionnaires distributed to supervisors in organizations offering apprenticeship training 64 (89%) were filled and returned. Based on the responses obtained from the sample respondents, the analysis and interpretation of the data is presented immediately following each table.

#### 3.1. Characteristics of the Study Population

**Table I**  
**Description of Trainees by Sex, Training Program , Occupation of Parents and Field of Study**

No	Items	Responses	
		No	%
1	Sex		
	A) Male	117	51.3
	B) Female	111	48.7
2	Training Program		
	A) 10+1	78	34.2
	B) 10+2	99	43.4
	C) 10+3	51	22.4
3	Occupation of your parents		
	A) / Employee (Gov't / PVT/NGO)	49	21.4
	B) Farming	127	55.6
	C) Trade	31	13.8
	Others	21	9.2
	<b>Total</b>	<b>228</b>	<b>100</b>
4	Field of study		
	Business Education	142	62.3
	Hotel Service & Beautification	17	7.3
	Construction Technology	23	10.2
	Industrial Technology	38	16.5
	Textile and Garment	8	3.5
	<b>Total</b>	<b>228</b>	<b>100</b>

As can be seen from Table I (48.7%) of respondents in the sample of trainees was a female. This figure is consistent with the data released by Oromia Education Bureau and the MOE indicating the participation rate of females (49.4%) in TVET in Oromia (MOE, 2003: 84). Thus it is possible to rightly deduce that the representation of each sex in the study was proportional to the rate of enrollments and the data provided by the sample trainees reflects ideas and opinion of both female and male. More over, from the drastic increase in the number of female enrollments in TVET it also sounds logical to infer that the traditional attitude towards TVET, considering it as the profession to be devoted only by males is changing.

Concerning the training programs in which sample trainees were enrolled in, 78(34.2%) were attending 10+1 program and the rest 150 (65.8%) were enrolled in 10+2 and 10+3 programs. Since apprenticeship training, according to the curriculum, is mandatory after completing TVET program that offered within a year, it sounds logical to infer that the majority of the sample trainees have undergone apprenticeship training at least for two consecutive programs and can provide complete and reliable data in relation to the implementation of the apprenticeship training program.

Regarding the occupation of parents of trainees, 127 (55.6%) of them were engaged in farming activities while 49 (21.4%) and 31 (13.8%) of them earn their living from employment in different organizations and trade respectively. Therefore, as farming takes place in rural areas and the great majority, if not all, of apprenticeship offering organizations are situated in the towns the findings from the occupation of families of trainees indicate that majority of trainees need to leave their localities for towns to attend the apprenticeship training.

Concerning the occupational training area of the sample trainees, majority of them (62.3%) were attending business education and very few (3.5%) were trainees of textile and garment

technology. The representation of the sample respondents was consistent to the proportionate rate of TVET trainees in each major field of study.

**Table II**  
**Description of Principals, Vocational Counselors and Supervisors by Qualification, Field of study and Service years**

S/ No.	Items	Respondents					
		Principals		Voc.Coun*		Supervisors	
		No.	%	No.	%	No.	%
1	Qualification						
	B. A/ B.Sc. And above	7	100	6	85.7	9	14.1
	College Diploma	-	-	1	14.3	13	20.3
	Below Diploma	-	-	-	-	42	65.3
	<b>Total</b>	-	-	-	-	<b>64</b>	<b>100</b>
2	Field of study	-	-	-	-	-	-
	Business Education	1	14.3	2	28.6	17	26.6
	Hotel service & Beautification	-	-	-	-	3	4.7
	Construction Technology	-	-	-	-	8	12.5
	Industrial Technology	1	14.3	3	42.8	20	31.2
	Textile and Garment	-	-	-	-	-	-
	Ed PM	4	57.1			-	-
	Other	1	14.3	2	28.6	16	25.0
	<b>Total</b>	<b>7</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>64</b>	<b>100</b>
3	Service year in your Current position						
	1-5 years	-	-	5	71.4	-	-
	6-10 years	-	-	2	28.6	-	-
	11-15 years	2	28.6	-	-	7	10.9
	> 16 years	5	71.4	-	-	57	89.1
	<b>Total</b>	<b>7</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>64</b>	<b>100</b>

**\* Vocational Counselors**

It has been revealed, in Table II item1, that all principals in the sample TVET institutions had bachelor's degree and above. Regarding the vocational counselors in the sample TVET institutions 6 (85.7%) were degree holders. Although a university degree was set as a minimum

requirement to undertake activities directly pertaining to the training offered at this level, the vocational counselors did not fully attain the desirable level.

Regarding the supervisors who took the responsibility of guiding and following up the day-to-day activities of trainees while they are in apprenticeship training offering organizations, only 22 (34.4%) had college diploma and above while the substantial number 42(65.6%) were below college diploma. Therefore, from the academic qualification of supervisors it is possible to deduce that the majority of them did not attain the academic qualification that allow them proper implementation of apprenticeship training by sharing experiences that were developed both through education and extended years of services.

Qualification of trainers in the sample TVET institutions reveal that the majority (84%), according to (MOE : 2004), of them had a college diploma in the areas of TVET. Yet the education and training policy suggests that trainers at this level ought to have a minimum of first degree. Although a university degree was set as a minimum requirement to undertake activities directly pertaining to the training offered at this level, the TVET trainers did not fully attain the desirable level. Thus, from this it can be rightly deduced that these under qualified trainers were not in a positions to provide the required level of quality training to their trainees.

As indicated in item 2 of Table II 5(71.4%) of vocational counselors were graduates of Technical and vocational Education and Training at various levels. On the other hand 4(57.1%) of the principal were trained in educational planning and management. From the interview held with these principals it was further discovered that two of them had TVET back ground. Hence, the

finding from the data secured depicts that principals in TVET institutions had good managerial training and they also had a background in TVET.

Regarding the service years of principals, vocational counselors and supervisors, Table II item 3 shows that all of the principals served for more than 16 years in their current position. The majority of the supervisors in the apprenticeship offering organizations 57(89.1%) too served for more than 16 years having their current title. The longer years of service of the principals implies maturity to shoulder responsibilities entrusted to them. The service year of supervisors in the organization also indicates that they acquired the required level of practical skills that would be obtained through an extended years of services. Therefore, from this it is possible to infer that supervisors shared their rich practical experiences to trainees during the apprenticeship training.

**Table III**  
**Condition of Trainees' Accommodation and Proximity of Organizations**

No	Items	Responses	
		No	%
1	Which one of the following was used for your accommodation during apprenticeship training?		
	A) Dormitory	-	-
	B) Your permanent residence	31	13.8
	C) Rented house	143	62.7
	D) Residence of relatives	54	23.5
	<b>Total</b>	<b>228</b>	<b>100</b>
2	How far was the location of apprenticeship training offering organization from your permanent residence?		
	A) 1 –5 kms	6	2.6
	B) 6 – 10 kms	12	5.1
	C) 11 – 15 kms	14	6.1
	D) 16 – 20 kms	6	2.6
	E) 21 – 25 kms	2	1.0
	F) >25 kms	188	82.5
	<b>Total</b>	<b>228</b>	<b>100</b>

In item one of Table III respondents were asked to indicate the condition of their accommodation while attending apprenticeship training. In providing answer to this question, 143(62.7%) of them asserted that they attended apprenticeship training using a rented house for their shelter. Thus, from this one can easily deduce that majority of trainees incur additional expenditure for rooms, food, transport and the likes during the course of apprenticeship training.

Regarding the distance of organization where trainees did apprenticeship training from their residence, in reply to item 2 of the same Table, 190(83.6%) of respondents confirmed that they were expected to travel at least 21 kilometers to attend apprenticeship training. The respondents whose permanent residences situated between six and twenty kilometers away from organizations offering apprenticeship training accounts for 13.8% of the total respondents. Again this further indicates that trainees who did apprenticeship training being with their families or relatives also incurred additional expenditures for transportation if not for accommodation. Thus, the findings imply that the financial requirements for the apprenticeship training are not only those directly associated with the training in the organizations but extra personal expenses of the trainees. Therefore, if this problem remained unsolved, it could cause high rates of dropouts and complete exclusions from the training.

### 3.2. Presentation of the Data

Table IV  
Condition of Legal Framework for Apprenticeship Training

No	Items	Respondents						D F	Table Value of $x^2$	Calc ulate d $x^2$
		Principal s		Voc. Coun.		Superv.				
		No	%	No	%	No	%			
1	Were there any laws backing the implementation of apprenticeship Training? A) Yes	-	-	2	28.6	22	34.4	2	5.991	3.518
	B) No	7	100	5	71.4	42	57.8			
	<b>Total</b>	<b>7</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>64</b>	<b>100</b>			
2	If Yes, which of the following laws were applied? A) TVET law									
	B) Labour proclamation			2	100	22	100			
	C) Apprenticeship decree	-	-	-	-	-	-			
3	Did trainees /TVET institution sign apprenticeship contract? A) Yes	-	-	-	-	-	-			
	B) No	7	100	7	100	64	100			
	<b>Total</b>	<b>7</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>64</b>	<b>100</b>			

$\alpha = 0.05$

Apprenticeship training links TVET institutions with the companies. In so doing it provides ample opportunities to trainees to improve the practical skills. Thus, this vital aspect of training needs to be backed by law. As cited in the literature of this thesis, from the experiences of countries like Germany it can be learned that the legal foundation for training is different for each place of learning (the federal government is responsible for the regulation of company training and different states (Lander) for school-based training).

In light of the above discussion, under item 1 of Table IV, respondents were asked to indicate the availability of laws backing implementation of apprenticeship training. The majority of the total respondents, all of the principals, 5(71.4%) of vocational counselors and 37 (57.8%) of supervisors in organizations offering apprenticeship training replied negatively, showing the non-existence of legal frameworks on which apprenticeship training was based. A chi-square test was calculated to check whether perceptual difference exists between the three study groups. Accordingly, the result revealed that for 2 degree of freedom at 0.05 level of significance the critical value of chi-square was found to be greater than the calculated  $\chi^2$  implying that there is no statistically significant difference in perception. Even there were misconceptions among those respondents who replied positively. This was manifested by their responses to item 2 for all of them thought that labour proclamation was a binding law for apprenticeship training undertaken by TVET trainees. In actual sense this law applies to the traditional type of apprenticeship contract to be signed between the employer and the unskilled worker on voluntary basis. Thus based on the responses of the majority, it is safe to infer that there were no general laws allowing the provision of apprenticeship training.

Item 3 in the same table was intended to examine whether or not apprenticeship contract was signed among the three parties- trainee, TVET institution and organizations. Accordingly, no single respondent from each group indicated the existence of such contract. From the findings in Table IV one can easily infer that the apprenticeship training undertaken so far had no legal foundation from which duties and responsibilities of each participating party were to be developed.

**Table V**  
**Criteria used to Select Organizations and Assign Trainees**

No	Items	Respondents						DF	Table Value of $\chi^2$	Calculated $\chi^2$
		Principals		Trainees		Voc.Coun.				
		N	%	No	%	No	%			
1	Were there any criteria set to select organization that could offer apprenticeship training?									
	A) Yes	3	42.9	-	-	1	14.3			
	B) No	4	57.1	-	-	6	85.7			
	<b>Total</b>	<b>7</b>	<b>100</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>100</b>	<b>1</b>	<b>3.841</b>	<b>1.4</b>
2	If yes, what were the major factors to be considered in the process of selection?									
	A) The number of employees	-	-	-	-	-	-			
	B) The amount of capital	-	-	-	-	-	-			
	C) Type of ownership	-	-	-	-	-	-			
	D) Relevance of the activities the organizations engaged in to occupational area of training	3	100	-	-	1	100			
E) Qualification of employees	-	-	-	-	-	-				
3	Who assigns trainees to each selected organization?									
	A) The vocational counselor	7	100	144	63.3	7	100			
	B) The trainer/teacher	-	-	18	7.7	-	-			
	C) Through trainees personal contact	-	-	39	17.3	-	-			
	D) Principals	-	-	27	11.7	-	-			
<b>Total</b>	<b>7</b>	<b>100</b>	<b>228</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>6</b>	<b>12.592</b>	<b>7.902</b>	
4	What criteria were used to assign trainees to respective organization?									
	A) Field of training	2	28.6	29	12.8	2	28.6			
	B) Distance									
	C) Interest of trainees	2	28.6			2	28.6			
	D) Chance/ Draw	3	42.8	199	87.2	3	42.8			
<b>Total</b>	<b>7</b>	<b>100</b>	<b>228</b>	<b>100</b>	<b>7</b>	<b>100</b>				
5	How was the total number of trainees assigned to each organization determined?									
	A) By the organization unilaterally	5	71.4	-	-	7	100			
	B) By the TVET institution of the bases of criteria			-	-					
	C) By the agreement reached between TVET institution and organizations	2	28.6	-	-					
	D) By the statement of the law			-	-					
<b>Total</b>	<b>7</b>	<b>100</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>100</b>				

As it has already been stated in the literature of this thesis a body empowered by the state, based on guidelines and criteria determined before hand, is expected to select organizations that shall participate in the provision of apprenticeship training. On the basis of this, item 1 of Table V was constructed to identify whether or not criteria were set to select apprenticeship training offering organizations. To this end, the majority of the respondents, 4(57.1%) of principals, and 6(85.7%) of vocational counselors reveal the non- existence of criteria on which the selection of appropriate organizations for apprenticeship training is to be based. The chi-square test result revealed that, for 1 degree of freedom at 0.05 level of significance, the critical value of  $\chi^2$  was greater than the calculated  $\chi^2$  implying that there was no statistically significant difference between the perception of the principals and vocational counselors. This finding indicates that the selection procedure was undertaken in haphazard manner and had no uniformity in setting minimum requirements needed of organizations to be selected for provision of apprenticeship training.

On item no. 2 of Table V respondents who answered positively regarding the presence of preset criteria for the selection of organizations were asked to enumerate the major elements in the criteria. Accordingly, all of the respondents asserted that the mere criterion used was the relevance of the activities organizations engaged in to the training area in which apprenticeship training was demanded. Thus, even where criteria were set, important factors such as the availability of human and material resources in the organization were not given due attention or missing.

On item 3 of the same table respondents were asked to indicate an authority in charge of assigning trainees to apprenticeship training offering organization. Therefore, all of the

principals and vocational counselors and 144(63.3%) of trainees ascertained that the task of assigning trainees to each organization was done by vocational counselors. Quite a reasonable proportion of trainees in the sample respondents (36.7%) indicated that the assignment of trainees to respective organization was the responsibility of other personnel such as trainers, principals and even trainees themselves could choose their own organization. A chi-square test was calculated to detect perceptual difference among the three study groups. The result revealed that there was no statistically significant variation among the responses of the principals, trainees and vocational counselors. From the responses given to this question, a lesson can be derived that those in charge of assignment of trainees to apprenticeship offering organizations vary from institution to institution. The same holds true regarding the criteria used during the assignment process, as reflected by the responses given to item 4. That is since the responses given for field of training, chance and interest of trainees were proportional it shows disparity in criteria used.

Item 5 was constructed to identify the mechanisms used to determine the total number of trainees to be sent to apprenticeship training offering organization. To this end, all of vocational counselors and 5(71.4%) of principals revealed that each organization has discretionary power to determine the total number of trainees that will be assigned to its organization.

Table VI

## Promotion of Apprenticeship Training

No	Items									D F	Table Value of $x^2$	Cal cula ted $x^2$
		Princip als		Voc. Coun.		Supervisor s		Total				
		N	%	N	%	No	%	No	%			
1	Which of the following authorities took part in facilitating and selecting organizations for the apprenticeship training?											
	A) The TVET institution	7	100	7	100	56	87.5	70	89.4			
	B) Initiative from the organization themselves	2	28.6	1	14.3	8	12.5	11	10.6			
	C) Local /state/ administration	-	-	-	-	-	-	-	-			
	D) Employer's association	-	-	-	-	-	-	-	-			
	E) Trade union	-	-	-	-	-	-	-	-			
2	Were any promotional activities undertaken regarding apprenticeship training program?											
	A) Yes	1	14.3	-	-	3	4.7	4	5.1			
	B) No	6	85.7	7	100	61	95.3	74	94.9			
	<b>Total</b>	<b>7</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>64</b>	<b>100</b>	<b>78</b>	<b>100</b>	<b>2</b>	<b>5.991</b>	<b>1.61</b>
3	If your response to question no. 2 is 'yes' what was the mechanism employed?											
	A) Provision of apprenticeship guideline to organizations	-	-	-	-	-	-	-	-			
	B) Sensitization meeting with stakeholders	1	100	-	-	3	100	4	100			
	C) Training of work place trainers (supervisors)	-	-	-	-	-	-	-	-			
	D) Through broadcast (Media)	-	-	-	-	-	-	-	-			

In Table VI respondents were asked questions that help to depict the state of promotional activities undertaken in relation to apprenticeship training. Thus item one was constructed to identify the experiences so far passed to make organization offer apprenticeship training. Accordingly, the great majority of respondents, all of the principals, and vocational counselors and 56(87.5%) of supervisors in apprenticeship offering organizations contend that TVET institutions took over the responsibility of inducing organizations provide apprenticeship training.

The data reveals that the involvement (contribution) of other responsible bodies such as regional state, unions and associations was not brought to the surface.

The second item in the same table was designed to assess the commencement of the sensitization program to encourage cooperation of all the concerned bodies. Unfortunately, as can be seen from the table, all of vocational counselors, 61 (95.3 %) of the supervisors in apprenticeship training offering organizations and 6(85.7%) of principals ascertained that no sensitization activity had been undergone. The chi-square test result revealed that for 2 degree of freedom at 0.05 level of significance the critical value of  $\chi^2$  was greater than the calculated  $\chi^2$  implying that there was no statistically significant difference among the perception of the principals, vocational counselors and supervisors in organizations offering apprenticeship training. As can also be seen from the reply of respondents in the table even where some such promotional activities were undertaken, its adequacy to meet the purpose was very remote for all of the respondents in this group confirmed that it had been undergone through incidental arrangement of meeting with stakeholders.

In sum, the finding in the above table reveals that the responsibility to create awareness and organize apprenticeship training was solely levied on TVET institution whose voice is too remote, how ever near, to be heard by organization to react accordingly. Put differently the authorities in the different hierarchy of state, associations and trade union contribution to the fulfillment of apprenticeship training was no more than not at all.

**Table VII**  
**Assignment of supervisors**

**Were supportive workplace supervisors assigned for you?**

Alternatives	Responses			
	No	%	Total	
			No	%
A) Yes	87	38.2	87	38.2
B) No	141	61.8	141	61.8
<b>Total</b>	<b>228</b>	<b>100</b>	<b>228</b>	<b>100</b>

With increasing responsibility for training being expected of enterprises, and higher value being placed upon on-job workplace learning Vis-à-vis off-job institutional learning, enterprises are experiencing and will increasingly experience requests for more training. As a systematic move for more TVET grows, there will also be pressure for more workplace mentoring and coaching as a result of continuing demands for work placements from schools.

