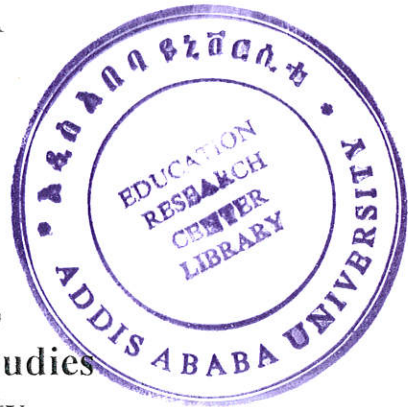


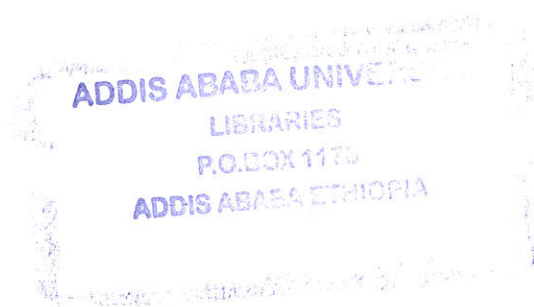
**THE IMPLEMENTATION OF APPRENTICESHIP
PROGRAM IN TVET CURRICULUM
THE CASE OF SOME SELECTED TVET COLLEGES
IN ADDIS ABABA**



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

In Partial Fulfillments of the Degree of Master of Arts
In Curriculum and Instruction

By
Demeru Yeshitla



June 2007
Addis Ababa

ACKNOWLEDGEMENTS

First of all I submit the glory and honor to the almighty God. Whose grace sustained me and made this study to come to reality.

I like to express my gratitude to my thesis advisor Dr. Meseret Assefa, for his professional assistance and constructive comments through out the study. Had it not been for his meticulous observation, the successful completion of this thesis could have been in doubt.

I am indebted to all Deans, Vocational councilors, trainees, supervisors and TVET experts for their sincere provision of pertinent data for the study. I would like to extend my appreciation and thanks to Ato Mekonnen Lemma and Ato Fekadu Mulugeta for their support in providing materials and giving valuable comments.

Lastly, but not least , my special thanks and appreciation is to my wife, W/ro Dinknesh Zemedagegnehu, my daughter Meron Demeru and my son Orion Demeru who had been a sources of encouragement through out my study. My sincere appreciation and thanks goes to my brother Major Zemedkun Hailemeskel and his Wife W/ro Tsehay Shewanawel for their financial and moral support during my study.

TABLE OF CONTENTS

Title	Page
ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
LIST OF TABLES	v
ACRONYNS	vi
ABSTRACT	viii
CHAPTER ONE: INTRODUCCION	
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Objective of the Study	3
1.4. Significance of the study	4
1.5. Limitation of the Study	4
1.6. Definition of Terms	5
CHAPTER TWO: REVIEW OF RELATED LTRATURE	
2.1. The Legal and Policy Frame work of TVET	6
2.1.1. The TVET Proclamation	6
2.1.2. Strategic Perspectives for the near future	7
2.2. TVET Providers	8
2.2.1. Governmental TVET Institutes	8
2.2.2. Private TVET Institutes	8
2.2.3. TVET Institutions run by Non-Governmental Organizations	9
2.2.4. Training Centers and business promotion Agencies	9
2.2.5. Enterprises	9

2.3.	The Governance of the Ethiopia TVET-system	10
2.3.1.	Governmental bodies responsible for TVET	10
2.3.2.	TVET Councils and Boards	10
2.3.3.	Financial Administration in TVET	11
2.4.	Orienting TVET for Sustainable Development	12
2.4.1.	Using work-based Learning to Develop TVET for Sustainability	12
2.4.2.	From Productivism to Ecologolism	13
2.5.	The objective of TVET as a basis of Apprenticeship Training	14
2.6.	Development of Apprenticeship	
2.6.1.	Apprenticeship as a traditional means of skill training	17
2.6.2.	Difference between Mediaeval, Modern apprenticeship and formal Schooling	17
2.7.	Conceptual framework of apprenticeship training	18
2.7.1.	The work place learning-Private Sector Involvement	19
2.7.2.	The role of the workplace Supervisor/Trainer	19
2.7.3.	The Role of Administrative and Guidance Staff	20
2.7.3.1.	Guidance and Councilor in TVET	21
2.7.4.	The Role of Teaching Staff	22
2.8.	Legislation of apprenticeship training as component of TVET	25
2.9.	Financing apprenticeship training as a component of TVET	26
2.10.	Major constraints in conducting apprenticeship training as an integral part of TVET	27
2.11.	Future strategies to promote apprenticeship training	
2.11.1.	The Millennium Development Goals and TVET	28
2.11.2.	The Crucial Role of TVET in achieving Sustainable development	29
2.11.3.	Reform on TVET in Ethiopia	29

2.12.	The practice of apprenticeship training in some selected countries	30
2.12.1.	On-the –job training in Japan	30
2.12.2.	The traditional apprenticeship System in Kenya	31
2.12.3.	Vocational training the Indian experience	32
2.12.4.	Apprenticeship in Ghana	34
2.12.5.	Experiences of Vocational training in Colombia	36

CHAPTER III: RESEARCH METHODOLOGY AND PROCEDURES

	DATA COLLECTION.....	38
3.1.	Method of the Study	38
3.2.	Subject and Sampling Procedures	38
3.3.	Data collection Instrument	39
3.4.	Administration of data	39
3.5.	Data analysis techniques	39

CHAPTER IV: ANALYSIS AND PRESENTATION OF DATA

40

CHAPTER V: SUMMERY, CONCLUSION AND RECOMMENDATIONS

69

5.1.	Summery	69
5.2.	Conclusions	73
5.3.	Recommendations	75

BIBLIOGRAPHY

79

APPENDICES

Appendix 1	I
Appendix 2	VI
Appendix 3	XI
Appendix 4	XV
Appendix 5	XVIII

List of Tables

Table No.	Title	Page
I	Description of Deans, Vocational Councilors' and Supervisors by Qualifications, Field of study and Service year	43
II	Description of Trainees by Sex, Training program, occupation of Parents and Field of study	45
III	Trainees' accommodation and proximity of organizations	46
IV	Criteria to select organizations and assignment of trainees	48
V	Promoting Apprenticeship Program	49
VI	Adequacy and appropriateness of the Timing for apprenticeship Training	51
VII	Legal framework for apprenticeship training	53
VIII	Financing Apprenticeship Training	55
IX	Reasons for Exclusion of Trainees from apprenticeship Training	57
X	Readiness of organization in offering apprenticeship Training	58
XI	Assignment of Supervisors, Capability and willingness of supervisors to Support apprentice	60
XII	Performance of Trainees during apprenticeship Training	62
XIII	The quality and relevance of apprenticeship Training to occupational areas	63
XIV	Availability, adequacy and Similarity of workshop Facility	64
XV	Factors hindering effectiveness of apprenticeship in TVET	66
XVI	Incentives given to Organizations	67
XVII	Availability of proper Guidance and counseling service in TVET institutions ...	68
XVIII	Comparison between apprenticeship providing organizations	70