The critical issue is to what extent workplace trainers (especially in micro and small enterprises) are ready, willing and able to meet this enhanced commitment and to fulfill this increasingly important role. As mentioned in the literature some trainees might be required to work in isolation and have no one to learn from or that experts may not be available or sufficiently skilled in teaching or willing to teach learners. In light of this, Table VII was devoted to investigate the availability of supportive work place supervisors. To this end, majority of the respondents 141(61.8%) confirmed that supportive workplace supervisors were not assigned to guide and to share their experiences. Based in this finding it is especially informative to note that, in quite high proportion of workplaces, there were not people selected especially to help apprentices with their learning at work. Due to this finally trainees will be obliged to learn by themselves, to work in isolation and have no one to learn from.

Table VIII

Capabilities and Willingness of Supportive Workplace Supervisors

Items	Alternatives							
	High		Medium		Low		Total	
	No	%	No	%	No	%	No	%
How do you rate the following qualities supervisors should possess?								
A) Theoretical knowledge	6	6.7	9	10.7	72	82.6	87	100
B) Skill in practical activities	62	70.7	25	29.3	-	-	87	100
C) Methodology to deliver training	-	-	22	29.3	62	70.7	87	100
D) Capability to evaluate the Performances of apprentices	-	-	8	10.7	78	89.3	87	100
E) Willingness to share their skills to the apprentices	84	96.0	3	4.0	-	-	87	100
F) Willingness to listen to apprentices about what they would like to learn	73	84.0	14	16.0	-	-	87	100

In Table VIII trainees who replied positively regarding the assignment of supervisors were asked to rate to what extent their support was effective to enhance their skills while doing apprenticeship training. To this end, majority of the respondents ascertained that their supervisors' skills in doing practical activities and their willingness to share their experience according to the apprentices need were rated high. Conversely, the majority of the respondents rated the theoretical background, methodology in delivering training and their capability in evaluating apprentices' performance low.

From these findings it is especially informative to state that supportive workplace supervisors were not selected especially to help apprentices with their learning at work. It is also worth mentioning that those selected in a quite very few organizations did not have the necessary methodological knowledge to deliver training to apprentices and finally to evaluate their performances. Trainees pointed to a number of conditions in their work places that were absent from their work places. Among these missing aspects the major ones are summarized here under.

- Opportunity to talk to their supervisors about what they would like to learn was lacking, as indicated by (64%) of the trainees.
- Opportunity to practice their skills was an aspect that was not happening, as revealed by (78%) of the trainees.
- 56% of the trainees were not aware of exactly what is required when being assessed their performance during apprenticeship training offered in the organizations.
- 92% of the trainees indicated that they were not given an opportunity to have their competence formally assessed while at work.

**Table IX**  
**Performance of Trainees During Apprenticeship Training**

Items	Alternatives								D F	Table Value of $\chi^2$	Calcul ated $\chi^2$	
	High		Medium		Low		Total					
	No	%	No	%	No	%	No	%				
A) To diligently perform the apprenticeship training												
Supervisors	56	87.5	8	12.5	-	-	64	100				
Vocational Counselors	7	100	-	-	-	-	7	100				
<b>Total</b>	<b>63</b>	<b>88.7</b>	<b>8</b>	<b>11.3</b>	<b>-</b>	<b>-</b>	<b>71</b>	<b>100</b>	<b>2</b>	<b>5.991</b>	<b>0.986</b>	
B) To work according to the work methods of the organization												
Supervisors	63	98.4	1	1.6	-	-	64	100				
Vocational Counselors	7	100	-	-	-	-	7	100				
<b>Total</b>	<b>70</b>	<b>98.6</b>	<b>1</b>	<b>1.4</b>	<b>-</b>	<b>-</b>	<b>71</b>	<b>100</b>	<b>2</b>	<b>5.991</b>	<b>0.014</b>	
C) To utilize machine/equipment with care												
Supervisors			60	93.8	4	6.2	64	100				
Vocational Counselors			4	57.1	3	42.9	7	100				
<b>Total</b>			<b>64</b>	<b>90.1</b>	<b>7</b>	<b>9.9</b>	<b>71</b>	<b>100</b>	<b>2</b>	<b>5.991</b>	<b>9.517*</b>	
D) To perform practical activities												
Supervisors			15	23.4	49	76.4	64	100				
Vocational Counselors			4	57.1	3	42.9	7	100				
<b>Total</b>			<b>19</b>	<b>26.8</b>	<b>52</b>	<b>73.2</b>	<b>71</b>	<b>100</b>	<b>2</b>	<b>5.991</b>	<b>3.658</b>	
E) To cooperate with other employees												
Supervisors			58	90.6	6	9.4	64	100				
Vocational Counselors			2	28.6	5	71.4	7	100				
<b>Total</b>			<b>60</b>	<b>84.5</b>	<b>11</b>	<b>15.5</b>	<b>71</b>	<b>100</b>	<b>2</b>	<b>5.991</b>	<b>18.546*</b>	
F) To utilize inputs efficiently.												
Supervisors			12	18.7	52	81.3	64	100				
Vocational Counselors			-	-	7	100	7	100				
<b>Total</b>			<b>12</b>	<b>16.9</b>	<b>59</b>	<b>83.3</b>	<b>71</b>	<b>100</b>	<b>2</b>	<b>5.991</b>	<b>1.579</b>	
G) To produce quality products												
Supervisors			7	10.9	57	89.1	64	100				
Vocational Counselors			-	-	7	100	7	100				
<b>Total</b>			<b>7</b>	<b>9.9</b>	<b>64</b>	<b>90.1</b>	<b>71</b>	<b>100</b>	<b>2</b>	<b>5.991</b>	<b>0.848</b>	

$\alpha = 0.05$

\* = Significant difference

The items in Table IX were designed to investigate the state of trainees' readiness and ability to accomplish apprenticeship training effectively. Thus, among the given indicators of trainees' performance while doing apprenticeship training, majority of the total respondents (88.7%) and (98.6%) rated apprentices diligence and willingness to work according to the work methods of the organizations as high. On the other hand, apprentices' abilities to perform practical activities, to utilize inputs efficiently and to produce quality products were rated low by the majority of the total respondents. The chi-square test result revealed that for 2 degree of freedom at 0.05 level of significance the critical values of  $\chi^2$  were greater than the calculated  $\chi^2$  implying that there was no statistically significant difference regarding all these measuring elements among the perception of the supervisors and vocational counselors.

Trainees' capacity to utilize machine / equipment carefully and cooperate with the employees in the organizations were rated average by the majority of the total respondents. But the chi-square test result revealed that for 2 degree of freedom at 0.05 level of significance the critical values of  $\chi^2$  were less than the calculated  $\chi^2$  implying that there was statistically significant difference between the perception of supervisors and vocational counselors regarding trainees' efficiency to utilize machines and to cooperate with other employees. This significant difference emanates from the level of closeness of the two study groups to the performances of trainees. Thus, since supervisors have more opportunity to view the activities of trainees while they were doing practical work it is wise to ignore this difference and to depend on the responses of the majority. Therefore, from these findings it is possible to deduce that trainees sent for apprenticeship training were psychologically ready enough to engage in practical activities in the world of work. But, sadly enough, the status of their acquaintance with practical skills to come up with quality products was below the level of compromise. This has further negative implications on the quality of the training trainees received from their respective TVET institutions, which is of course the cumulative result of quality of trainers, inputs for practical training and the condition of the learning environment.

**Table X**  
**Roles of TVET Institution in Promoting Apprenticeship Training**

Items	Alternatives									
	High		Medium		Low		Undecided		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
A) To consider grades given for apprenticeship training as a component of criteria for certification										
Supervisors	64	100	-	-	-	-	-	-	64	100
Vocational Counselors	7	100	-	-	-	-	-	-	7	100
Principals	7	100	-	-	-	-	-	-	7	100
<b>Total</b>	<b>78</b>	<b>100</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>78</b>	<b>100</b>
B) To assign personnel that follow-up the apprenticeship training										
Supervisors	-	-	-	-	64	100	-	-	64	82.06
Vocational Counselors	-	-	-	-	7	100	-	-	7	8.97
Principals	-	-	-	-	7	100	-	-	7	8.97
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>78</b>	<b>100</b>	<b>-</b>	<b>-</b>	<b>78</b>	<b>100</b>
C) To prepare guidelines and schedules that help proper implementation of apprenticeship training										
Supervisors	-	-	-	-	62	3.1	2	3.1	64	82.06
Vocational Counselors	-	-	-	-	7	100	-	-	7	8.97
Principals	-	-	1	14.3	6	85.7	-	-	7	8.97
<b>Total</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1.3</b>	<b>75</b>	<b>96.1</b>	<b>2</b>	<b>2.6</b>	<b>78</b>	<b>100</b>
D) To work in coordination with the organizations										
Supervisors	-	-	8	12.5	50	78.1	6	9.4	64	82.06
Vocational Counselors	-	-	5	71.4	2	28.6	-	-	7	8.97
Principals	-	-	7	100	-	-	-	-	7	8.97
<b>Total</b>	<b>-</b>	<b>-</b>	<b>20</b>	<b>25.6</b>	<b>52</b>	<b>66.7</b>	<b>6</b>	<b>7.7</b>	<b>78</b>	<b>100</b>

The items in Table X were designed to examine the state of the endeavors made by TVET institutions to help effective implementation of apprenticeship training in each organization. Accordingly, all respondents (100%) affirmed that the TVET institution recognizes results of apprenticeship training by using it as a major component of criteria for certification that is used as a testimony for the successful completion of middle level TVET program.

On the other hand, all of the respondents (100%) unravel that TVET institutions did not assign coordinators who follow up the progress of apprentices doing the apprenticeship training. Again, the great majority of the total respondents (98.3%) ascertained that no guidelines and schedules were prepared by the TVET institutions to help proper implementation of apprenticeship training in each organization. More over the majority (66.6%) of the total respondents asserted that the TVET institutions status to work in coordination with the organizations to allow desirable performance and accomplishments during apprenticeship training was below the required level. Therefore, from the above findings it can be safely inferred that the roles played by TVET institutions were not encouraging enough for the fact that they did not exert the maximum efforts required of them to materialize effective implementation of apprenticeship training by working in close touch with organizations and preparing documents that help smooth handling of apprenticeship training.

**Table XI**  
**Preparedness of Organizations Offering Apprenticeship Training**

Items	Alternatives										D F	Ta ble x <sup>2</sup>	Calc ulate d x <sup>2</sup>
	High		Medium		Low		Total						
	N	%	No.	%	No.	%	No	%					
A) Accept trainees for apprenticeship training.													
Trainees	11	4.8	43	18.9									
Vocational counselor			3	42.8	4	57.2	7	100					
Principals			2	28.6	5	71.4	7	100					
<b>Total</b>	<b>11</b>	<b>4.5</b>	<b>48</b>	<b>19.8</b>	<b>183</b>	<b>75.7</b>	<b>242</b>	<b>100</b>	<b>4</b>	<b>9.49</b>	<b>3.273</b>		
B) To assign the apprentice in the place appropriate to his field of training.													
Trainees	8	3.5	12	5.3	208	91.2	228						
Vocational counselors					7	100	7	100					
Principals			1	14.3	6	85.7	7	100					
<b>Total</b>	<b>8</b>	<b>3.3</b>	<b>13</b>	<b>5.4</b>	<b>221</b>	<b>91.3</b>	<b>242</b>	<b>100</b>	<b>4</b>	<b>9.49</b>	<b>1.990</b>		
C) To assign a capable supervisor who would enhance the skills of the apprentice.													
Trainee	14	6.1	94	41.3	120	52.6	228	100					
Vocational counselor			4	57.2	3	42.8	7	100					
Principals			5	71.4	2	28.6	7	100					
<b>Total</b>	<b>14</b>	<b>5.8</b>	<b>103</b>	<b>42.6</b>	<b>125</b>	<b>51.6</b>	<b>242</b>	<b>100</b>	<b>4</b>	<b>9.49</b>	<b>3.590</b>		
D) To provide apprentice with necessary inputs like it does to regular employee.													
Trainee	3	1.3	5	2.2	220	96.5	228	100					
Vocational counselor					7	100	7	100					
Principals			1	14.3	6	85.7	7	100					
<b>Total</b>	<b>3</b>	<b>1.2</b>	<b>6</b>	<b>2.5</b>	<b>233</b>	<b>96.3</b>	<b>242</b>	<b>100</b>	<b>4</b>	<b>9.49</b>	<b>4.447</b>		
E) To evaluate and submit performance of apprentice to the TVET institution.													
Trainee	31	13.6	192	84.2	5	2.2	228	100					
Vocational counselor			7	100			7	100					
Principals			7	100			7	100					
<b>Total</b>	<b>31</b>	<b>12.8</b>	<b>206</b>	<b>85.1</b>	<b>5</b>	<b>2.1</b>	<b>242</b>	<b>100</b>	<b>4</b>	<b>9.49</b>			
F) To acquaint the apprentice with work methods of the organization.													
Trainee	60	26.3	151	66.2	17	7.5	228	100					
Vocational counselor	5	71.4	2	28.6			7	100					
Principals	3	42.8	4	57.1			7	100					
<b>Total</b>	<b>68</b>	<b>28.1</b>	<b>157</b>	<b>64.9</b>	<b>17</b>	<b>7.0</b>	<b>242</b>	<b>100</b>	<b>4</b>	<b>9.49</b>	<b>8.071</b>		

$\alpha = 0.05$

As has been discussed in the literature of this thesis, in many instances the goals, methods, ideals and strategies of business enterprises are very different from those of learning institutions. The former is concerned with productivity and survival, the latter with learning and professional growth. Thus an enterprise (especially small businesses) is not primarily concerned with learning, and in particular the sort of learning that might lead to qualifications.

The training curriculum designed in the areas of TVET have placed great emphasis on workplaces and the personnel in them to provide relevant, conceptualized job-specific learning opportunities in a manner that will contribute to the growing pool of qualified workers in a cost effective manner. The critical issue is to what extent work places are committed, and able to meet, this challenge. Based on this, the items in Table XI were designed to investigate the extent to which apprenticeship training offering organizations meet the crucial factors necessary to realize the apprenticeship training. Accordingly quite a great majority of the total respondents, (96.3%), (91.3%) and (75.7%) ascertained that the state of preparedness of organizations offering apprenticeship training to provide trainees with the necessary inputs by assigning them in the place appropriate to their field of training, to accept trainees and to assign supervisors were rated low respectively. The chi-square test result revealed that for 4 degree of freedom at 0.05 level of significance the critical values of  $\chi^2$  were greater than the calculated  $\chi^2$  implying that there was no statistically significant difference regarding all these measuring elements among the perception of the trainees, principals, supervisors and vocational counselors. Therefore, the findings reveal that the preparedness of organizations to offer apprenticeship training at least to the level that can be compromised is very remote. Thus, from these findings it sounds logical to infer that the awareness of organizations towards the mutual benefits derived from apprenticeship training was

very low, and this eventually leads organizations to consider apprenticeship training as some thing imposed on them and for which they should look for way out than cooperating.

**Table XII**  
**Financing Apprenticeship Training**

No	Items	Respondents							
		Principals		Trainees		Supervisors In Org.		Total	
		No	%	No.	%	No.	%	No.	%
1	Were trainees charged fees for the apprenticeship training?								
	A) Yes	-	-	-	-	-	-	-	-
	B) No	7	100	228	100	55	85.9	290	97.0
	No response	-	-	-	-	9	14.1	9	3.0
2	Were trainees paid for their labour during apprenticeship training?								
	A) Yes	-	-	15	6.6	4	6.3	19	6.4
	B) No	7	100	213	93.4	60	93.7	280	93.6
3	Who covers expenditures of trainees during apprenticeship training?								
	A) TVET institution	-	-	-	-	-	-	-	-
	B) Organizations	-	-	-	-	-	-	-	-
	C) Trainees / Families	7	100	213	93.4	64	100	284	95.0
	D) Sponsorship agencies	-	-	15	6.6	-	-	15	5.0
	E) Public Fund	-	-	-	-	-	-	-	-
4	Which of the following was used to cover recurrent costs of organizations during apprenticeship training?								
	A) Public fund through TVET institution	-	-	27	11.7	-	-	27	9.0
	B) Special fund	-	-	-	-	-	-	-	-
	C) Incidental income of the practical training								
	D) Budget of the organs	7	100	201	88.3	64	100	272	91.0

A quality work based route to educational and training achievement is not a cheap option. It is not an easy task to compute the direct and indirect costs required over a period ranging from one to three years apprenticeship- training programs in this respect. These costs need to be shared

among the three parties involved – employer, apprentice and taxpayer. Those who benefit from the scheme should also contribute in covering the costs. Thus, employers could be responsible for the employment costs of the scheme. The apprentice would contribute through reduced pay levels to the apprenticeship training.

Governments have to accept that there is a role for the public funding of work –based training. It is clearly unfair for the public to fund post secondary full time education while ignoring young people entering the world of work. It is important that public funding be used to pay for the education component of the apprenticeship training schemes through direct payments to TVET institutions.

An examination of Table XII illuminates about the condition of financing apprenticeship training. As it was clearly shown in the table, quite the great majority of the total respondents (97.0%) confirmed that special charge was not laid on trainees by both the TVET institution and the organization that offered apprenticeship training. On the other hand, the great majority (93.6) of the total respondents affirmed that trainees were not paid by organizations for their labour during the apprenticeship training, whatever the quality level of products they came up with.

Concerning item 3 of Table XII quite the great majority of the respondents (95.0%) affirmed that personal expenses required to attend apprenticeship training were fully covered by the trainees and / or their families.

Item 4 of Table XII was constructed to examine by whom the recurrent costs of organizations offering apprenticeship training were covered. To this end, all of the principals and supervisors in

these organizations ascertained that these costs were covered by the organization. Thus, from the findings it is safe to infer that no public fund was devoted to cover or subsidize proper implementation of apprenticeship training. In relation to this experiences of other countries as indicated in the literature of this thesis reveal that the intervention of government is very important through provision of subsidies in the form of apprenticeship wage, grants and other forms of incentives to organization to build up their training capacity.