ACRONYMS

MoE: Ministry of Education

REB: Regional Education Bureau

TVET: Technical and Vocational Educational Training

UNESCO: United Nation Educational, Scientific and Culture Organization

UNEVOC: International Center for Technical and Vocational Education and Training

BMBF: German Federal Ministry for Education and Research

CoC: Center of Competence

OS: Occupational Standard

CT: Cooperative Training

CSTC: Community Skills Training Centers

REMSEDA: Regional Small Enterprise Development Agencies

PIC: Productivity Improvement Center

MDG: Millennium Development Goal

EFS: Education For Sustainability

ecbp: engineering capacity building program

ESTA: Ethiopian Science and Technology Agency

NSEC: National Scientific Equipment Center

ECC: Ethiopian Chamber of Commerce

ETC: Ethiopia Telecommunication Corporation

EEPCO: Ethiopian Electric Power Corporation

ITI: Industrial Training Institutes

VTI: Vocational Training Institutes

GNAG: Ghana National Association of Garages

ABSTRACT

The aim of this thesis was to investigate the success and challenges encountered in implementing apprenticeship program in some selected TVET colleges in Addis Ababa. To this end, an attempt was made to look into the link between TVET institutes and the world of work. The fundamental factors affecting this link such as the legal framework, workplace learning environments, roles of each participating party and the state of resources devoted to the training have been assessed. A descriptive survey method was employed to identify the major problems encountered in the course of implementing apprenticeship training in 18 TVET colleges found in the Region. These sample TVET Colleges were selected on the basis of purposive sampling. The subjects of the study were 18 Deans, 18 Vocational councilors, 270 Trainees and 18 workplace supervisors. The respondents sampling was carried out through purposive, availability, and random sampling techniques, depending on the nature and size of the sample respondents. Information's was gathered using questionnaires, interviews, observations and documents. The result of the study depicted that, apprenticeship training was not backed by legal framework and the selection of organizations was not based on some defined criteria. The readiness of the organizations to cooperate was above average for governmental and below average for the private once. 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 lack of financial support. Hence, it is concluded that trainees run the risks of not being insured for accidents that occur on production activities and majority of the organizations didn't pay trainees for their labor, for efforts made in this regard was not satisfactory. On top of this, in-school and out-of-school supervision activities including visiting the apprentices and conducting tracer studies were far behind from the expectation. Therefore, it is recommended to act according to the rule and establish some kind of regulatory body to facilitate and organize apprenticeship training by bringing all stakeholders to work together for the successful implementation of apprenticeship program.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

The most important factor for development is the skill and knowledge of people. According to Teklehaimanot (2002: 2) there was a time back in history when Ethiopians valued the skill of people and, as a result, the country was relatively important center of technology and arts of that time. The cultural and architectural remains unequivocally witness this fact. Art, music, sculpture, agriculture, literary work and commerce in Ethiopia were superior to those in the current developed countries of the world during that time.

However, there was an epoch when technology was defied and neglected -a period of dormancy and slumber followed by backwardness. Poverty replaced the golden times when coins were minted, ships traded with many countries, artisans freely exercised and produced goods, and architects designed and constructed wonderful monuments.

What caused such degeneration needs to be seriously researched. Nevertheless, the religion and the long struggle against external aggression may have greatly contributed for this uncomfortable slumber.

The two relatively higher status groups in the traditional society of Ethiopia were generally the fighters (though they were not regular soldiers) and the clergy, both of whom did not generally work. Both of them were not essentially promoters of production and creativity rather they undermine hard work and productivity and discouraged capital accumulation directly or indirectly as cited in Teklehaimanot (2002: 3).

Thus, the livelihood compelled the peasants to work hard for survival but the statue squaw discouraged skilled workers to creatively support them and ease their drudgery. Persecution of artisans and craftsman discouraged effective evolution of **Apprenticeship** in the culture and thereby diminished whatever technology was acquired in history.

The first Technical Vocational School was founded 43 years later after the establishment of modern schooling. In 1951, Addis Ababa Technical School was established to meet the growing demand for skilled technicians in industry. This was followed by commercial School and Engineering College in 1952. Subsequently Ambo and Jimma Agricultural Schools as well as Bahirdar polytechnic institute were established. From the fifties up to the seventies the technical schools used incentive mechanisms that helped them to admit high achieving students from different parts of the country. However, this situation gradually deteriorated and its quality consequently was affected.

Up to the mid-nineties of the twentieth century, there were only 17 government and non government TVET institutions offering training in a mere score of occupations. For example, in the 1995/96 academic year, there were only 2738 TVET students (out of whom only 725 graduated in that year), compared to 402753 enrollment in the second level

academic education stream (MOE, 1997). This means that 99.30% of the senior secondary level of education students was engaged in the academic sub-sector (Teklehaimanot, (2002: 7).

In line with the Education and Training policy issued in 1994 twenty five Skill Development Centers (SDC) were opened in 1997. The 1995 regulation for licensing and supervision of private educational institutions encouraged more private training providers to proliferate all over the country.

Moreover, a high power National TVET Capacity Building Task Force was established by the Prime Minister's Office to study the ways and means of enhancing the TVET. Accordingly, a strategy was set and implementation of an expanded diversified and integrated TVET system started in 2001/2002 academic year when over 50,000 TVET trainees (including agricultural) were enrolled in 169 government and non government institutions, using new curriculum and modalities of training (Teklehaimanot, (2002:6,7)

The Economic Development Strategy for Ethiopia and the macro and small Enterprises development strategy underscore the need for an individual 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 establishment, as well as construction and service enterprises will create employment opportunities if provided with skill full 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 industrial establishment's 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) cited on Masresha, (2004: 4)