**Table XIII**  
**Reasons for Exclusion of Trainees from Apprenticeship Training**

No	Items	Respondents							
		Trainees		Voc. Coun.		Principals		Total	
		No.	%	No	%	No	%	No.	%
1	Were some trainees completely excluded from apprenticeship training?								
	A) Yes	204	89.5	7	100	7	100	218	90.1
	B) No	24	10.5	-	-	-	-	24	9.9
	<b>Total</b>	<b>228</b>		<b>7</b>		<b>7</b>		<b>242</b>	
2	If yes, which of the following were the main reasons? (You may choose more than one answer)								
	A) In adequacy of organizations to absorb all trainees	211	92.6	7	100		100	225	93.0
	B) Inconvenience of the session for apprenticeship training	223	97.8	7	100	7	100	237	98.0
	C) Reluctance of the trainees	53	23.4	2	28.6	7	14.3	56	23.1
	D) Shortage of manpower to coordinate	20	8.6	5	71.4	1	57.1	29	12.0
	E) Organizations were not volunteer	104	45.7	4	57.1	4	57.1	112	46.3

On the item no. 1 of Table XIII respondents were asked to verify whether or not some legible trainees were completely excluded from apprenticeship training due to the factors beyond their control. Accordingly, quite the great majority of the total respondents (90.1%) ascertained that

some trainees were forced not to attend apprenticeship training completely. Item No. 2 of the same table was purposefully constructed to investigate the main reasons that compelled trainees from engaging in apprenticeship training. To this end, all (100%) of vocational counselors and principals and 223(97.8%) of trainees, asserted that the inconvenience of the period when apprenticeship training took place was the core problem for some trainees' complete exclusion from apprenticeship training. Inadequacy of organizations, available in the area where the TVET institutions were located to absorb trainees comes second on the list in relation to the major areas of the problems. Thus, from this it can be safely deduced that trainees were forced to attend apprenticeship training by traveling to other regions if they can afford or to waste the whole year until the vacant place for apprenticeship training will be found.

Table XIV

Factors Affecting Retention and Completion of Apprenticeship Training

Items	Alternatives							
	High		Medium		Low		Total	
	No.	%	No	%	No	%	No	%
A) Assignment other than occupational field of training								
Trainees	210	92.1	15	6.5	3	1.4	228	100
Vocational Counselors	6	85.7	1	14.3	-	-	7	100
Supervisors	60	93.8	-	-	4	6.2	64	100
Principals	3	42.9	2	28.6	2	28.6	7	100
<b>Total</b>	<b>279</b>	<b>91.2</b>	<b>18</b>	<b>5.9</b>	<b>9</b>	<b>3.0</b>	<b>306</b>	<b>100</b>
B) In appropriateness of period/ Session/ of apprenticeship training								
Trainees	211	92.5	6	2.6	11	4.9	228	100
Vocational Counselors	7	100	-	-	-	-	7	100
Supervisors	55	85.9	3	4.7	6	9.4	64	100
Principals	4	57.1	2	28.6	1	14.3	7	100
<b>Total</b>	<b>277</b>	<b>90.5</b>	<b>11</b>	<b>3.6</b>	<b>18</b>	<b>5.9</b>	<b>306</b>	<b>100</b>
C) Financial problem								
Trainees	208	91.2	13	5.7	7	3.1	228	100
Vocational Counselors	4	57.1	3	42.9	-	-	7	100
Supervisors	38	59.4	14	21.9	12	18.7	64	100
Principals	6	85.7	1	14.3	-	-	7	100
<b>Total</b>	<b>256</b>	<b>83.7</b>	<b>31</b>	<b>10.1</b>	<b>19</b>	<b>6.2</b>	<b>306</b>	<b>100</b>
D) Lack of reliable transport								
Trainees	179	78.6	49	21.4	-	-	228	100
Vocational Counselors	-	-	6	85.7	1	14.3	7	100
Supervisors	19	29.7	21	32.8	24	37.5	64	100
Principals	5	71.4	2	28.6	-	-	7	100
<b>Total</b>	<b>203</b>	<b>66.3</b>	<b>78</b>	<b>25.5</b>	<b>25</b>	<b>8.2</b>	<b>306</b>	<b>100</b>
E) In appropriate treatment by supportive workplace supervisors								
Trainees	30	13.2	54	23.5	144	63.3	228	100
Vocational Counselors	-	-	-	-	7	100	7	100
Supervisors	-	-	-	-	64	100	64	100
Principals	-	-	-	-	7	100	7	100
<b>Total</b>	<b>30</b>	<b>9.8</b>	<b>54</b>	<b>17.6</b>	<b>222</b>	<b>72.6</b>	<b>306</b>	<b>100</b>

As discussed in literature review of this thesis, apprentice's readiness to cope with the demands of work and learning and support from family, friends and peer to young trainees are considered to be prerequisites, without which it is unlikely that a contract of apprenticeship training would

be commenced. It is more than being motivated and induces the ability to develop and maintain effective interpersonal relationships as well as demonstrating that they have the personal attributes and aptitudes that are required for the job. Where apprentices are young, support of family often provides money, transport and other basic necessities without which apprenticeship training would not be possible. Thus, the absence of these and related factors discussed earlier will undoubtedly force the apprentice to quit the apprenticeship training.

The items in Table XIV were designed to identify factors that contributed negatively for the completion of apprenticeship training. Many of the factors that impact negatively on retention were cumulative. Many trainees spoke of having to bear two or more negative aspects over their apprenticeship training. Out of the factors impeding retention and completion of apprenticeship training, assignment of trainees to places where their occupational field of training was non-existent (91.2%), inconvenience of the period when apprenticeship training was conducted (90.5%) and financial problem (83.7%) come at the top list according to the responses of the great majority of the total respondents. From the findings it can be inferred that factors that negatively affected successful completion of apprenticeship training emanated from both social and administrative factors. Put differently inappropriate scheduling of apprenticeship training and lack of financial support and cooperation from stakeholders were the main factors that affect retention and completion of apprenticeship training. Therefore, during organizing and planning apprenticeship training the need for involving all stakeholders, so as to minimize problems to be encountered and guarantee ease of implementation, in the process were not given due considerations.

**Table XV**  
**Follow – up Activities During Apprenticeship Training**

No.	Items	Respondents									
		Trainees		Voc. Cou		Principals		Supervisor s		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Did professionals from TVET institution follow – up the progress of apprentices?										
	A) Yes	39	17.3	-	-	1	14.3	-	-	40	13.1
	B) No	189	82.7	7	100	6	85.7	64	100	266	86.9
	<b>Total</b>	<b>228</b>	<b>74.5</b>	<b>7</b>	<b>2.3</b>	<b>7</b>	<b>2.3</b>	<b>64</b>	<b>20.9</b>	<b>306</b>	<b>100</b>
2	If yes how frequently was the follow-up activity?										
	A) Daily	-	-	-	-	-	-	-	-	-	-
	B) Once week	-	-	-	-	-	-	-	-	-	-
	C) Once in a while	39	100	-	-	1	100	-	-	40	100
	D) Once in two weeks	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>39</b>	<b>97.5</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>2.5</b>	<b>-</b>	<b>-</b>	<b>40</b>	<b>100</b>	
3	If no which of the following was the major problem?										
	A) Lack of finance	101	53.7	7	100	6	100	50	78.1	164	61.7
	B) Trainers attend in-service course	178	94.4	7	100	6	100	42	65.6	233	87.6
	C) Trainers were on annual leave	146	77.2	5	71.4	6	100	26	40.6	183	68.8
	D) Trainers were not adequate in number	139	73.5	7	100	4	66.7	-	-	150	56.4

In item one of Table XV, respondents were asked whether there was any follow-up activity undertaken by professionals or trainers in TVET institution while apprentices were at work place. Thus, most of the respondents, all (100%) of vocational counselors and supervisors and 189 (82.7%) of trainees replied that there was no follow-up activity undertaken by personnel from TVET institution during apprenticeship training. Likewise, 6 (85.7%) of principals assured that

the TVET institution did not assign professionals who would follow-up the progress of trainees on apprenticeship training.

Item 2 of Table XV was constructed to assess the intensity of the level of follow-up activities during apprenticeship training, if any. Accordingly, few respondents who indicated in item number 1 that the follow-up activities were undergone by TVET institution, asserted that these activities were carried out once in a while. Again this finding indicates that the follow-up activity undertaken in some areas was nominal and can be said no more than nothing. Thus, from this it can be inferred that the apprenticeship training undertaken by TVET institutions were simply aimed at meeting the instructions in the curriculum guide but not to get the maximum out of it.

On item 3 of the same table, respondents were asked to enlist the major bottlenecks to undertake the follow-up activities. To this end out of the respondents who confirmed in their responses to item no. 1 that the follow-up activities were not carried out, the great majority, all (100%) of vocational counselors and principals and 178 (94.4%) of trainees and 42 (65.6%) of workplace supervisors asserted that the period of apprenticeship training overlaps with the summer in-service training program which most of TVET teachers attend. The root cause for this is that 84% (MOE, 2003: 106) of TVET teachers were diploma holders though the Education and Training Policy envisages that the minimum qualification required at this level is university degree. All of the principals with whom an interview was held share the views of the above respondents and emphasized that financial constraint is always there to hinder these activities even where the above mentioned problems were non-existent.

Table XVI

Adequacy of Workshop Facilities in TVET Institutions

Items	Alternatives								D F	Tabl e Valu e of x <sup>2</sup>	Calcula ted x <sup>2</sup>
	High		Medium		Low		Total				
	No	%	No	%	No	%	No	%			
How do you rate the adequacy of the following workshop facilities in TVET institute?											
1.1 Equipment/ machineries											
Trainees	9	3.9	67	29.4	152	66.7	228	100			
Vocational counselor	1	14.3	2	28.6	4	57.1	7	100			
Principals	2	28.6	2	28.6	3	42.9	7	100			
<b>Total</b>	<b>12</b>	<b>5.0</b>	<b>71</b>	<b>29.3</b>	<b>159</b>	<b>65.7</b>	<b>242</b>	<b>100</b>	<b>4</b>	<b>9.49</b>	<b>10.242*</b>
1.2 Hand Tools											
Trainees			76	33.3	152	66.7	228	100			
Vocational counselor					7	100	7	100			
Principals					7	100	7	100			
<b>Total</b>			<b>76</b>	<b>31.4</b>	<b>166</b>	<b>68.6</b>	<b>242</b>	<b>100</b>	<b>4</b>	<b>9.49</b>	<b>6.802</b>
1.3 Raw materials											
Trainees					228	100	228	100			
Vocational counselor					7	100	7	100			
Principals					7	100	7	100			
<b>Total</b>					<b>242</b>	<b>100</b>	<b>242</b>	<b>100</b>			

α = 0.05

\* = Significant difference

As depicted in Table XVI, the great majority of the total respondents depicted that the availability of physical facilities such as equipment/machines and hand tools and the provision of raw materials were inadequate. They further indicated in their responses to the open-ended question

that the similarity of the facilities at workplace and in TVET institutions was very low. In this comparative analysis they witnessed that, albeit ill equipped, TVET institutions were at a better status.

A chi-square test was calculated to check whether or not perceptual difference exists among the four study groups. Accordingly, the result revealed that for 4 degree of freedom at 0.05 level of significance the critical value of  $\chi^2$  was by far greater than the calculated  $\chi^2$  implying that there was no statistically significant difference among the perception of the trainees, principals, and vocational counselors regarding the inadequacy of hand tools and raw materials required for practical training. Although there is a significant difference on the availability of machine/equipment it is wise to ignore this difference and to base on the responses of the majority for principals and vocational counselors judgment might be misleading. Thus, from these findings it can be safely inferred that the inadequacy of workshop facilities in TVET institutions affected the quality of training and skill mastery levels of trainees negatively while trainees were in the institution. This indicates that the adequacy of workshop facilities in TVET institution is below the requirement.

**Table XVII**  
**Appropriateness of Workshop Facilities**

Items	Alternatives								D F	Tabl e Valu e of x <sup>2</sup>	Calcu lated x <sup>2</sup>
	High		Medium		Low		Total				
	No	%	No	%	No	%	No	%			
How do you rate the equipment/ machines available in your workshop regarding their: A) Relevance to the situation in the world of work											
Trainees	-	-	64	28.1	164	71.9	228	100			
Vocational Counselors	-	-	2	28.6	5	71.4	7	100			
Principals	-	-	3	42.9	4	57.1	7	100			
<b>Total</b>	-	-	<b>69</b>	<b>28.5</b>	<b>173</b>	<b>71.5</b>	<b>242</b>	<b>100</b>	<b>4</b>	<b>9.49</b>	<b>0.721</b>
B) Appropriateness to the content of the curriculum											
Trainees	8	3.5	111	48.7	109	47.8	228	100			
Vocational Counselors	7	100	-	-	-	-	7	100			
Principals	7	100	-	-	-	-	7	100			
<b>Total</b>	<b>22</b>	<b>9.1</b>	<b>111</b>	<b>45.9</b>	<b>109</b>	<b>45.4</b>	<b>242</b>	<b>100</b>	<b>4</b>	<b>9.49</b>	<b>148.68*</b>
C) Appropriateness to capacity of the trainee											
Trainees	-	-	79	34.6	149	65.4	228	100			
Vocational Counselors	-	-	1	14.3	6	85.7	7	100			
Principals	-	-	3	42.9	4	57.1	7	100			
<b>Total</b>	-	-	<b>83</b>	<b>34.3</b>	<b>159</b>	<b>65.7</b>	<b>242</b>	<b>100</b>	<b>4</b>	<b>9.49</b>	<b>1.474</b>
D) Up-to-dated ness											
Trainees	59	25.9	26	11.4	143	65.7	228	100			
Vocational Counselors	-	-	-	-	7	100	7	100			
Principals	-	-	-	-	7	100	7	100			
<b>Total</b>	<b>59</b>	<b>24.4</b>	<b>26</b>	<b>10.7</b>	<b>157</b>	<b>64.9</b>	<b>242</b>	<b>100</b>	<b>4</b>	<b>9.49</b>	<b>8.047</b>

$\alpha = 0.05$

\* = Significant difference

An examination of Table XVII illuminates about the relevance of the items in the workshops to the situation in the world of work, curriculum and capacity of the trainees and up to datedness of workshop equipment in the TVET institutions. To this end the great proportion of trainees (65.7%) and (64.9%) ascertained that its appropriateness to the capacity of the trainees and up to datedness respectively, were rated below the desirable level. The chi-square test result revealed that for 4 degrees of freedom at 0.05 level of significance the critical value of  $x^2$  was greater than the calculated  $x^2$  implying that there was no statistically significant difference among the perception of the trainees, principals and vocational counselors in relation to the elements listed in the table to measure the appropriateness of the facilities in TVET institutions except its appropriateness to the contents of the curriculum. It is advisable to ignore the significant difference regarding the appropriateness of this facilities to the contents of the curriculum for principals and vocational counselors have little opportunity to read and evaluate all curriculums. Hence the responses of the majority would be used as a basis of the finding. All of the supervisors preferred not to react completely to all questions relating to the facilities in the workshop of TVET institutions. From this one can easily deduce that no favorable condition was created to allow supervisors to visit the workshop facilities in TVET institutions and the curriculum designed for the level. This implies that workshop equipment with particular emphasis on relevance to the situation in the world of work, appropriateness to the contents of the curriculum, appropriateness to the capacity of the trainees and up-to datedness were found to be less than the minimum desirable level.

**Table XVIII**  
**Adequacy and Appropriateness of the Timing of Apprenticeship Training**

No	Items	Respondents							
		Voc. Coun.		Trainees		Supervisors		Total	
		No	%	No	%	No	%	No	%
1	For how long was apprenticeship training undertaken each year?								
	A) Less than 234 hrs	2	28.6	43	18.9	13	20.3	58	19.4
	B) 234 – 273 hrs	3	42.8	138	60.7	44	68.8	185	61.9
	C) 274 – 312 hrs	2	28.6	47	20.4	7	10.9	56	18.7
	D) 313 –351 hrs	-	-	-	-	-	-	-	-
	E) > 351 hrs	-	-	-	-	-	-	-	-
2	What is your opinion towards the adequacy of the time devoted to apprenticeship training?								
	A) Highly inflated								
	B) Adequate	1	14.3	23	10.3	17	26.6	41	13.7
	C) Fairly adequate	2	28.6	51	22.4	21	32.8	74	24.7
	D) Very inadequate	4	57.1	154	67.3	26	40.6	184	61.6
	<b>Total</b>	<b>7</b>	<b>2.3</b>	<b>228</b>	<b>76.3</b>	<b>64</b>	<b>21.4</b>	<b>299</b>	<b>100</b>
3	The time when apprenticeship training was undertaken:								
	A) During training period								
	B) During summer vacation	7	100	228	100	64	100	299	100
4	Was this period convenient for apprenticeship training?								
	A) Yes	1	14.3	24	10.7	13	20.3	38	12.7
	B) No	6	85.7	204	89.3	51	79.7	261	87.3
	<b>Total</b>	<b>7</b>	<b>2.3</b>	<b>228</b>	<b>76.3</b>	<b>64</b>	<b>21.4</b>	<b>299</b>	<b>100</b>
5	If no which of the following could be adequate reasons								
	A) Overlaps with other activities such as farming	6	100	204	100	51	100	261	100
	B) Organizations are closed during this period	2	33.3	64	31.4	23	45.1	89	34.1
	C) Overlaps with vacation	6	100	189	93.1	45	88.2	240	92.0
	D) Un able to attend full time due to rain	6	100	199	97.7	48	94.1	253	96.9
	E) Other	-	-	-	-	-	-	-	-

The curriculum developed by MOE for middle level TVET program allocated 312 hours or eight weeks (see Appendix) within a year for apprenticeship training for each trade offered at TVET institution. Based on this item one of Table XVIII was set to check whether or not this allocated time was put in practice. To this end, majority (61.9%) of the total respondents, 138(60.7%) of trainees, and 44 (68.8%) of supervisors in organizations that offered apprenticeship training ascertained that the time devoted for the purpose ranges from 234 hours to 273 hours (six to seven weeks). Among the rest of respondents from each sample group, those who asserted that the actual time devoted to apprenticeship training by trainees was less than 234 hours (six weeks) come second on the list. This indicates that the time allocated for apprenticeship training by MOE was not completely adhered to while trainees were doing apprenticeship training in different organizations. And since the training contents for apprenticeship training were not covered, it sounds logical to infer that trainees did not benefit meaningful experience from organizations to the desired level as per the designed curriculum.

The second item in Table XVIII was constructed to gather opinion on whether or not the time the trainees devoted for apprenticeship training was sufficient enough to equip them with the necessary skills. Accordingly, (89.8%) of trainees, (85.7%) of vocational counselors and (73.4%) of supervisors in apprenticeship offering organization confirmed that the time was inadequate to allow trainees cover areas of training that are supposed to be practiced. The finding strengthens the above finding as the time allocated was not fully utilized, obviously the contents of the curriculum relating to apprenticeship training would not be covered.

In response to item 3 all of the total respondents affirmed that the apprenticeship training was undergone during summer vacation. Thus, this finding entails that the period overlaps with other activities such as farming which trainees from countryside cannot afford to abandon it.

Item 4 of Table XVIII was constructed to investigate the opinion of respondents on the appropriateness of the period when apprenticeship training was undergone. To this end, quite the great majority of the respondents, 204 (89.3%) of trainees 6(85.7%) of vocational counselors and 51 (79.7%) of supervisors in apprenticeship training offering organization confirmed that it was not convenient. Thus, this finding also strengthens the afore mentioned finding in relation to the problem of administering apprenticeship training as the main factor that affects retention and completion of apprenticeship training.

Finally, in the 5<sup>th</sup> item of the same table respondents were asked to give reasons that made this period inconvenient. Accordingly, all (100%) of the total respondents confirmed that the period overlaps with the time when majority of trainees are engaged in other activities such as farming. Therefore, based on the findings one can correctly deduce that the inappropriateness of time when apprenticeship training was administered as the fundamental cause for the complete exclusion and drop out from apprenticeship training.

**Table XIX**  
**Relevance of Apprenticeship Training To Occupational Areas of Training**

No	Items	No.	%
1	How do you rate the relevance of the activities you have undergone during apprenticeship training to your occupational training?		
	A) High	10	4.4
	B) Medium	73	32.0
	C) Low	88	38.6
	D) Very low	57	25.0
	<b>Total</b>	<b>228</b>	<b>100</b>
2	If your response for question No. 1 is low or very low which of the following could be adequate reason? You may choose more than one answer.		
	A) The organization was not engaged in activities relating to your occupational area of training	97	66.9
	B) Reluctance of organization to assign you according to your respective occupational area of training.	134	92.4
	C) Inadequacy of training in the TVET institution	113	78.0
	D) Your failure to regularly attend the apprenticeship training	20	13.8
	E) The job you assigned to was routine and remained unchanged through out apprenticeship training period in the organization.	140	96.6

In item No. 1 of Table XIX trainees were asked to rate the state of relevance between the workplace practical training and the training given in TVET institution. Accordingly, 145 (63.6%) of the respondents' ratings reveal that its relevance was below the desirable level. The main reasons that the majority of respondents 134(92.7%) forwarded in their reply to item 2, were the reluctance of organization to assign them according to their area of occupational training and the inappropriateness of the job they were placed in, to allow flexibility for exercising various skills according to the contents prepared for the apprenticeship training in the curriculum. Thus, from the findings it can be inferred that the time spent by apprentice to gain a meaningful work experience from organizations was not worthwhile.

**Table XX**  
**Incentives Given to Organizations**

No	Items	Respondents							
		Principals		Voc. Coun.		Supervisors		Total	
		No	%	No	%	No	%	No	%
1	Were there incentives given to organizations offering apprenticeship training?								
	A) Yes	3	42.8	2	28.6	-	-	5	6.4
	B) No	4	57.2	5	71.4	64	100	73	93.4
	<b>Total</b>	<b>7</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>64</b>	<b>100</b>	<b>78</b>	<b>100</b>
2	If yes, which of the following was/were among the forms of incentives given?								
	A) Tax exemption on imported machine/ equipment	-	-	-	-	-	-	-	-
	B) Charge free provision of land for expansion	-	-	-	-	-	-	-	-
	C) Charge free training for employees in the organization	--	-	-	-	-	-	-	-
	D) Recognizing their contributions On graduation days	3	100	2	100	-	-	5	100

The first item in Table XX was designed to assess whether some kind of incentives were given to encourage further participation of organization in apprenticeship training. In reply to this question, majority of the respondents all (100%) of supervisors in organizations 5 (71.4%) of vocational counselors and 4 (57.2%) of principals ascertained that no incentives were given to organizations who participated in the provision of apprenticeship training. In item two of the same table respondents who reacted positively to item one were asked to unravel the kind of incentive given to organizations. To this end all of these respondents confirmed that the incentives given were no more than recognizing organizations' contribution on the graduation days.

From these findings it can be deduced that no ground was laid by concerned bodies to guarantee further cooperation of organizations in the implementation of apprenticeship training.

## CHAPTER FOUR

### Summary, Conclusion and Recommendations

#### 4.1 Summary of the Findings

The purpose of this study was to investigate the major problems encountered in implementing apprenticeship training in government TVET institutions. To this end, basic questions addressing the fundamental factors that determine successful implementation and quality of apprenticeship training such as legal frameworks, the state of readiness and resources in the organization, roles that are not prevalent by the major actors, financial, material and human factors and prominent administrative, social and economic problems encountered were raised.

The study employed descriptive survey method and it was conducted in seven government TVET institutions. These sample TVET institutions were selected from four zones of Oromia on the basis of purposive sampling technique. The subjects of the study were 7 principals, 7 vocational counselors, 282 trainees and 72 workplace supervisors. Accordingly, the sampling of the respondent was undertaken through random, purposive, availability and stratified sampling techniques. The principals and vocational counselors were selected through availability sampling while trainees were selected through both stratified and random sampling techniques. Apprenticeship- training offering organizations were selected by using purposive sampling techniques. Generally the sampling techniques were based on the number of trainees attended apprenticeship training, the size of organizations, and the type of activities the organization were engaged in.

Information was obtained from these sample respondents through questionnaires interviews and documentary analysis. These secured data were analyzed using percentages and chi- square methods. Based on the results of data analysis, the following major findings were reached up.

1. Out of the total enrollment in TVET the aggregate rate of participation of female has currently shown dramatic increase, accounting to 49.4 % of the total.
2. The occupational profile of trainees' families depicts that the majority of them earn their living from farming. Majority of the TVET trainees were obliged to leave their permanent residences in order to pursue apprenticeship training offered by organizations that were situated in urban areas. Furthermore these trainees were compelled to let house for accommodation and incur costs for lodging and transportation.
3. The academic profile of vocational counselors and TVET trainers depicted that what was stipulated in the education and training policy as a minimum, first degree, qualification level was very far from attainment for the great majority of TVET trainers (84%) and un neglected proportion of vocational counselors (14.3%) had only college diploma. Apart from unattained qualification, the finding also indicates that the task of vocational counseling was undertaken as an addition to teaching and other related activities. Regarding the academic qualification of supervisors in organizations offering apprenticeship training, the finding indicates that the majority of them did not attend formal school at least to the level of college diploma.

4. Even though apprenticeship training requires the involvement of at least three main actors whose duties and responsibilities should be backed by legal frameworks, the finding indicates that no legal foundation was laid so far in its course of operation. This further manifested in the study by the finding relating to the absence of contract of apprenticeship signed among the parties involved in the process.
  
5. According to the finding, the selection of organizations that could offer apprenticeship training was undertaken in haphazard manner for there were no preset criteria. Like wise, the assignment of trainees to these organizations for apprenticeship training was also not based on some measuring criteria. Furthermore, the finding revealed that the assignment of trainees was done on the basis of chance (by setting a draw) and no other personnel than the vocational counselor were involved in this process.
  
6. According to the great majority of the total respondents (94.9%), sensitization activities to promote apprenticeship training were not in a place. Due to this, as was revealed in the finding, the tasks of facilitating, organizing and getting the will of organizations to offer apprenticeship training remained the sole responsibility of the TVET institutions.
  
7. In quite high proportion of workplaces, there were not people selected especially to help apprentices. On the other hand where these personnel were assigned, the finding depicted that, supervisors' knowledge in theoretical aspects of training, methodology in delivering practical skills and know how of evaluation techniques were found to be inadequate.

8. For the majority of personnel in the organizations the psychological readiness of TVET trainees to diligently perform apprenticeship training according to the work – method of the organization was adequate. Conversely, the preparedness of trainees in technical skills that help them produce quality products and utilize resources efficiently, especially raw materials, were rated by great majority of the respondents very low.
9. According to the finding, the institutional roles of TVET institutions to further promote effective implementation of apprenticeship training such as assignment of coordinators for in company training and preparation of guidelines and schedules were missing.
10. Majority of the respondents unraveled that the preparedness of organizations to accept and assign trainees on the basis of their occupational area of training and to enhance the practical skills of apprentices by assigning capable supervisors who would eventually evaluate and submit performances of apprentices to TVET institution were not taken as serious business.
11. Regarding the financing of apprenticeship training the findings revealed that trainees were not charged directly by both the organizations and TVET institutions. On the other hand trainees were not paid for their labour that was used in the production of goods and services. The overt or direct activities relating to apprenticeship training that demands monetary expenditures such as trainees' personal expenses (transport, food etc.) and work related expenses (raw materials, depreciation, etc) were covered by trainees/ families and apprenticeship offering organizations respectively.

12. For the majority of the respondents some trainees were completely excluded from apprenticeship training due to the factors beyond their control. Out of these factors, inadequacy of the available organizations in the surrounding areas to absorb all legible trainees and inappropriateness of the time for conducting apprenticeship training were rated as the major bottlenecks.

On the other hand, according to the majority of respondents, trainees quit apprenticeship training because of factors such as assignment other than major area of training, financial difficulties to cover accommodation and transportation costs and the need to satisfy the demand by their families to abandon the training and overtake farming where regular help is needed.

13. In relation to the adequacy of workshop facilities for practical activities in TVET institutions, quite the great majority of the total respondents indicated that hand tools and the supply of raw materials were inadequate. They further indicated that the similarity between the facilities at workplace and in TVET institutions is very low. In comparative analysis they witnessed that, albeit ill equipped, TVET institutions are at better status. Moreover, the up-to-datedness of these facilities, relevance to the situation in the real world of work and its appropriateness to the capacity of the trainees were rated low.

14. According to the finding, the time utilized in the course of apprenticeship training was found to be less than what was allocated in the curriculum prepared by the MOE. Regarding the time when apprenticeship training was commenced, it was ascertained in the finding that it took place during summer vacation in all areas. Unfortunately, this period was found to be

inconvenient to the majority of the trainees due to problems emanating from personal and social conditions, especially for trainees who come from rural areas.

15. Regarding the relevance of activities performed during apprenticeship training to the skills acquired from TVET institutions, for the majority of the respondents it was found to be very low. So many problems were mentioned as a cause for this irrelevance among which the routiness of the job, reluctance of organization to assign trainees at the right place, and non-existence of these tasks in the organization come at the top list and are common in most places.
16. The finding indicates that no incentives, in any form, were given to the organizations that offered apprenticeship training in order to stimulate further cooperation in the area.
17. The practice of follow-up activities while trainees were doing apprenticeship training in different organizations was found to be non-existent. The root causes for this failure were cumulative among which financial difficulties to pay the per diem of the staff involved and shortage of the technical staff for the period overlaps with the summer in-service training were considered the major ones.
18. Trainees pointed that their workplace supervisors, though judged to be effective at practical activities, were not as aware and up-to-date as they would like them to be. In puts into what they would like to learn and the timing of the assessments were also not happening as often as the learners would like and the curriculum demands.

19. Trainees pointed to a number of conditions in their work places that, while rated important in supporting their learning, were absent from their work places. Among these missing aspects, opportunity to talk to their supervisors about what they would like to learn, opportunity to practice their skills, being aware of exactly what is required when being assessed in the organizations and opportunity to have their competence formally assessed while at work were indicated by the great majority of the respondents.

## **4.2 Conclusion**

In light of the findings of the study, the following conclusion is drawn.

1. From the rapid increase in the number of female trainees 'participation in TVET it can be concluded that the change has been occurred towards the former wrong perception of the society where TVET was considered as a profession devoted to males only.
2. There is an extensive literature on the richness of learning that can occur in the workplace or organizations. The findings in this thesis also reinforce the important contribution that workplace environments made and can potentially make to trainees learning, particularly in relation to aspects such as: time to learn and practice skills that are not being learnt in TVET institutions, time to talk about their job with others (supervisors and other employees), and opportunity to have their competence practically tested.
3. The Work based route of TVET and qualification needs to take account of the reasons why particular members of society pursue credentials. For individuals, the primary reason for

studying recognized qualifications is employability. For employers, qualifications act mainly as screening device for employment, in the absence of other reliable data, and in some instances as a proxy for experience, particularly requirement to provide particular forms of education and, increasingly, a legislative role in improving participation and attainment levels in TVET. All the three parties- the individual, the employer and the state have a vested interest in ensuring the success of work based qualifications, albeit for different reasons. It is a win-win approach. Contrary to this it was reflected in the findings that these aspects were not prevalent during the implementation of apprenticeship training. Thus, it can be concluded that lack of partnership among the stakeholders brought about major problem during the implementation of apprenticeship training.

4. An apprenticeship training is defined here as a legally enforced contract between an employer (or TVET institution) and a young person, which combines productive work with off- the job and on –the – job training. The contract confers reciprocal rights and duties on all parties, including an agreement on minimum employment conditions and rates of pay. The absence of this trend made the status of trainees doing apprenticeship training in different organizations not clear. Consequently trainees run the risks of not being insured for accidents that occur while they are on productive activities in the organizations.
5. The theoretical developments in the field of cognitive psychology emphasize the legitimacy of learning within authentic productive environments. As the findings in this study revealed, for many employers, investment in education and training remains as an act of faith. Lack of attempts made to stimulate higher levels of apprenticeship training through different initiatives, low profile marketing campaigns and absence of public subsidy to apprenticeship

offering organizations are the root causes of the problem. Generally, the business sectors have no long – term concept of education and training so is unwilling to invest in it.

6. It was revealed in the findings that organizations were inadequate for providing a sufficiently comprehensive and up- to –date experience to TVET trainees. There were even be a lack of certain enterprises, which in turn prevented TVET trainees from obtaining profitable world of work experience. Thus it can be concluded that the current state of organizations is not compatible with the demands of TVET institutions for effective implementation of apprenticeship training.
7. It is apparent that rural areas are more difficult to organize than urban areas for apprenticeship training. Even it may be necessary for urban trainees to travel a long way into the country to obtain work experiences. Like wise, rural trainees find it very difficult to get accommodation for job experience in an urban area. Thus, the work context, training scheme, the insufficiency of financial support for travel and accommodation for trainees complements the problem of attending apprenticeship training. Rural trainees are not able to abandon the farm where help is needed every day.
8. In some cases an organization may be too small for employer to take on just one trainee. On the other hand trainees were sent to organizations where their occupational areas of training were not performed and where qualified supervisors, adequate machine/ equipment and raw materials were in acute shortage. Such unorganized and incompatible actions emanate from the absence of standard and criteria on which the selection of organizations for apprenticeship training was to be based.

9. It was established in the findings that the time utilized in the course of apprenticeship training was found to be less than what was allocated in the curriculum. Therefore it sounds logical to conclude that the contents selected for practical activities during apprenticeship training remained very far from being continuously exercised and mastered to bring about the desired change in the trainee.
10. The cost of education and training is naturally seen as an investment. Increasing this investment can be fostered by recognizing that investing in education and training can be shared responsibility of both the public and private sector, Government must always assume the primary responsibility for investing in basic education and initial training. With respect to the private sector, the responsibilities of both enterprises and individuals should be recognized and, where appropriate, encouraged. These responsibilities are especially appropriate with respect to investment in work-based training that can raise trainees' employability. The organization and implementation of private sector responsibilities in this area can best be accomplished through partnerships among the stakeholders. Contrary to these accepted principles, as the findings reveal, there happened to be a lack of awareness towards investment in education and training, lack of partnership and encouragement. This will create confusion in roles to be played by each participating party and eventually causes a failure in the scheme of apprenticeship training. Put differently, the absence of endeavor made to create a general economic environment and incentives conducive to encourage organizations to cooperate during apprenticeship training are the main causes of malfunctioning of the scheme and eventually leads to the reluctance of organizations to cooperate.

11. It was revealed in the findings that organizations were reluctant to discharge their training role. Moreover, trainees' skills in practical activities that were acquired from TVET institutions were too small to win the trust of organizations to allow them to undertake major activities in the organization. From this it can be concluded that the failure in organizations' cooperation during apprenticeship training is a cumulative result of the conditions relating to the practical training given in the TVET institutions which in turn could be determined by the extent of facilities and quality of trainers. Furthermore, nonprofit maximizing behavior by firms may lead them to under train
  
12. Within the current prevailing environment, not all registered organizations are able to deal with the complexities and challenges offered to them. This study highlighted that all workplaces environments were not equal in terms of the quality of learning and assessment they can provide. There are inherent tensions between the needs of organizations and the needs of trainees as well as tensions over the degree to which structured learning should focus on industry specific knowledge and skills. Real differences exist between organization in terms of the training cultures and the resources that they are able to provide to support learning and assessment.

### 4.3 Recommendations

On the bases of the findings obtained and conclusions reached at, the following suggestions are forwarded to improve the apprenticeship- training program in general and to enhance its effective implementation in particular.

1. In order to expand education and training provision outside initial full time education and training, it is vital to create a quality work – based TVET route. This route would be based exclusively on the concept of employability and partnership between education and industry in the delivery of middle level TVET programs. The current apprenticeship-training framework outlined in Ethiopia provides a model for such a scheme. However, it is vital that employers and other social partners take the lead role in establishing a revitalized apprenticeship culture that is based on the sharing of mutual benefits and costs. The first step towards this activity is to set duties and responsibilities of each participating party. Then comes allocation of resources that help to discharge these duties and responsibilities. These resources must be drawn from the public fund regularly in the form of annual budgetary allocation that should be earmarked to apprenticeship training so that it will be recognized as a responsibility of the citizens as a whole. This will mean strengthening the institutional spaces that govern and nurture a collective sense of responsibility for youth transitions.

2. The training needs of disadvantage groups in society for whom training is regarded as an important tool for improving their incomes and employability, must not be ignored. There exists a broad consensus, matched by practice in many countries, that it is governments' task to ensure that these needs are met. Thus the state should provide a framework of training subsidies for apprenticeship training, thereby offering these groups' accommodation and travel costs to

increase their participation. The cost of subsidizing apprenticeship training, addressing problems of the disadvantaged, may be legitimately drawn from general taxation (Income tax, Sales tax, or Excise tax) on the grounds that society as a whole benefits from the extra skills generated. The administration of these subsidies should be done through TVET institutions after identifying the individuals that genuinely fall under this group. Depending on the prevailing situations the TVET institutions should lobby for organizations that offer scholarships to these trainees. Further more, at this moment trainees in other training schemes, such as the agricultural TVET programs and in the health sector, are not only free of charge, but even granted further benefits such as meals, accommodation and transport allowances. Therefore, loans (to be paid after graduation like that of higher institutions) and grants (as in the case of agriculture and health sectors) are also deemed to be viable options.

3. Increased promotion of apprenticeship training scheme needs as a prerequisite better information campaigns at various levels. Put differently, for an improvement of apprenticeship training it is often necessary to inform and motivate apprenticeship training offering organizations more strongly. This stronger awareness needs to be created through the establishment of advocacy system among stakeholders focusing on the mutual benefits derived from apprenticeship training. Therefore, the facilitation of seminars or workshops at the national and regional levels and uses of different broadcasts and printed media should be a pending task of MOE and REBs. Besides, campaigns aimed at enhancing prestige of apprenticeship training and concrete incentives in the form of tax exemption for example should be used.