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 education institutions that train top-level professional and technical personnel. Second, below the University level, there are a number of Technical and Vocational Training School and Institutes, which cater the training of personnel at the middle and lower levels for different occupations. A third category of TVET institutes comprise training centres attached to certain public and parasitical 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 28 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 was 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 to train but also to organize the process of transition of the young labour force to 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 program is implemented in collaboration with both government and non government production firms, service giving organizations and others. The researcher had a difficult experience in this area when he was working in one of TVET private college in Addis Ababa. Many organizations were not willing to receive the trainees. Some of them are demanding insurance coverage; few of them didn't give any answer and others totally reject the request indirectly by saying they are occupied. Since the program is conducted in cooperation with these organizations there was a need of much time to convince them. As a result many students were forced to postpone their graduation period.

Therefore, the researcher believes that it is very important to study the practice of the present apprenticeship program which is now on implementation under the guidelines of TVET curriculum and it is also very crucial to investigate the difficulties and drawbacks that may hinder its full implementation towards a better result.

1.3. Objective of the study

The main objectives of this study were to identify success and challenges encountered in implementing apprenticeship program in some selected TVET colleges and other stakeholders like production and service rendering organizations which are working in collaboration with those colleges in Addis Ababa Region. More explicitly, it tries:

- To examine the extent to which the guidelines set in the curriculum are put into practice.
- To evaluate the attitude, capability and limitation of both stakeholders in effectively implementing apprenticeship program according to the planned curriculum.

- To identify the major problems encountered in the implementation of apprenticeship program and suggest the possible remedial actions.

Based on these general objectives the study will thus have the following specific objectives:-

- How the apprenticeship program was developed?
- What factors are considered in planning?
- What are the inputs provided in apprenticeship program and are they adequate?
- How is the apprenticeship program conducted?
- How is the state of response and readiness of the organizations to provide apprenticeship training in their respective work place?
- What are the outcomes of the program, do the trainees get the required skills by being there and is there any feedback?
- What could be the future strategy of TVET in Ethiopia?

1.4. Significance of the study

Since apprenticeship training is part and parcel of the modular training the success in implementing the program helps to come up with the intended profile of middle level qualified personnel's in various trades. However, as our past experience shown us there are many problems that hinder the successful implementation of the program, which in turn affect the overall quality of the training. Hence, conducting a study to identify the problems pertaining to apprenticeship training is crucial and timely and will have the following contribution:-

- By revealing the implementation problems, the study may bring to the attention of policy makers, curriculum designers and other concerned stakeholders for appropriate action.
- To magnify the economic and social advantages of apprenticeship programs at the organization level (for training providers) as well as at the national level.
- To suggest solutions for the problems under investigation and provide an alternative approach.
- It may also helps as a stepping stone for others who would like to conduct an in-depth study on this matter.

1.5. Limitation of the Study

To address all Private TVET providers in Addis Ababa Region was not economical as well as time taking. Therefore, the study was limited only to those colleges that have more years of experience in providing the training. In addition to that, apprenticeship provider organizations are many in number, Again there was a limitation of time and finance to reach all these organizations. Thus, only sample organizations that can provide variety of information were selected for this study.

1.6. Definition of terms

The following terms are used through out this study as operationally defined here under:

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).

Apprenticeship Training: means job training undertaken by a trainee in an organization pursuant to an agreement conclude among training institutions, 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 acquired 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).

Government College: a college owned by the Government and accredited by the Addis Ababa Educational Bureau to provide Technical and Vocational Educational Training in different occupations at 10+3 (Diploma) level.

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)

Non governmental college: a college which is owned and run by any NGO and accredited by the Addis Ababa Educational Bureau to provide TVET in different occupations at 10+3 (Diploma) level.

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

Private colleges: a college which is owned and run by an investor individual or as a PLC for profit making and has an accreditation from the Addis Ababa Educational Bureau to provide TVET in different occupations at 10+3 (Diploma) level.

Technical and Vocational Education: refers to all forms and levels of educational process involving, in addition to general knowledge, the study of technologies and practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life (UNESCO, 1989:2)

Training institution: means a public or private institution, or one owned by a non-governmental organizations, 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).

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is aimed at providing a theoretical frame work for the study by examining the literature related to the implementation of Apprenticeship program in Technical and Vocational Education and Training (TVET) Curriculum. It is also tries to show different countries experience in practicing apprenticeship program.