4. Other apprenticeship training organizing bodies such as chambers of commerce or chambers of industry should either be founded or strengthened. These could take over responsibility in facilitating apprenticeship training in different organizations. As a result more apprenticeship

training schemes could be carried out in which the state and industry co-operate with the chambers acting as additional partner. Improved cooperation and the inclusion of e.g., the chambers in the training schemes also calls for the elimination of bureaucratic obstacles. In many instances responsibility for matters of TVET is solely vested in TVET institution authorities that leaves no legal scope for organizing systematic training programs in organizations. Thus, authorities in the state must also take part and play a crucial role in organizing apprenticeship training.

5. The potential of TVET institutions to generate income is not fully exploited. Therefore it demands the development of correct mechanisms to enlarge their revenue generating capacities and enable them to recover part of the training costs and to mitigate the financial bottlenecks of the TVET institutions for effective implementation of apprenticeship training through commercial activities. These may include selling of evening courses and tailor made training programs, sale of items produced during the training process or commercial use of equipment such as internet café, building or renting out of halls and other assets. Here it should be noted that any income generating activity undertaken at the expense of the quality of training is of no compromise. Therefore, TVET institution should be granted full responsibility for the planning, development and implementation of these activities.

6. It is apparent that when supervisors are found to be inadequate in knowledge and experience for certain specialized parts of the curriculum, the TVET trainees do not get sufficient experience in the industrial settings to make their time there worthwhile. Therefore, tailor made trainings that fill this gap should be organized and continuously undertaken in the TVET institutions.

7. It was discovered that employers had no sufficient confidence in the knowledge and ability of the TVET trainees to trust them to perform at a high standard. Therefore in order to mitigate this problem an early integration of the industrial sector and its associations into the training measures is necessary. This also helps to restructure the contents of existing training schemes: i.e., to have the qualifications profile demanded by companies integrated into the training programs offered.

8. It was found that in some cases organizations selected to offer apprenticeship training were too small to take on just one trainee and to provide him apprenticeship training effectively. Thus, to alleviate this problem, the MOE must set criteria relating to the selection of legible organizations to provide apprenticeship training, by giving emphasis to the size and manpower in the organization.

9. Much of the TVET institutions lack adequate access to the physical infrastructure through which most of the new knowledge and skills are pulsing. The lack of equipment/machines, hand tools, raw materials all contribute to deprive trainees from benefiting from training in TVET institutions. The machines and equipment as well as teaching aids which are needed for effective training programs can, in the opinion of the researcher, not only be provided by the public sector. Admittedly the available machines and equipment and hence the entire infrastructure of educational facilities must receive more careful maintenance. Yet this does not solve the problem that industry as a whole should be exacted to make a greater contribution through donation of different used vehicles, equipment and hand tools that help trainees' practical training. In view of the high cost of equipment/machinery, its usage should be organized to yield optimum benefit. In other words, the handling of workshop facilities should be with care so that their expected years of usefulness will be prolonged. Thus, workshops should also be used to instill the culture of

maintenance and organizations should be encouraged to make their equipment and facilities available for practical training, especially during off-days.

10. To ensure the high quality of apprenticeship training priority should be given by the MOE to the recruitment and initial preparation of adequate numbers of well-trained and qualified trainers and vocational counselors. To put this in to practice it needs the launching of degree programs in some training areas such as textile and garment, hotel and beautification, marketing, purchasing, banking and insurance, and to build the capacity of the existing higher institutions to increase their supply. Besides, there should be arrangements of continuous professional upgrading at TVET institutions throughout trainers' career, to enable them to function effectively. Further more, skilled professionals working outside education should be invited to teach in TVET institutions in order to link the world of work more closely to the classroom for it gives an opportunity to both trainees and trainers to share the experiences of these professionals.

11. The task of organizing apprenticeship training should be given to the autonomous body, such as Apprenticeship Training and Entrepreneurship Panel, to be organized at both federal and regional levels. The development of the organizational structure of this body at all levels should be centered on organized and flexible interchange between the TVET institutions and the world of work.

12. It was established that apprenticeship training was conducted during summer vacation when majority of the trainers were attending in service training and trainees engaged in other activities such as farming. Apprenticeship training programs should be designed as comprehensive and inclusive systems to accommodate the needs of all trainees with special emphasis on motivating youngsters from rural areas. Thus, it is strongly recommended that apprenticeship training should

be offered during the seasons other than summer, preferably at the beginning of each academic year. This does not affect the next training program as the training methodology used in TVET is modular approach. Rather it gives an opportunity to rural trainees to attend apprenticeship training, after completing farming activities and to involve trainers in the follow up activities, after completing the in service training.

13. There is no universal model of investing in apprenticeship training. But it needs as a prerequisite a general economic environment and incentives conducive to encourage individuals and organizations to invest individually or jointly. The very thing is that organizations have critical role to play in investment in training. The social partners should strengthen social dialogue on training, share responsibility in formulating policies, and engage in partnership with government for investing in, planning and implementing training network of cooperation that include regions.

14. Recently the TVET proclamation, by giving due consideration to the apprenticeship training, was promulgated. The formulation of this law is not an end by itself towards enhancing the implementation of apprenticeship training. It needs the development of more specific and detailed other legal documents such as TVET Regulation and Apprenticeship Guidelines that complement the main law by addressing issues at operational levels. Thus, it is recommended that the Councils of Ministers should enact regulation of apprenticeship training for this responsibility falls under its jurisdiction. The MOE, in consultation with experts, is also responsible for generating ideas that should be incorporated in the regulation. Among these the issue of insurance for accidents during apprenticeship training should be a priority issue to be treated in this legal documents. Based on this document the MOE should further prepare Apprenticeship Guideline that facilitates ease of administering apprenticeship training.

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APPENDIX-1

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

A Questionnaire to be filled by Trainees

The purpose of this questionnaire is to gather information and opinion regarding the implementation of apprenticeship training in government TVET institutions. Thus, your frank and sincere responses to the items in the questionnaire help to meet the objective of the study. Be sure that the information you provide will be kept confidential and used only for the academic purpose.

**Part one:** General background

1. Name of the TVET Institution \_\_\_\_\_
2. Address of TVET Institution \_\_\_\_\_
  - 2.1 Zone \_\_\_\_\_
  - 2.2 Wereda \_\_\_\_\_
  - 2.3 town \_\_\_\_\_
3. Training Program enrolled in
  - 3.1. 10+1
  - 3.2. 10+2
  - 3.3. 10+3
4. Field of Training \_\_\_\_\_
5. Address (Place) where General Secondary Education Attends
  - 5.1. Reign \_\_\_\_\_
  - 5.2 Zone \_\_\_\_\_
  - 5.3 Woreda \_\_\_\_\_
  - 5.4 Town \_\_\_\_\_
6. Sex : 6.1 Male  6.2 Female
7. Parents' Occupation
  - A. Office Worker
  - B. Farming
  - C. Trade
  - Other \_\_\_\_\_

**Part Two:** General Questions

1. Which one of the did you use for your accommodation during apprenticeship training?
  - A. Dormitory
  - B. Rented house
  - C. Your own residence
  - D. Residence of your relatives
  - Other \_\_\_\_\_
2. What was the distance between your residence and organization where you attended apprenticeship training ?
  - A. 1-10 Kms
  - B. 11-20 Kms
  - C. 21-30 Kms
  - D. 31-40 Kms
  - E.. 51 Kms and above

3. Who assigns trainees to each selected organization?
- A. the vocational counselor
- B. the trainee / teacher
- C. through trainees personal contact
- Other \_\_\_\_\_
4. The time when apprenticeship training was undertaken:
- A. During training period/side by side
- B. During summer vacation
- Other \_\_\_\_\_
5. Do you think the period you indicated in question No. 4 convenient for the majority of trainees to undergo apprenticeship training?
- A. Yes  B. No
6. If you response to question no 5 is "No" which of the following could be adequate reason?
- A. As apprenticeship training is conducted during summer majority of the trainees are engaged in farming
- B. As the season is summer, it is inconvenient for those who come from distant place
- C. Since it is during vocation training do not prefer it
- Other \_\_\_\_\_
7. For how long did you attend apprenticeship training within each training period ?
- A. \_\_\_\_\_ months B. \_\_\_\_\_ days C. \_\_\_\_\_ hours
8. What is your opinion towards the time you indicates in question no 7 to conducted apprenticeship training successfully?
- A. highly inflected
- B. adequate
- C. few
- D. very few
9. Did you sign apprenticeship contract with organization that offered apprenticeship- training?
- A. Yes  B. No
10. If your response to question no 9 yes what were the elements of the contract? (more than one answer is possible )
- A. Full name and age of apprentice
- B. Name and address of the organization
- C. Name and address of the training institution
- D. The occupation in which the apprentice
- E. The date on which the apprenticeship training shall start and its duration
- F. Condition for termination for the contract of apprenticeship training
- G. Conditions of payment for the apprentice
- H. Condition of insurance for damages
11. Are there criteria set relating to selection of apprenticeship training offering organizations?
- A. Yes  B. No
12. If your response to question no 11 is 'yes' what are the criteria determined to select organizations that shall participate in the provision of apprenticeship training?

- A. the number of employees
- B. the amount of capital
- C. type of ownership
- D. type of business
- Other \_\_\_\_\_

13. How does the number of trainees to be assigned to each organization for apprenticeship training determined?

- A. by each organization unilaterally
- B. by TVET institution on the basis of preset criteria
- C. by the agreement between TVET institution and organization
- D. on the basis of the statement of the law
- E. there is no formal procedure
- Other \_\_\_\_\_

14. Who assigns trainees to each selected organization?

- A. the vocational counselor
- B. the trainee / teacher
- C. through trainees personal contact
- Other \_\_\_\_\_

15. What criteria are used in the process of assignment?

- A. field of training
- B. distance
- C. interest
- D. chance / draw
- Other \_\_\_\_\_

16. Do apprentices pay fee for the apprenticeship training?

- A. Yes
- B. No

17. If yes, please state the processes of the payment \_\_\_\_\_

18. If trainees are required to pay for the apprenticeship training, how do you rate their capacity to pay (whether they afford?)

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

19. Were there some trainees forced not to attend apprenticeship training?

- A. Yes
- B. No

20. If yes, which one of the following were the reasons?

- A. Absence of adequate organizations in the area
- B. Inconvenience of the time for apprenticeship program
- C. Reluctance of the trainees
- D. Shortage of manpower to organize apprenticeship training
- Other \_\_\_\_\_

21. Did some trainees quit apprenticeship training?

A. Yes  B. No

22. If yes, which of the following could be the possible reasons? You may choose more than one answer

- A. Assignment on the duties other than field of training   
B. The period overlaps with trainees engagement in other activities / such as farming   
C. Financial problem   
D. Due to marriage   
E. Health problem   
F. High distance to organization that offers apprenticeship training   
Other \_\_\_\_\_

23. Which of the following responsibilities was not practiced by an organization that offered apprenticeship- training? (more than one answers are possible)

- A. To receive and provide apprenticeship training to trainees   
B. To assign the apprentice in the place appropriate to his training to ensure that the apprentice acquire proper work experience.   
C. To assign a capable supervisor who would enhance the skills of the apprentice, and should follow up the day - to - day performance of the apprentice   
D. To acquaint the apprentice with work methods of the organization   
E. To consider the trainee as a regular employee and to provide him with the necessary inputs   
G. To evaluate the performance of the apprentice and submit the results to the TVET institution   
H. To cooperate and work in coordination with the TVET institutions   
Others \_\_\_\_\_

24. Did an organization assign supervisor to guide and follow up your work during apprenticeship training?

A. Yes  B. No

25. If your response to question No 24 is yes how do you rate the capacity your supervisor ?

A. High  B. Medium  C. Low

26. Did your institution assign professional who follow- up your progress during apprenticeship training?

A. Yes  B. No

27. If your response to question no 25 is Yes, how frequent was the follow- up?

A. Daily  B. Once a week   
C. Once in tow weeks  D. Once in a month

Other \_\_\_\_\_

28. How do you evaluate the relevance of the activities you have undergone during apprenticeship training to your occupational of training?

A. High  B. Medium  C. Low

APPENDIX-2

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

Questionnaire to be filled by Vocational Counselors

The purpose of this questionnaire is to gather information and opinion about the implementation of apprenticeship training in government TVET institutions. Thus, your frank and sincere responses to the items in the questionnaire help to meet the objective of the study. Be sure that the information you provide will be kept confidential and used only for the academic purpose.

**Part one:** Personal Data

1. Name of the TVET Institution \_\_\_\_\_
2. Qualification \_\_\_\_\_
3. Major Field of study \_\_\_\_\_
4. Total years of service \_\_\_\_\_
5. Years of service as a vocational counselor \_\_\_\_\_
6. Training Programs offered
  - A. 10 + 1 only
  - B. 10 + 1 and 10 + 2
  - C. 10 + 1 , 10 + 2 and 10 + 3

**Part Two:** General Questions

1. The task of Vocational counselor is given to you:
  - A. being assigned only for the task
  - B. In addition to other tasks
2. Were you given training on Vocational Counseling?
  - A. Yes
  - B. No
3. If yes, please state when and by whom the training was offered  
\_\_\_\_\_
4. What is the number of organizations that can provide apprenticeship training in your localities (surroundings)
  - A. Productive \_\_\_\_\_
  - B. Trade \_\_\_\_\_
  - C. Service \_\_\_\_\_
  - Total \_\_\_\_\_
5. From organizations enumerated in question no. 4 how many of them did offer apprenticeship training?
  - A. Productive \_\_\_\_\_
  - B. Trade \_\_\_\_\_
  - C. Service \_\_\_\_\_
  - Total \_\_\_\_\_

6. Were there laws backing implementation of apprenticeship training?

A. Yes

B. No

7. If your response to question no 6 is 'Yes' which of the following were used by your institution to facilitate apprenticeship training? (you may choose more than one answer)

A. apprenticeship proclamation

B. apprenticeship regulation

C. apprenticeship guideline

Other \_\_\_\_\_

8. Are there criteria set relating to selection of apprenticeship training offering organizations?

A. Yes

B. No

9. If your response to question no 8 is 'yes' what are the criteria determined to select organizations that shall participate in the provision of apprenticeship training?

A. the number of employees

B. the amount of capital

C. type of ownership

D. type of business

Other \_\_\_\_\_

10. How does the number of trainees to be assigned to each organization for apprenticeship training determined?

A. by each organization unilaterally

B. by TVET institution on the basis of preset criteria

C. by the agreement between TVET institution and organization

D. on the basis of the statement of the law

E. there is no formal procedure

Other \_\_\_\_\_

11. Who assigns trainees to each selected organization?

A. the vocational counselor

B. the trainee / teacher

C. through trainees personal contact

Other \_\_\_\_\_

12. What criteria are used in the process of assignment?

A. field of training

B. distance

C. interest

D. chance / draw

Other \_\_\_\_\_

13. Did trainees sign apprenticeship contract with organizations offering apprenticeship training?

A. Yes

B. No

14. If yes, what are the items in the contract (you may choose more than one answer)

A. full name and age of apprentice

B. Name and address of the organization

C. Name and address of the training institution

D. the occupation in which the apprentice is intended to under go apprenticeship training

- E. the date on which the apprenticeship training shall start and its duration
- F. conditions for the termination of the contract of apprenticeship training
- G. conditions of payments for the apprentice
- H. conditions of insurance for damages on training
15. Do apprentices pay fee for the apprenticeship training?  
 A. Yes  B. No
16. If yes, please state the processes of the payment \_\_\_\_\_  
 \_\_\_\_\_
17. If trainees are required to pay for the apprenticeship training, how do you rate their capacity to pay (whether they afford?)  
 A. High  B. Medium  C. Low
18. Were there some trainees forced not to attend apprenticeship training?  
 A. Yes  B. No
19. If yes, which one of the following were the reasons?  
 A. Absence of adequate organizations in the area   
 B. Inconvenience of the time for apprenticeship program   
 C. Reluctance of the trainees   
 D. Shortage of manpower to organize apprenticeship training   
 E. Other \_\_\_\_\_
20. Did some trainees quit apprenticeship training?  
 A. Yes  B. No
21. If yes, which of the following could be the possible reasons? You may choose more than one answer  
 A. Assignment on the duties other than field of training   
 B. The period overlaps with trainees engagement in other activities / such as farming/   
 C. Financial problem   
 D. Due to marriage   
 E. Health problem   
 F. High distance to organization that offers apprenticeship training   
 Other \_\_\_\_\_
22. Which of the following responsibilities was not practiced by an organization that offered apprenticeship- training? (more than one answers are possible)  
 A. To receive and provide apprenticeship training to trainees   
 B. To assign the apprentice in the place appropriate to his training to ensure that the apprentice acquire proper work experience.   
 C. To assign a capable supervisor who would enhance the skills of the apprentice, and should follow up the day - to - day performance of the apprentice   
 D. To acquaint the apprentice with work methods of the organization   
 E. To consider the trainee as a regular employee and to provide him with the necessary inputs   
 F. To evaluate the performance of the apprentice and submit the results to the TVET institution   
 G. To cooperate and work in coordination with the TVET institutions   
 Others \_\_\_\_\_

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

A. High  B. Medium  C. Low

24. How do you evaluate the appropriateness of materials in the organization to enhance the practical skills of apprentice?

A. High  B. Medium  C. Low

25. How do you evaluate the similarity of materials for practical training in an organization and TVET institution?

A. High  B. Medium  C. Low

26. If your response to question no 20 is low or very low which one of them is well equipped?

A. the training institution  B. the organization

27. How do you evaluate the capability of the supervisors assigned by organization to evaluate the performance of apprentices?

A. High  B. Medium  C. Low

28. If your response to question no 22 is low which of the following could be the main reason for the problem?

A. Inadequacy in methodology to offer training

B. The supervisor is unskilled lack practical training

C. The supervisor is academically not qualified

D. Other \_\_\_\_\_

29. In your opinion which of the following highly hinder the smooth implementation of apprenticeship training? You may choose more than one answer

A. The lack or inapplicability of apprenticeship guideline

B. Lack of partnership between organization and TVET institutions

C. Reluctance of organizations to cooperate

D. Mismatch between number of trainees and capacities of organizations to absorb them

E. Financial problems

Other \_\_\_\_\_

30. Would you please state major problems you faced in relation to the implementation of apprenticeship- training?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

31. What possible solutions would you suggest to mitigate these problems?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

APPENDIX--3

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

A Questionnaire to be filled by supervisor in apprenticeship training offering organizations

The purpose of this questionnaire is to gather information and opinion about the implementation of apprenticeship training in government TVET institutions. Thus, your frank and sincere responses to the items in the questionnaire help to meet the objective of the study. Be sure that the information you provide will be kept confidential and used only for the academic purpose.