2.1. The Legal and Policy Framework of TVET

Experience 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-level policy advisors. 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 clients. 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) as cited in Masresha (2004: 23).

2.1.1. The TVET Proclamation

The existing legal document is a “proclamation to provide for the organization of a technical and vocational education and training system” (No. 91/2004). This proclamation describes the training programmes, the establishment and operation of training institutions, issues of certification, trade testing and the governance of the overall TVET system.

2.1.2. Strategic Perspectives for the near future

In the past, know-how and skills in technical fields were usually passed from one generation to the other in a more or less informal way. It was only at the beginning of the last century that TVET institutions were introduced in Ethiopia. These were training centers operated by the government or by religious bodies. At the same time, farmers and entrepreneurs continued to train people “on-the-job”.

With a growing population, a growing economy and the gradual introduction of an educational system producing an increasing number of school leavers looking for better opportunities to go further, more and more training centers were established, mostly under the auspices of the government. However until today, only a fraction of those in need of technical and vocational training have been absorbed by such centers, because there are formal entry requirements (currently grade 10 with a certain mark) which many do not fulfill and there are more people looking for training than training opportunities in institutions and enterprises. Other factors include the costs of sending a youngster for training (usually long-term), while the workplace is often needed in the family and the often bad reputation of practical occupations.

Today, it is clear that

- Not everybody can be enrolled in a training center;
- The high costs of an institution-based training system cannot be borne by the Government alone – other providers and forms of TVET delivery have become increasingly important;
- TVET must increasingly be linked with the world of work, which includes making TVET more practical to include business and management skills in the programmes and to link the training and the trainees to follow-up measures like entrepreneurship courses and micro-credit schemes.

Therefore, a new TVET strategy has been proposed. This strategy has incorporated experiences from Ethiopia and abroad as well as the views of different stakeholders and will be presented to the Council of Ministers this year. If approved, proclamation No. 391/2004 will need to be updated.

Three new approaches reflected in the paper deserve to be highlighted:

1. The introduction of an outcome based trade testing system based on occupational standards (OS) where independent trade tests will measure the competence of all trainees. TVET graduates, practitioners from the world of work or apprentices with or without a formal contract can have their skills tested and certified in line with the OS, which was developed by panels of experts from the world of work. These tests will be taken at centers of competence (CoC) which are presently under construction in 5 regions. This new approach implies that:
 - Knowledge and skills which were acquired outside the formal TVET system can be considered and even certified. This can make the education and training system permeable and accessible to persons who would not have been accepted before;
 - Formal TVET (that is training [mostly long-term] which takes place in situations and which requires a certain level of general education and leads recognition) and

Non-formal TVET (training [mostly short or medium term] provided in centers or enterprises and which leads to a certificate issued by the institution or enterprise) will be increasingly integrated. It is from one level to another on to another on the bases of a trade test based on OS, where the level of real knowledge and skills has to be proven irrespective of the grade acquired in the general education system.

2. A joint governance forum at federal and regional level, where representatives from the Government, the private sector and civil society organizations can discuss and decide on important issues in order to make the TVET system need-oriented, effective and efficient.
3. The private sector becomes more important as a provider of training, as a provider of practical learning opportunities and as a partner for governing and co-financing the TVET system.

2.2. TVET Providers

Today, nearly 600 TVET providers – public and private – were identified. Together with the many uncounted opportunities of enterprise-based training and specific interventions provided by Governmental and non-governmental organizations for selected target groups, there is a wide range of possibilities to receive training and/or upgrading (ECC, 2006: 13).

2.2.1 Governmental TVET Institutions

This way of providing TVET is the most prominent in the country. One hundred and eight public TVET institutions provide long-term courses for around 80,000 trainees who fulfill the entry-criteria. In addition it is estimated that institutions under the Ministry of Agriculture and Rural Development enroll some 30,000 students annually to be employed as development agents public TVET schools in the sector under the Ministry of Health produce around 2,000 graduates annually to be employed in the public health system. Authorities in other sectors (water resources, mines and energy, roads also conduct training, partly in cooperation general TVET institutions under the education sector.

The Government – through its non-formal and adult education departments in the State Education Bureaus-is also operating a network of around 400 non-formal TVET institutions, the community Skills Training Centers (CSTC). (ECC, 2006: 13).