**Part one: General Background**

1. Name of the organization \_\_\_\_\_
2. Address \_\_\_\_\_  
2.1 Zone \_\_\_\_\_ 2.2 Woreda \_\_\_\_\_ 2.3 Town \_\_\_\_\_
3. Qualification \_\_\_\_\_
4. Your position in the organization \_\_\_\_\_
5. Years of service \_\_\_\_\_
6. Sex a) Male  b) Female
7. Type of business  
A. Manufacturing   
B. Trade   
C. Service   
Other \_\_\_\_\_
8. Type of ownership  
A. Government   
B. Private   
C. NGO
9. The organization is accountable/answerable to  
A. Federal government   
B. Regional Government
10. Number of Employees in the organization  
A. Permanent \_\_\_\_\_  
B. Contract/temporary/bases \_\_\_\_\_  
Total \_\_\_\_\_
11. The number of TVET trainers attended apprenticeship training in your organization during the years 1994 E.C and 1995 E.C.  
A. 1994 E.C \_\_\_\_\_  
B. 1995 E.C \_\_\_\_\_  
Total \_\_\_\_\_

12. For how long did TVET trainers attend apprenticeship training in your organization  
A. \_\_\_\_\_ months B. \_\_\_\_\_ days C. \_\_\_\_\_ hours

**Part two: General Questions**

1. How was your organization made to provide apprenticeship training?

- A. On the basis of the request by TVET institute
- B. On the basis of guideline order from local administration office
- C. On the basis of order (guideline) from Trade union/Employers Association
- D. Other \_\_\_\_\_

2. Were there laws backing implementation of apprenticeship training?

- A. Yes
- B. No

3. Were your organization made familiar with issues relating to apprenticeship training?

- A. Yes
- B. No

4. If you response to question No 3 is 'Yes' how was your organization made familiar with the issues?

- A. By providing apprenticeship guideline to the organization
- B. Through discussion with higher officials of the organization on the meeting held for one day.
- C. Though training of trainers apprenticeship in the form of workshop (seminar)
- Other \_\_\_\_\_

5. Are there criteria set relating to selection of apprenticeship training offering organizations?

- A. Yes
- B. No

6. If your response to question no 5 is 'yes' what are the criteria determined to select organizations that shall participate in the provision of apprenticeship training?

- A. the number of employees
- B. the amount of capital
- C. type of ownership
- D. type of business
- Other \_\_\_\_\_

7. How does the number of trainees to be assigned to each organization for apprenticeship training determined?

- A. by each organization unilaterally
- B. by TVET institution on the basis of preset criteria
- C. by the agreement between TVET institution and organization
- D. on the basis of the statement of the law
- E. there is no formal procedure
- Other \_\_\_\_\_

8. Who assigns trainees to each selected organization?

- A. the vocational counselor
- B. the trainee / teacher
- C. through trainees personal contact
- Other \_\_\_\_\_

9. How do you evaluate your ability to trainee apprentice (for supervisor only)

A. High  B. Medium  C. Low

10. Duties and responsibilities expected of apprenticeship are listed here under among the five options choose the one best duties the majority and show your response for each item

	<u>High</u>	<u>Medium</u>	<u>Low</u>
10.1 To diligently perform the apprenticeship training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2 To be acquainted with work method of the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3 To utilize wit care and economy materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.4 The ability to perform practical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.5 The ability to cooperate with other employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.6 The ability to utilize input efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.7 The quality of goods they product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.8 The ability to use office equipments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other \_\_\_\_\_

11. Which of the following activities were performed by the TVET institution? You may choose more than one answer.

A. utilizing apprentices Evaluation done by your supervision as a component of overall evaluation of trainees during certification

B. following up the process of apprenticeship training by assigning appropriate professionals

C. collaborate with your organization by preparing guideline and schedules for implementation of the apprenticeship training

12. Have your evaluation and transferred apprentice result (grade) to their institution

A. Yes  B. No

13. If your response to question number 12 is yes how do you rate your capacity to evaluate (for supervision only)

A. High  B. Medium  C. Low

14. Do apprentices pay fee for the apprenticeship training?

A. Yes  B. No

15. If yes, please state the processes of the payment \_\_\_\_\_

16. Did you organization make payments (such as pocket money, transportation cost, uniform etc) to apprentice?

A. Yes  B. No

17. Did you organization incur loss emanating from apprentices training?

A. Yes  B. No

18. If your response to question No. 17 is "yes" which of the following could be the reason? (more than one answer is possible)

A. The products of apprentice are below quality standard

B. The products of apprentice are worthless

C. Capacity of apprentice for practical work is minimal

D. Misuse of inputs by apprentice

E. work discipline of apprentice is low

Other \_\_\_\_\_

19. Were there incentive given to your organization for offering apprenticeship training?

A. Yes

B. No

20. If your response to question No. 19 is 'yes' what was an incentive given? (you may choose more than one answer)

A. Tax exemption on imported machine and other equipments

B. charge free training for employees of the organization in TVET intuition

C. charge free provision of land for expansion

D. letter of thanks given on graduation days

Other \_\_\_\_\_

21. Did trainees sign apprenticeship contract with organizations offering apprenticeship training?

A. Yes

B. No

22. If yes, what are the items in the contract (you may choose more than one answer)

A. full name and age of apprentice

B. Name and address of the organization

C. " " " " " training institution

D. the occupation in which the apprentice is intended to under go apprenticeship training

E. the date on which the apprenticeship training shall start and its duration

F. conditions for the termination of the contract of apprenticeship training

G. conditions of payments for the apprentice

H. conditions of insurance for damages on training

23. Do apprentices pay fee for the apprenticeship training?

A. Yes

B. No

24. If yes, please state the processes of the payment \_\_\_\_\_

25. How many apprentices can your organization absorb?

A. 1-5

B. 6-10

C. 11-15

D. 16 and above

26. How do you rate the interest of your organization to provide apprenticeship training in the future?

A. High

B. Medium

C. Low

27. How do you evaluate the similarity of materials for practical training in an organization and TVET institution?

A. High

B. Medium

C. Low

APPENDIX--4

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

**A Guide for Documentary Analysis and a Questionnaire to be filled by TVET Principals**

The purpose of this questionnaire is to gather information and opinion about the implementation of apprenticeship training in government TVET institutions. Thus, your frank and sincere responses to the items in the questionnaire help to meet the objective of the study. Be sure that the information you provide will be kept confidential and used only for the academic purpose.

**Part one:** Personal Data

1. Name of the TVET institution \_\_\_\_\_
2. Sex a) Male  b) Female
3. Your academic qualification a) Diploma  b) BA/Bsc.   
c) M.A /Msc  d) Ph.D.
4. Your field of specialization \_\_\_\_\_
5. Years of service  
a) As a Teacher \_\_\_\_\_ c) As educational officer \_\_\_\_\_  
b) As a principal \_\_\_\_\_ d) Others \_\_\_\_\_

**Part Two:** General Questions

6. Please indicate the number of academic staff by qualification  
a) Diploma  
b) B.A/B.Sc  
c) M.A/M.Sc  
d) Ph.D  
Total \_\_\_\_\_
7. Number of trainers currently attending degree programs through in service training \_\_\_\_\_
8. Were there any laws backing the implementation of apprenticeship training?  
A. Yes  B. No
9. If yes, specify \_\_\_\_\_
10. Did your intuition / trainees sign apprenticeship training?  
A. Yes  B. No
11. Were there criteria set to select apprenticeship training offering Organization?  
A. Yes  B. No
12. If yes, specify the main element in the criteria \_\_\_\_\_
13. Who assigns trainees to selected organizations? \_\_\_\_\_
14. Specify criteria used to assign trainees \_\_\_\_\_
15. State, if any, those involved in organizing apprenticeship Training \_\_\_\_\_

16. Was there any activity under taken by your institution to promote apprenticeship tainting?

A. Yes  B. No

17. If yes, please specify \_\_\_\_\_

18. Were trainees charged fee by your institution for the apprenticeship training?

A. Yes  B. No

19. Who covers trainees' personal expenses during apprenticeship training?

20. Did your institution subsidize recurrent cost of organization?

A. Yes  B. No

21. What are the reasons for some trainees to be completely excluded from apprenticeship training? \_\_\_\_\_  
\_\_\_\_\_

22. How do you rate the adequacy of the following facilities in your institution

A. Equipment/Machine

a) High  b) Medium  c) Low

B. Hand tools

a) High  b) Medium  c) Low

C. Row materials

a) High  b) Medium  c) Low

23. Were there any incentives given to Organization?

A. Yes  B. No

24. If yes, specify \_\_\_\_\_

25. Were there professional assistances given during apprenticeship training?

A. Yes  B. No

26. If 'yes', how frequently? \_\_\_\_\_

If 'no', provide reasons \_\_\_\_\_

27. Please provide information relating to the experiences of apprenticeship training in your institution in the table presented below

No	Occupational AREA Of Training	Number of Trainees Legible for Apprenticeship Training						Number of Trainees Who the Completed Apprenticeship Training					
		2001/2002			2002/2003			2001/2002			2002/2003		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Business Education												
	1.1. Accounting												
	1.2. Banking and Insurance												
	1.3. Sales /marketing												
	1.4. Purchasing												
	1.5. Secretary												
2	1.6. Information Technology												
	Hotel Service and Beautification												
	2.1. Cooking												
	2.2. Bakery and confectionery												
	2.3. House Management												
3	2.4. Hotel service												
	2.5. Hair Dressing												
	Construction Technology												
	3.1. Drafting												
	3.2. Surveying												
4	3.3. Wood work												
	3.4. Road construction												
	3.5. Building construction												
	Industrial Technology												
	4.1. Electricity												
5	4.2. Electronics												
	4.3. Automotive												
	4.4. General mechanics												
	4.5. Machine Technology												
5	Textile and Garment												
	5.1. Textile craft												
	5.2. Tailoring												
	5.3. Dress making												

28. Would you please state major problems you faced while implementing apprenticeship-training?

- A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_

29. What possible solutions would you suggest to mitigate these problems?

- A. \_\_\_\_\_  
 B. \_\_\_\_\_









Ser. No.	School (Center)	Region	Zone	Wereda	Town	Business Education				Textile & garment Tech.		Hotel service & beautification				Construction				Industrial Technology				Total No. of Trade			
						Accounting	Banking & Insurance	Market research & sales	Purchasing supply	Secretarial Scie. & offi.manag.	Information Tech.	Textile crafts	Mens garment making	Ladies garment making	Cooking	Bakery & Confectionary	Home management	Hotel Service	Hair Dressing & beautification	Drafting	Surveying	Wood working	Road Construction		Building construction	Electronics	Electricity
110	Aman TVET School	SNNPR	Bench Maji	Bench	Aman	x				x																	4
111	Tepi TVET School	SNNPR	Shaka	Yeki	Tepi	x					x	x															3
112	Waka TVET School	SNNPR	Dawro	Mareka		x					x	x															4
113	Buta Jira TVET School	SNNPR	Guarage	Meskanina Marek	Butajira																						9
114	Openo Tech. Voc. School	Gambella	Gambella	Gambella	Gambella	x																					

\* Sample TVET Institutions

# Technical Vocational Education and Training Structure

Age Grade

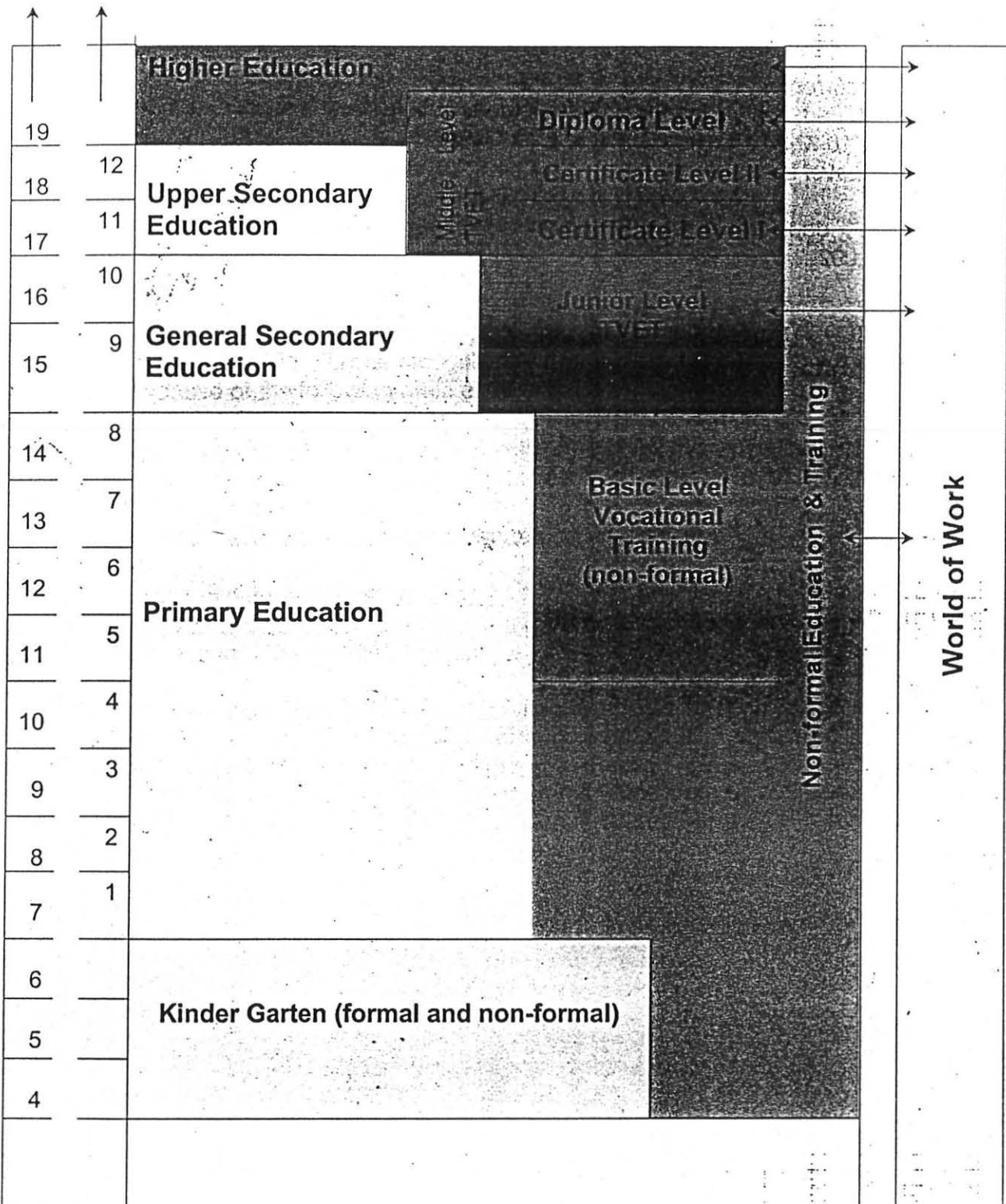
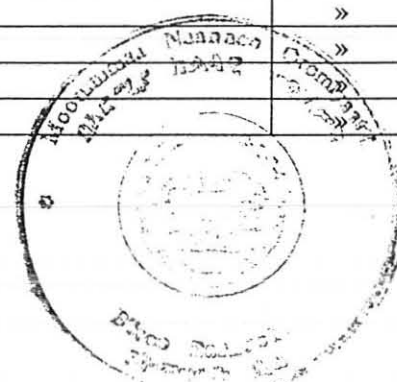


Figure 1: The Ethiopian Education and TVET System



በ1994 ዓ.ም. በአሮሚያ ክልል በምሥሸዋ ዞን የ10+1 የቴክኒክና ሙያ ተማሪዎች ተግባራዊ ልምምድ (Apprenticeship) የሰሩባቸው ድርጅቶችና አድራሻቸው

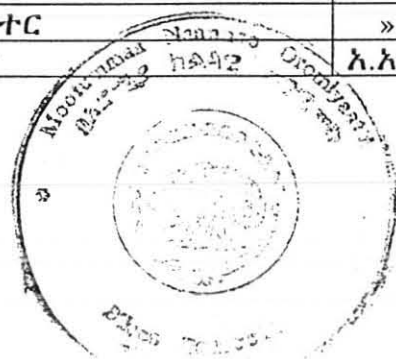
ተ.ቁ	የድርጅቱ ስም	የድርጅቱ አድራሻ			ምርመራ
		ክልል	ዞን	ከተማ	
1.	ጥቁር አባይ ትራንስፖርት	አሮሚያ	ምሥሸዋ	ናዝሬት	
2.	ተኒስ ኢትዮጵያ	»	»	»	
3.	በካልቻ ትራንስፖርት	»	»	»	
4.	ጣና ትራንስፖርት	»	»	»	
5.	የሳይኛው አዋሽ አግሮ ኢንዱስትሪ	»	»	»	
6.	ኢትዮ ታነሪ	»	»	»	
7.	ናዝሬት ትራክተር መገጣጠሚያ ፋብሪካ	»	»	»	
8.	ናዝሬት ሳሙና ፋብሪካ	»	»	»	
9.	ኢትዮጵያ ወረቀት ፋብሪካ	»	»	ወንጂ	
10.	አንተነህ ጋራሻ	»	»	ናዝሬት	
11.	አሎሚኒዩም ሰልፌት ፋብሪካ	»	»	ዝዋይ	
12.	ወንጂ ስኳር ፋብሪካ	»	»	ወንጂ	
13.	ቴሌኮሚኒኬሽን	»	»	ናዝሬት	
14.	ኢትዮጵያ መብራት ኃይል /EECPA/	»	»	ናዝሬት	
15.	አዳማ ዘይት ፋብሪካ	»	»	»	
16.	ናዝሬት ዘይት ፋብሪካ	»	»	»	
17.	አዋሽ እርሻ ምርምር	»	»	»	
18.	ኢትዮ-ጃፓን ናይሎን ፋብሪካ	»	»	ሞጆ	
19.	ኢትዮ-ጃፓን ናይሎን ፋብሪካ	»	»	መተሀራ	
20.	ፊኒል መቀመጫና የቤት ዕቃ መ/ቤት	»	»	ናዝሬት	
21.	አሰፋ መቀመጫና የቤት ዕቃ መ/ቤት	»	»	»	
22.	ይድነቃቸው መቀመጫና የቤት ዕቃ መ/ቤት	»	»	»	
23.	መርቲ መቀመጫና የቤት ዕቃ መ/ቤት	»	»	መርቲ	
24.	ቦጋለ መቀመጫና የቤት ዕቃ መ/ቤት	»	»	ናዝሬት	
25.	T.T.Z መቀመጫና የቤት ዕቃ መ/ቤት	»	»	»	
26.	በየነ መቀመጫና የቤት ዕቃ መ/ቤት	»	»	»	
27.	አብተሲ መቀመጫና የቤት ዕቃ መ/ቤት	»	»	»	
28.	ሆሎታ ቴክኒክ ትምህርት ቤት	»	ምሸዋ	ሆሎታ	
29.	መካልት የቤት ዕቃ መሥሪያ ቤት	»	ምሸዋ	ናዝሬት	
30.	መኮንን የቤት ቁሳቁስ መሥሪያ ቤት	»	»	»	
31.	ራማቶ የቤት ቁሳቁስ መ/ቤት	»	»	»	
32.	ደመሳሽ በከር ሉሲ ካፈቴሪያል	»	»	ናዝሬት	
33.	ሐኒ ኬክ ቤት	»	»	»	
34.	ሰንራይዝ ኬክ ቤት	»	»	»	
35.	ሉሲ ቁንጅና ሳሎን	»	»	»	
36.	አወቀ ቁንጅና ሳሎን	»	»	»	
37.	ኢምይ ቁንጅና ሳሎን	»	»	»	
38.	ሄዋን ቁንጅና ሳሎን	»	»	»	
39.	ውብዓለም ቁንጅና ሳሎን	»	»	»	
40.	ነፃነት ቁንጅና ሳሎን	»	»	ሞጆ	
41.	ሳጀት ቁንጅና ሳሎን	»	»	ናዝሬት	
42.	ሕይወት ቁንጅና ሳሎን	»	»	»	
43.	ሐይሉ ቁንጅና ሳሎን	»	»	»	
44.	አሚና ቁንጅና ሳሎን	»	»	»	
45.	ምሾት ቁንጅና ሳሎን	»	»	»	
46.	ሻሎም ቁንጅና ሳሎን	»	»	»	