2.2.2. Private TVET Institutions

In the last few years, a substantial private training market has emerged in Ethiopia. Most offer formal training and have more or less similar entry requirements to the Government ones. It was estimated that around 175 private TVET institutions were operating in the country (more than 50% are found in Addis Ababa), but the actual figure is closer to 500. The centers designed to generate profits and must be accredited by the Ministry of Education (for Degree programs) and by the Regional Educational Bureau's (For 10+3 Programs), which is granted upon the fulfillment of certain criteria.

2.2.3. TVET Institutions run by Non-governmental Organizations

The main area of intervention of these institutions is non-formal training, often geared towards specific target groups (like handicapped people, street-children, female heads of households and so on). Few of them are already get involved in the delivery of formal TVET by making their entry requirements similar to those of Government TVET institutions. There are at least two institutions that have got accreditation from the Addis Ababa Educational Bureau to provide Training at the level of 10+3 in this Academic Year.

2.2.4. Training Centers and Business Promotion Agencies

While most TVET institutions target school leavers, there are agencies which address the need of enterprises which want to up grade the skills of their workers. Also, people who are already employed can upgrade their knowledge and skills. Besides many centers offering computer courses, language courses and more, some agencies specialize in business-related training and upgrading programmes. There are also governmental agencies like the Productivity Improvement Center (PIC) of the City Council of Addis Ababa or the Regional Small Enterprise Development Agencies (REMSEDA's) and private players like the Chamber of Commerce and Sectarian Associations offering this kind of training.

2.2.5 Enterprises

All public and private enterprises are potential TVET providers. Even institutions like hospitals, non-governmental organizations or associations can deliver training, either on-the-job or in a more organized form. The main forms of enterprise-based training in Ethiopia are described below.

a) Internships and industrial attachments

Trainees of governmental and non-governmental TVET institutions spend around three months per year in public and private enterprises. This arrangement is the outcome of a year-old attempts to make TVET more practical, increasingly oriented towards the needs of the world of work and, last but not least, cheaper for government. (ECC, 2006: 15)

b) Enterprises operating in-house TVET facilities

The most prominent examples for this way of TVET –delivery are the training centers of the Ethiopian Electric Power Corporation (EPEPCO) and the Ethiopian Telecommunication (ETC). Here, enterprises train or upgrade people for their own purposes. At the moment, around 5,000 trainees are enrolled in the training units of (mostly public) enterprises and public authorities.

c) Family, Small-scale, or other enterprises which train apprentices

Many, if not most, small scale enterprises have apprentices. While the labor proclamation forces formal contractual agreement between enterprises and their apprentices, it is assumed that most of the apprentices do not have a formal agreement with their enterprises. Often they have the status of a helper. Their status, as well as the way they learn, is not regulated and is often more akin to “learning by doing”. No figures about those who acquire their skills through such informal attachments/ apprenticeships are available. The bulk of vocational training in Ethiopia may take place in informal

attachments/apprenticeships, especially because this form prevails in the agricultural and the crafts sector.

2.3. The Governance of the Ethiopian TVET – System

The term “governance” refers to the management and the decision making process in the administration of a system or an organization. Different nations and different organizations within a nation may approach governance concerns (who make decisions? Who pays the bills?) in very different ways. For TVET, a system of corporate governance where all important stakeholders can participate is an internationally accepted benchmark for best practice. This view is accepted in principle in Ethiopia, but corporate governance is not yet fully operational in the country. Many of the following described below are not yet in place as foreseen in the proclamation and the strategy. All parents must continuously work to raise the awareness of government agents, private sector operators, parents, trainers and other key players in order to increasingly root TVET in the economy and in society (ECC, 2006: 16).

2.3.1. Governmental bodies responsible for TVET

It is clearly spelt out in the proclamation that the overseeing governmental body in charge of TVET is the Ministry of Education (MoE).

a) Role and responsibility at the Federal level:

MoE has concentrated all TVET activities in two departments:

1. TVET System Reform and Capacity Building Department with the following main responsibilities: System and TVET policy reform support for public and non-public TVET institutions, implementation of the strategy, financing of TVET, cooperative and in-company training.
2. Occupational Standards and Testing Department with the following main responsibilities: development of occupational standards; set-up of testing system against occupational standards (OS), mapping of stakeholders, assurance of industry involvement in OS development.