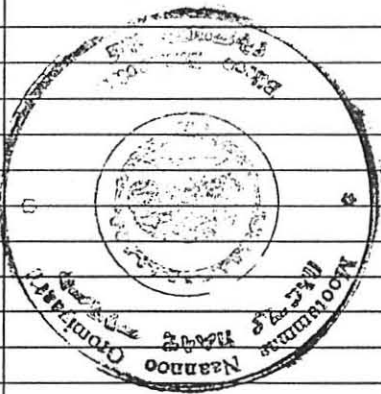
በ1994 ዓ.ም. በአሮሚያ ክልል በምሥሸዋ ዞን የ10+1 የቴክኒክና ሙያ ተማሪዎች ተግባራዊ

ልምምድ (Apprenticeship) የሰሩባቸው ድርጅቶችና አድራሻቸው

ተ.ቁ	የድርጅቱ ስም	የድርጅቱ አድራሻ			ምርመራ
		ክልል	ዞን	ከተማ	
47.	ኤልሣ ቆንጅና ሳሎን	አሮሚያ	ምሥሸዋ	ናዝሬት	
48.	ቤቲ ቆንጅና ሳሎን	»	»	»	
49.	ስላስ ቆንጅና ሳሎን	»	»	ሞጆ	
50.	ናዝሬት ልብስ ስፌት ፋብሪካ	»	»	»	
51.	ምሥራቅ ሸዋ ዞን ትምህርት መምሪያ	»	»	»	
52.	የሸራ ስፌት ፋብሪካ	»	»	»	
53.	ሴንተራል ስታትስቲክ	»	»	»	
54.	ናዝሬት ቴክኒክ ኮሌጅ	»	»	»	
55.	ሪፊት ሻሊ ኮሌጅ	»	»	»	
56.	ቦረናና ባሬንቱ አሮሚያ	»	»	»	
57.	ኢትዮ ኢንቨስትመንት ኮርፕሬሽን	»	»	»	
58.	የረር ዱቄት ፋብሪካ	»	»	»	
59.	Water Sewege and supply	»	»	»	
60.	ንግድ ምክር ቤት	»	»	»	
61.	ናፍያድ ትምህርት ቤት	»	»	»	
62.	ልማት ባንክ	»	»	»	
63.	አደማ መምህራን ኮሌጅ	»	»	»	
64.	ናዝሬት ንግድ ባንክ	»	»	»	
65.	ኮንስትራክሽንና ቢዝነስ ባንክ	»	»	»	
66.	ወንጂ ንግድ ባንክ	»	»	»	
67.	መድን ኮምፕዩተር ሴንተር	»	»	ወንጂ	
68.	U.S.I/ዩ.ኤስ.አይ/ ኮምፕዩተር ሴንተር	»	»	ናዝሬት	
69.	ሲ.ፒ.ዩ. ኮምፕዩተር ሴንተር	»	»	»	
70.	ኢትዮ. ኮምፕዩተር ሴንተር	»	»	»	
71.	አዋሽ አግሮ ቢዝነስ	»	»	»	
72.	ቢፍተም ኮምፕዩተር ሴንተር	»	»	»	
73.	ናዝሬት ፖስታ ቤት	»	»	»	
74.	አሰላ ፖስታ ቤት	»	»	አሰላ	
75.	ሞጆ ፖስታ ቤት	»	»	ሞጆ	
76.	አዋሽ ቴክኒካል ቮኬሽናል ትምህርት ቤት	»	»	አዋሽ	
77.	ፍራንክ ሱፐር ማርኬት	»	»	ናዝሬት	
78.	አሰብ በር ሱቅ	»	»	»	
79.	OMEDAD /አሜሪካ/	»	»	»	
80.	ሐረር በር ማከፋፋያ	»	»	»	
81.	አምባሳደር ሱቅ	»	»	»	
82.	አዳማ ወረዳ ትምህርት ጽ/ቤት	»	»	»	
83.	አፍሪካ ዱቄት ፋብሪካ	»	»	»	
84.	ትራንስ ኢትዮጵያ	»	»	»	
85.	ቨሲፕን አዳማ	»	»	»	
86.	ሮያል ኮሌጅ	»	»	»	
87.	ፌዴራል አገር ውስጥ ገቢ ጽ/ቤት	»	»	»	
88.	ዲስትሪክት ባንክ /District Bank/	»	»	»	
89.	ስፖርት ኮሚሽን	»	»	»	
90.	አክቲቭ ኮምፕዩተር ሴንተር	»	»	»	
91.	ኢትዮጵያ አየር መንገድ	አ.አበባ	አ.አበባ	አ.አበባ	



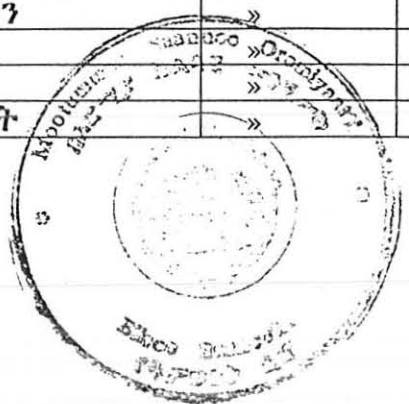
ተ.ቁ	የድርጅቱ ስም	የድርጅቱ አድራሻ		
		ክልል	ዞን	ከተማ
92.	አማያድ	አርማያ	ምጋ/ሸዋ	አበላ
93.	ያከና/ያከና እንጂ/ሪገን	»	»	ሞጅ
94.	ከይድሮ/Hydro/	»	»	አዋሽ
95.	ሸላዮን	»	»	ናዘራት
96.	ሲሜንስ/Siemens/	»	»	»
97.	ዲንሽ እንተርፕራይዝ	»	»	»
98.	ጅኔራል ኢንፎርገሽን	»	»	»
99.	አልታ ኮምፕዩተር	»	»	»
100.	ሰማንቲክ	»	»	»
101.	ናዘራት አርባ እንዲባሉት ሲ.ሮ	አ.አበባ	አ.አበባ	አ.አበባ
102.	ጅፑተር ኮምፕዩተር	»	»	»
103.	ናዘራት ሼራ ፋብሪካ	»	»	»
104.	መረጃ ስርዓት ገዢ	አርማያ	ምጋ/ሸዋ	ዝቀጅ
105.	አክሲዮን ጅኔራል ፋብሪካ	አ.አበባ	አ.አበባ	አ.አበባ
106.	ሰፕራት ስርዓት ፋብሪካ	»	»	»
107.	ገንብ ልብ ስራ	»	»	»
108.	ናዘራት ስርዓት ሼራ ፋብሪካ	አርማያ	ምጋ/ሸዋ	ናዘራት
109.	ቃላት ልብ ስራ ፋብሪካ	አ.አበባ	አ.አበባ	አ.አበባ



በ1994 ዓ.ም. በአርማያ ክልል በምጋ/ሸዋ ዞን የ10+1 የቴክኒክና ሙያ ተማሪዎች ተግባራዊ ልምድ (Apprenticeship) የስራ ስምምነት ደርጅቶችን አድራገው

የሥራ ልምምድ የሰጡ ድርጅቶች ዝርዝር ምዕራብ ሸዋ ሆን

ተ.ቁ	የድርጅቱ ስም	ሆን	ከተማ	ምርመራ
1.	አምቦ ማዘጋጃ ቤት	ምዕ/ሸዋ	አምቦ	
2.	ሰበታ ማዘጋጃ ቤት	ደ/ም.ሸዋ	ሰበታ	
3.	ባኮ ማዘጋጃ ቤት	ምዕ ሸዋ	ባኮ	
4.	ጊንጨ ማዘጋጃ ቤት	»	ጊንጨ	
5.	ጉደር ማዘጋጃ ቤት	»	ጉደር	
6.	አዲስ አበባ ማዘጋጃ ቤት	አ.አ	አ.አበባ	
7.	አበራ በቀለ ሕንፃ ተቋራጭ	ምዕ/ሸዋ	አምቦ	
8.	ኃብታሙ አበራ ሕንፃ ተቋራጭ	ምዕ/ሸዋ	»	
9.	ፊንጫ አስኪር ፋብሪካ	ምሥ/ወለጋ		
10.	ሆለታ ላሊበላ ሕንፃ ተቋራጭ	ምዕ/ሸዋ	ሆለታ	
11.	አምቦ ዩኒት ኘርዳክሽን	ምዕ ሸዋ	አምቦ	
12.	አምቦ ውኃ ፋብሪካ	»	»	
13.	ተስፋዬ ሙለታ ብረታ ብረት ድርጅት	»	»	
14.	አምቦ ቴሌኮሙኒኬሽን ኮርፖሬሽን	»	»	
15.	አምቦ መብራት ኃይል ኮርፖሬሽን	»	»	
16.	እሸቱ ጋራዥ	»	»	
17.	ወርቁ ጋራዥ	»	»	
18.	ባኮ እርሻ ምርምር	»	ባኮ	
19.	አለምገና አውራጃዎች ዲስትሪክት	ደ/ምዕ.ሸዋ	አለምገና	
20.	ጊንጨ ገጠር መንገድ ድስትሪክት	ምዕ ሸዋ	ጊንጨ	
21.	ማሞ ጋራዥ	ምዕ ሸዋ	አምቦ	
22.	አዲስ ሜታል ፋብሪካ	አ.አ	አ.አ	
23.	ሙገር ሲሚንቶ ኢንተር ኘራይስ	ምዕ ሸዋ	ሙገር	
24.	አቃቂ የመለዋወጫ ዕቃዎች ፋብሪካ	አ.አ	አቃቂ	
25.	የርሻ መሣሪያዎችና የቴክኒክ አገልግሎት ድርጅት	አ.አ	አ.አ	
26.	ሜታ አቦ ቢራ ፋብሪካ	ደ.ም.ሸዋ	ሰበታ	
27.	ጥራትና ደረጃዎች መዳቢ ድርጅት	አ.አ	አ.አ	
28.	ሞሐ ለስላሳ መጠጥ ተ/ሃይማኖት ቅርንጫፍ	አ.አ	አ.አ	
29.	ወንጂ ስኪር ፋብሪካ	ምስ/ሸዋ	ወንጂ	
30.	አደይ አበባ ድርና ማግ ፋብሪካ	አ.አ	አ.አ	
31.	ኮቶቤ ብረታ ብረት ፋብሪካ	አ.አ	»	
32.	አሮሚያ መስኖ ልማት	አ.አ.	»	
33.	አዲስ ጉማ ፋብሪካ	ም.ሸዋ	ሆለታ	
34.	ሚጄር ጄ.ሙሉጌታ ቡሊ ተግባራ ዕድ	አ.አ	አ.አ	
35.	ዝቋላ ስቲል ሮሊንግ	አ.አ	»	
36.	በክልቻ ትራንስፖርት ድርጅት	ምስ/ሸዋ	»	
37.	ናዝሬት ትራክተር ፋብሪካ	ደ.ምዕ/ሸዋ	አዳማ	
38.	ቅድስ ሉቃስ ሆስፒታል	»	ወሊሶ	
39.	ቀይ መስቀል ወሊሶ ቅራንጫፍ	»	»	
40.	ወሊሶ ማዘጋጃ ቤት	»	»	
41.	ንግድና ቴሪዝም ቅር/ጽ/ቤት	»	»	
42.	ወሊሶ ጤና መምሪያ	»	»	
43.	ቴሌኮሙኒኬሽን ኮርፖሬሽን	»	»	
44.	ወሊሶ ወረዳ ፋይናንስ	»	»	
45.	ወሊሶ ወረዳ ት/ጽ/ቤት	»	»	
46.	ወሊሶ ወረዳ ግብርና ጽ/ቤት	»	»	



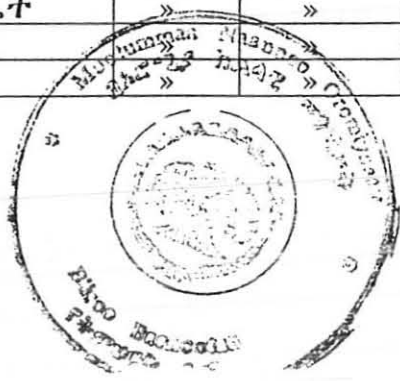
በ1994 ዓ.ም. በአሮሚያ ክልል በምዕራብ ሆስፒታል የ10+1 የቴክኒክና ሙያ ተማሪዎች ተግባራዊ ልምምድ (Apprenticeship) የሰፋ-ባቸው ድርጅቶችና አድራሻቸው

ተ.ቁ	የድርጅቱ ስም	የድርጅቱ አድራሻ			ምርመራ
		ክልል	ሆስፒታል	ከተማ	
47.	ወሊሶ ወረዳ አስተዳደር	አሮሚያ	ም.ሸዋ	አምቦ	
48.	የብዝሃነት የኮንስትራክሽን ባንክ	»	»	»	
49.	የኢትዮጵያ ንግድ ባንክ	»	»	»	
50.	ዋልጋ ኢትዮጵያ ሆቴል	»	»	»	
51.	የገንዘብና ኢኮኖሚ ልማት መምሪያ	»	»	»	
52.	አምቦ ኢትዮጵያ ሆቴል	»	»	»	
53.	የሸቀጦች ጅምላ ንግድ /ጅንአድ/	»	»	»	
54.	አምቦ እርሻ ኮሌጅ	»	»	»	
55.	ጥቁር እንጭኒ ፋይናንስ	»	»	»	
56.	አምቦ ወረዳ ፋይናንስ	»	»	»	
57.	ጉዳሩ ወረዳ ፋይናንስ	»	»	»	
58.	የእርሻ ሰብል ግዥ ድርጅት	»	»	»	
59.	አምቦ ማይክሮ ቢዝነስ ኮሌጅ	»	»	»	
60.	አጂኝ ነጻጅ ማደያ	»	»	»	
61.	ሼል ነጻጅ ማደያ	»	»	»	
62.	አስት አፍሪካን ቦቲልንግ ካምፕሲ አምቦ	»	»	»	
63.	የህብረት ሥራ ማህበራት ማስፋፍያ መምሪያ	»	»	»	
64.	የጨሊያ ወረዳ የህብረት ሥራ ማስፋፍያ ጽ/ቤት	»	»	»	
65.	ምዕራብ ትምህርት ዲቪዥን	»	»	»	
66.	ምዕራብ አስተዳደር	»	»	»	
67.	ከዲጂ የውበት ሳሎን	»	»	»	
68.	ሰዱላ የውበት ሳሎን	»	»	»	
69.	አቤንኤዜር የውበት ሳሎን	»	»	»	
70.	ገነት የውበት ሳሎን	»	»	»	
71.	ሐኒ የውበት ሳሎን	»	»	»	
72.	ፌቤን ጨርቃጨርቅና ልብስ ስፈት	»	»	»	
73.	ሳሌም ራስ አገዝ የልብስ ስፈት	»	»	»	
74.	የኢትዮጵያ ንግድ ባንክ	»	»	ባኮ	
75.	ምዕራብ ንግድና ትራንስፖርት	»	»	አምቦ	
76.	ምዕራብ ባህልና ቱሪዝም	»	»	»	
77.	ምዕራብ ሥራና ከተማ ልማት	»	»	»	
78.	ምዕራብ አደጋ መከላከልና ዝግጅት ኮሚሽን	»	»	»	
79.	ምዕራብ ውኃና ኢነርጂ መምሪያ	»	»	»	
80.	የጊንደበረት ወረዳ ት/ጽ/ቤት	»	»	ኮቺሲ	
81.	የጂማ ራሬ ወረዳ ት/ጽ/ቤት	»	ምሥ/ወለጋ	ለሉሴ ዋዩ	
82.	የጀልዱ ወረዳ ት/ጽ/ቤት	»	»	ጉጆ	
83.	የጀልዱ ወረዳ ግብርና ጽ/ቤት	»	»	»	



በ1994 ዓ.ም. በአሮሚያ ክልል በምሥራቅ ወለጋ ዞን የ10+1 የቴክኒክና ሙያ ተማሪዎች ተግባራዊ ልምምድ (Apprenticeship) የሰፋገቸው ድርጅቶችና አድራሻቸው

ተ.ቁ	የድርጅቱ ስም	የድርጅቱ አድራሻ			ምርመራ
		ክልል	ምሥ/ወለጋ	ከተማ	
1.	የኢትዮጵያ ንግድ ባንክ	አሮሚያ	»	ሻምቡ	
2.	የኢትዮጵያ ኢንፎርሜሽን ኩባንያ	»	»	»	
3.	የሆሮ ወረዳ ግብርና ጽ/ቤት	»	»	»	
4.	የሻምቡ ከተማ አስተዳደር ጽ/ቤት	»	»	»	
5.	የሆሮ ወረዳ ጤና ጥበቃ ጽ/ቤት	»	»	»	
6.	የሻምቡ ሆስፒታል	»	»	»	
7.	የሆሮ ወረዳ የገጠር ልማት ጽ/ቤት	»	»	»	
8.	አቶ ዘለዓለም ረጋሣ ልብስ ስፌት	»	»	»	
9.	አቶ ወራሽ ረጋሣ ልብስ ስፌት	»	»	»	
10.	አቶ ቀናቴ ኢትቻ ልብስ ስፌት	»	»	»	
11.	የሻምቡ ከፍተኛ 2ኛ ደረጃ ት/ቤት	»	»	»	
12.	የነቀምቴ ከተማ አስተዳደር ጽ/ቤት	»	»	ነምቴ	
13.	የጉቶ ዋዩ ወረዳ የገንዘብና የኢኮኖሚ ልማት ጽ	»	»	»	
14.	የምሥ/ወለጋ የእርሻና የገጠር ልማት ጽ/ቤት	»	»	»	
15.	የምሥ/ወለጋ የአቅም ግንባታ ጽ/ቤት	»	»	»	
16.	የጉቶ ዋዩ ወረዳ የአቅም ግንባታ ጽ/ቤት	»	»	»	
17.	የገጠር መንገዶች ድርጅት	»	»	»	
18.	የዞኑ የሕብረት ሥራ አደራጅ ጽ/ቤት	»	»	»	
19.	ውጋገን ሆቴል	»	»	»	
20.	ማዕከላዊ ስኖዶስ	»	»	»	
21.	የወዩ ወረዳ ት/ቤቶች ጽ/ቤት	»	»	ዋዩ	
22.	አዋሽ ኢንተርናሽናል ባንክ	»	ነቀምቴ	ነቀምቴ	
23.	የነቀምቴ መምህራን ኮሌጅ	»	»	»	
24.	የምሥ/ወለጋ ዞን አስተዳደር ጽ/ቤት	»	»	»	
25.	የኢትዮጵያ ንግድ ባንክ ነቀምቴ ቅርንጫፍ	»	»	»	
26.	የኢትዮጵያ ኢንፎርሜሽን ኮርፖሬሽን ነቀምቴ ቅርንጫፍ	»	»	»	
27.	የኮንስትራክሽንና ቢዝነስ ባንክ ነቀምቴ ቅርንጫፍ	»	»	»	
28.	የምሥ/ወለጋ ዞን የከተማ ልማት ጽ/ቤት	»	»	»	
29.	የዲጋ ወረዳ የአቅም ግንባታ ጽ/ቤት	»	»	ዲጋ	
30.	ዲቡ ሥራ ወረዳ የአቅም ግንባታ ጽ/ቤት	»	»	ሥራ	
31.	የጊዳ ኪረሙ ወረዳ የገንዘብና የልማት ጽ/ቤት	»	»	አያና	
32.	የምሥ/ወለጋ ዞን የገንዘብና የልማት ጽ/ቤት	»	»	ነቀምቴ	
33.	የሕብረት ሥራዎች ማስፋፍያ ዲቪዥን	»	»	»	
34.	የሞህ ለስላሳ መጠጦች ድርጅት ነቀምቴ ቅርንጫፍ	»	»	»	
35.	የቀምቴ ቀይ መስቀል ጽ/ቤት	»	»	»	
36.	የኢትዮጵያ ቴሌኮሙኒኬሽን የምዕራብ ቅርንጫፍ	»	»	»	
37.	የግድና የትራንስፖርት ጽ/ቤት	»	»	»	
38.	በእስታትስቲክስ ባለሥልጣን የምሥ/ወለጋ ቅ/ጽ/ቤት	»	»	»	
39.	የዲጋ ወረዳ ምክር ቤት ጽ/ቤት	»	»	ዲጋ	
40.	የሌቃ ዱለቻ ወረዳ የገንዘብና የኢኮኖሚ ልማት ጽ/ቤት	»	»	ገተማ	
41.	የገተማ ከተማ አስተዳደር ጽ/ቤት	»	»	»	
42.	የስቡ ስሬ ወረዳ የከተማ አስተዳደር ጽ/ቤት	»	»	ስሬ	
43.	የአኖ ከተማ አስተዳደር ጽ/ቤት	»	»	አኖ	
44.	የአያና ከተማ አስተዳደር ጽ/ቤት	»	»	አያና	
45.	የጊዳ ኪረሙ ወረዳ የገንዘብና የልማት ጽ/ቤት	»	»	»	
46.	የአርጅ ከተማ አስተዳደር ጽ/ቤት	»	»	አርጅ	
47.	የምሥ/ወለጋ ዞን የሴቶች ጉዳይ ጽ/ቤት	»	»	ነቀምቴ	



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ተ.ቁ	የድርጅቱ ስም	የድርጅቱ አድራሻ			ምርመራ
		ክልል	ምሥ/ወለጋ	ከተማ	
48.	የአሮሚያ ልማት ማህበር ጽ/ቤት	አሮሚያ	»	ነቀምቴ	
49.	የዞኑ የወጣቶችና እስፖርት ዳስክ	»	»	»	
50.	የዞኑ የአደጋ መከላከልና ዝግጅት ኮሚሽን ጽ/ቤት	»	»	»	
51.	ኤልሮኤ ፀጉር ቤት	»	»	»	
52.	አልሻዳ ፀጉር ቤት	»	»	»	
53.	ፀጋ ፀጉር ቤት	»	»	»	
54.	ሀዊ ፀጉር ቤት	»	»	»	
55.	አዲሳለም ፀጉር ቤት	»	»	»	
56.	የአንገር ሆቴል	»	»	»	
57.	ኢትዮጵያ ሆቴል	»	»	»	
58.	ወለጋ ሆቴል				
59.	ዕድገት ኬክ ቤት	»	»	»	
60.	እንትግር ኬክ ቤት	»	»	»	
61.	ሴንተራል ኬክ ቤት	»	»	»	
62.	ላሮን ኬክ ቤት				



3/ አሁን ቤቱ የየወቅቱን ሳይንስና ቴክኖሎጂ እድገት እንዲሁም የህብረተሰቡን ፍላጎት መሠረት በማድረግ በዚህ አንቀጽ ንዑስ አንቀጽ ፪ ሥር የተዘረዘሩትን ትምህርቶች ማሻሻል ይችላል።

3/ The Office may, based on the science and technology of the relevant time and the societal needs, modify the courses stated under Sub-Article 2 of this Article.

ክፍል ሶስት  
ስለ ሥራ ላይ ልምምድ

PART THREE  
APPRENTICESHIP

የሥራ ላይ ልምምድ ፕሮግራም አወሳሰን

19. Determination of apprenticeship training program

አሁን ቤቱ አሠሪዎችንና ጉዳዩ የሚመለከቱ ሌሎች ወገኖችን በማማከርና የሙያ ሥልጠና ደረጃን መሠረት በማድረግ ለየሙያው የሥራ ላይ ልምምድ ፕሮግራም ይወስናል።

The Office shall, in consultation with employers and other concerned parties, and on the basis of pre-determined occupational standards, determine apprenticeship program for every occupation.

የሥራ ላይ ልምምድ የማሳተፍ ድርጅቶችን ስለመምረጥ

20. Organizations participating in a apprenticeship training

አስፈላጊ ቤቱ በሚያወጣው መመሪያና መስፈርት መሠረት ክልሉ ሥልጣን የሰጠው አካል የሥራ ላይ ልምምድ የሚሰጡ ድርጅቶችን ይመርጣል ይመዘግባል።

A body empowered by the State shall, based on guidelines and criteria determined by the office, select organizations that shall participate in the provision of apprenticeship training.

፩. የድርጅቶች ተግባርና ኃላፊነት

21. Duties and responsibilities of organizations

ማንኛውም ለሥራ ላይ ልምምድ የተመረጠ ድርጅት ከዚህ በታች የተመለከቱት ተግባርና ኃላፊነቶች ይኖሩታል፡-

Every organization selected for apprenticeship training shall have duties and responsibilities as provided hereunder:

፩/ ስልጣኞችን ተቀብሎ ማለማመድ፤

1/ To receive and provide apprenticeship training to trainees;

፪/ ተለማማጅን መለማመድ፣ ለማሻሻል ላይ በማሰማራት ተገቢውን የሥራ ልምድ ማግኘቱን ማረጋገጥ፤

2/ To assign the apprentice in the place appropriate to his training and to ensure that the apprentice acquires proper work experience;

፫/ የተለማማጅን እውቀትና ክህሎት ማዳበር የሚችል የእለት ተእለት የሥራ አፈጻጸሙን ለመከታተልና ለመገምገም ሙያዊ ብቃት ያለው ስ.ፐርቫይዘር መመደብ፤

3/ To assign a capable supervisor who would enhance the knowledge and skills of the apprentice, and should follow up and evaluate the day-to-day performance of the apprentice.

፬/ ተለማማጅን ከድርጅቱ የአሠራር ሥርዓትና ደንብ ጋር ማስተዋወቅ፤

4/ To acquaint the apprentice with work rules and methods of the organization;

፭/ ተለማማጅን እንደ መደበኛ ሠራተኛ በመቁጠር አስፈላጊውን ግብዓት ማቅረብ፤

5/ To consider the trainee as a regular employee and to provide him the necessary inputs;

፮/ የተለማማጅን ሰብአዊ ክብርና ግብዓት የመጠበቅና የማስከበር፤

6/ To respect and enforce human dignity of the apprentice;

- ፮/ የተለማማጅን የሥራ አፈጻጸም ብቃት በመገምገም ውጤቱ ለማሰልጠኛ ተቋሙ ማስተላለፍ፤
- ፯/ ተለማማጆች ከማሰልጠኛ ተቋሙ ያገኙትን ክህሎት በመገምገም ስለ ማሰልጠኛ ተቋሙ የማሰልጠን ብቃት ለሚመለከተው ተቋም አስተያየት መስጠት፤
- ፱/ ከማሰልጠኛ ተቋማት ጋር በትብብርና በቅንጅት መስራት።

- 7/ To evaluate the performance of the opprentice and transmiate the results to the training institution.
- 8/ by inspecting the skill that the trinee acquired forward opinion to the concerned organ as to the competency of the instition.
- 9/ To cooperate and work in coordination with training institutions;

**፳፪. የማሰልጠኛ ተቋማት ተግባርና ኃላፊነት**

የሥራ ላይ ልምምድን በተመለከተ ማንኛውም የማሰልጠኛ ተቋም ከዚህ በታች የተመለከቱት ተግባርና ኃላፊነቶች ይኖሩታል፡-

- ፩/ ሠልጣኞች የሚያደርጉትን የሥራ ላይ ልምምድ የሚከታተልና የሚቆጣጠር አስተባባሪ መመደብ፤
- ፪/ የአሠራር መመሪያና ዝርዝር መርህ ግብር በማውጣት ለተግባራዊነቱ ከድርጅቶች ጋር በቅንጅት መሥራት፤
- ፫/ የሠልጣኞችን የሥራ ላይ ልምምድ ግምገማ ውጤት ለሥልጠና ማጠናቀቂያ ማስረጃ አሰጣጥ በመመዘኛነት መጠቀም፤
- ፬/ ከአለማማጅ ድርጅቶች የሚቀርቡለትን አስተያየቶች በመቀበል የሥልጠናውን ብቃት ማሻሻል።

**22. Duties and responsibilities of training institutions**

Regarding apprenticeship traning, every training institution shall have duties and responsibilities as provided hereunder:

- 1/ To assign a coordinator who shall follow up and control apprenticeship training undergone by trainees;
- 2/ To prepare operational guidelines and detailed programs and for their implementation, to cooperate and work in coordination with organizations;
- 3/ To utilize result of performance evaluation relating to apprenticeship training as a criterion for certification.
- 4/ by receiving opinion from the institution improve the fuaruty of the training.

**፳፫. የተለማማጅ ተግባርና ኃላፊነት**

ማንኛውም ተለማማጅ ከዚህ በታች የተመለከቱት ተግባርና ኃላፊነቶች ይኖሩታል፡-

- ፩/ የሥራ ላይ ልምምዱን በትጋት ማከናወን፤
- ፪/ ለልምምድ የተሰጡትን መሣሪያዎችና ቁሳ ቁሶች በጥንቃቄ መያዝና በቁጠባ መጠቀም፤
- ፫/ የሥራ ላይ ልምምድ እንዲያደርግ የተመደበበትን ድርጅት የአሠራር ሥርዓትና ደንቦችን ማወቅና አክብሮ መፈፀም፤
- ፬/ በሌሎች ሕጎች የተደነገገው እንደተጠበቀ ሆኖ በሥራ ልምምዱ አጋጣሚ ያወቀውን የድርጅቱን የሥራ ሚስጥር ለሌላ አሳልፎ አለመስጠት፤

**23. Duties and responsibilities of an apprentice**

Every apprentice shall have duties and responsibilities as provided hereunder:

- 1/ To diligently perform the apprenticeship training;
- 2/ To utilize with care and economy tools, equipment and materials supplied to him for training purposes
- 3/ To be acquainted with and to observe work rules and methods of the organization to which he is assigned for apprenticeship training;
- 4/ Without prejudice to the provisions of other laws, not to divulge to any other person work secrets of the organization that he acquired in the course of his apprenticeship training;

፩/ የራሱንም ሆነ የሌሎችን ጤንነት ወይም ሕይወት አደጋ ላይ የሚጥል ወይም የድርጅቱን ጥቅም የሚነካ ጉዳይ ሲያጋጥም ለሚመለከተው አካል ወዲያውኑ ማሳወቅ።

5/ To immediately inform the concerned body, when he becomes aware of, any event or fact which may be a threat to his or others' health or life, or which may affect the interests of the organization;

፪. የሥራ ላይ ልምምድ ውል  
የሥራ ላይ ልምምድ ውል በማሠልጠኛ ተቋም በድርጅትና በተለማማጅ መካከል የሚመሰረት ሆኖ፡-

24. Contract of apprenticeship

Contract of apprenticeship shall be concluded among a training institution, an organization and an apprentice, and shall contain the following

- ሀ/ የተለማማጅን ሙሉ ስምና አድራሻ፤
- ለ/ የማሰለጠኛ ተቋሙን ስምና አድራሻ፤
- ሐ/ የድርጅቱን ስምና አድራሻ፤
- መ/ ተለማማጅ ልምድ እንዲያገኝበት የታቀደውን የሙያ ዓይነት፤
- ሠ/ የሥራ ላይ ልምምዱ የሚጀመርበትን ቀንና የሚፈጀው ጊዜ፤
- ረ/ የሥራ ላይ ልምምዱ ውል የሚቋረጥበትን ሁኔታ የሚያመለክት መሆን አለበት።

- a) Full name and age of the apprentice;
- b) Name and address of the training institution;
- c) Name and address of the organization;
- d) The occupation in which the apprentice is intended to undergo apprenticeship training;
- e) The date on which the apprenticeship shall start and its duration; and
- f) Conditions for the termination of the contract of apprenticeship.

ከፍል አራት  
የማሠልጠኛ ተቋማት የሚቋቋሙበትና  
የሚካሄዱበት ሁኔታ

PART FOUR  
ON THE ESTABLISHMENT AND OPERATION OF  
TRAINING INSTITUTIONS

፫. በሥልጠና ሥራ ተሳታፊ ስለመሆን  
መንግሥታዊ፣ የግል እና መንግሥታዊ ባልሆነ ድርጅት ባለቤትነት የሚካሄድ ማንኛውም ማሰልጠኛ ተቋም የቴክኒክና ሙያ ትምህርትና ሥልጠና መስጠት ይችላል።

25. Participation in the provision of training

Any public or private training institution or one owned by a nongovernmental organization may provide technical and vocational education and training.

- ፬. ስለመቋቋም
- ፩/ ተጠሪነቱ ለፈዴራል መንግሥት አካል የሆነ መንግሥታዊ ማሰልጠኛ ተቋም በሚኒስትሮች ምክር ቤት በሚወጣ ደንብ መሠረት ይቋቋማል፤
- ፪/ ተጠሪነቱ ለክልል መንግሥት አካል የሆነ ማንኛውም መንግሥታዊ ማሰልጠኛ ተቋም በክልሉ መንግሥት በሚወጣ ሕግ መሠረት ይቋቋማል፤

26. Establishment

- 1/ Any public training institution which is accountable to any organ of the Federal Government shall be established by Regulations to be issued by the Council of Ministers.
- 2/ Any public training institution which is accountable to any organ of a State shall be established by a law to be issued by the State legislature.

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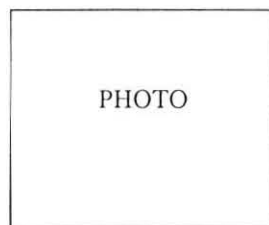
## 5. Courses for Year One Middle Level Technical Vocational

No.	Courses	Time Allotted (Hrs)
1.	<b>Main Courses</b>	887
	<b>A In- School Training</b>	500
	1.1 Job Title: Junior Personnel Records Clerk <i>Course Title: Personnel Records Management</i>	180
	1.2 Job Title: Junior Personnel Communication Clerk <i>Course Title: Personnel Communication Management</i>	150
	1.3 Job Title: Junior Personnel Statistics Clerk <i>Course Title: Personnel Statistics Management</i>	170
	<b>B. Project Works</b>	75
	<b>C. Apprenticeship</b>	312
2.	<b>Supportive Courses</b>	175
	2.1 Introduction to management	75
	2.2. Introduction to Human Resource management	100
3	<b>Common Courses</b>	330
	3.1 Math's	75
	3.2 English	75
	3.3 Introduction to Computer & Basic Application	50
	3.4 Civics	50
	3.5 Entrepreneurship	80

\*N.B.:      **Mathematics** =      **Grade 11**      **Unit 1, 2, 3, 5, 6**  
               **English**        =      **Grade 11**      **Unit 1 to 10**  
               **Civics**         =      **Grade 11**      **All units**

**TRANSCRIPT FOR MIDDLE LEVEL TVET YEAR ONE TRAINING PROGRAMME**

REGION \_\_\_\_\_  
 NAME OF THE TRAINING CENTER \_\_\_\_\_  
 NAME OF THE TRAINEE \_\_\_\_\_  
 SEX \_\_\_\_\_ AGE \_\_\_\_\_  
 YEAR \_\_\_\_\_  
 OCCUPATIONAL TITLE: *Junior Human Resource Assistant*



S.N	Course Title	Training hrs.	Max. Achievable Marks	Achieved Marks
1	<b>Main Courses</b>			
1.1	<b>Personnel Record management</b>			
1.1.1	In School training	180	13	
1.1.2	Project work	27	2	
1.1.3	Apprenticeship	116	8	
1.2	<b>Personnel Communication skills</b>			
1.2.1	In School training	150	11	
1.2.2	Project work	22	2	
1.2.3	Apprenticeship	96	7	
1.3	<b>Personnel Statistics</b>			
1.3.1	In School training	170	12	
1.3.2	Project work	26	2	
1.3.3	Apprenticeship	106	7	
2	<b>Supportive courses</b>			
2.1	Introduction to Management	75	5	
2.2	Introduction to Human Resource Management	100	7	
3	<b>Common Courses</b>			
3.1	Mathematics	75	5	
3.2	English	75	5	
3.3	Civics	50	4	
3.4	Introduction to IT and Basic Application	50	4	
3.5	Entrepreneurship	80	6	
	<b>TOTAL</b>	<b>1,392</b>	<b>100</b>	

RECORD OFFICER  
(Sig.)

DATE OF ISSUE

DIRECTOR  
(Sig.)

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

**Name:** Seyoum Teferra / Professor/

**Signature:** 

**Date of Approval:** \_\_\_\_\_

## Declaration

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

Name: Masresha Geleta

Signature: 

Date of Submission: May 31, 2024