As a cross-cutting activity, TVET-related research is also a federal task.

b) Role and responsibility of the Regional level:

In most cases, public TVET institutions involved in formal middle-level TVET are under the regional TVET authorities. In some regions or administrative units, such as Addis Ababa, this authority has been delegated to zonal level. Non-formal public TVET institutions are run and financed by different sectors at different levels. For example, the Community Skills Training Centers (CSTCs) are usually coordinated by the non-formal and adult education departments in the State Education Bureaus (and financed through the Woreda Education Offices).

2.3.2. TVET Councils and Boards

It is generally understood that a market-and occupation –oriented TVET system can only work when expertise from the world of work is taken into account and when all

stakeholders can discuss and decide crucial issues together, for this purpose, corporate steering bodies are foreseen in the proclamation and in the strategy.

TVET councils are foreseen at Federal and Regional levels. Their power and mandate are being reviewed in the process of updating the TVET strategy.

It is foreseen that, at the local level, TVET Boards in the TVET institutions will ensure close cooperation with the actors from the world of work. Here, the involved parties have the chance to design the choice of courses and the practical design in line with the requirements of the local resource base, population features, labor market prospects and profiles of the surrounding enterprises. Therefore, these governing bodies should be founded or made operational where they do not yet exist.

2.3.3. Financial Administration in TVET

Mostly, the organization and administration of the education system, including TVET, is the responsibility of the state. Based on the ideology/philosophy of the political power, a state may share the responsibility of policy making, curriculum preparation and controlling the education system for different stake holders like regional states, private organizations, industries, etc.

Administration in general academic education and vocational training has many features in common. The elements they share include financial affairs, facilities, staff and students. On the other hand, their difference is related to the unique characteristics of vocational training. Job related courses; sources of income, higher per student costs, and close relationship with the labor market are some of the peculiar characteristics of vocational training (Gilli, 1976: 55).

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

As a strategy of cost reduction 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 product, introduction of a training levy on employers (1 to 3 percent payroll tax) and apprenticeship training. Apprenticeship is a cheap way of training youngsters for the Government because the cost of training is shared between employers and apprentices (Atchoarena, 1996: 3 -5 and Atchoarena, 1994: 164) cited on Masresha, (2004: 39).

2.4. Orienting TVET for Sustainable Development

In October 2004, the Division for Secondary, Technical and Vocational Education of UNESCO (Paris), the UNESCO -UNEVOC International Centre (Bonn) and the German Federal Ministry for Education and Research (BMBF) was host, in Bonn, the 5 year review of progress since the Second International Congress on Technical and Vocational Education (TVET) which was held in Seoul, Korea, in April 1999. Over one hundred international experts, drawn from a broad cross section of UNESCO Member States, were attending the Seoul plus Five follow-up meeting. Proceedings were focus on two main areas, as participants:

- 1 Assess the extent to which TVET systems in UNESCO Member States have developed since the 1999 Seoul Congress; and
- 2 Examine how TVET systems may be re-oriented to contribute to sustainable development.

The question of how TVET may contribute to sustainable development, already an important topic, is likely to emerge as being of increasing importance once the UN Decade of Education for Sustainable Development commences in 2005. UNESCO is the lead agency for the decade, and the UNESCO-UNEVOC Centre is preparing to take a leadership role on this issue within the international TVET community (UNESCO, 2004: 1).

Discussions on the central theme of the 1999 Seoul Congress – lifelong learning and training for all, a bridge to the future – led to the conclusion that a new paradigm of both sustainable development and TVET was needed. As the Preamble to the Recommendations in the Final Report stated:

'We have considered the emerging challenges of the twenty-first century, a century that will be an era of knowledge, information and communication. Globalization and the revolution in information and communication technology have signaled the need for a new human-centered development paradigm. We have concluded that Technical and Vocational Education (TVE), as an integral component of lifelong learning, has a crucial role to play in this new era as an effective tool to realize the objectives of a culture of peace, environmentally sound sustainable development, social cohesion, and international citizenship'.(UNESCO,2004: 1)

2.4.1 Using Work-Based Learning to Develop TVET for Sustainability

Education for Sustainability (EfS) advances traditional environmental education by adding a social dimension and critiquing behavior such as mass consumerism. Dr Neil Taylor (University of New England School of Education) and Dr Richard Coll (University of Waikato) suggest in a joint article that work-based learning could act as a vehicle for delivering EfS. They indicate three possible models:

The first involves 'EfS training occurring in the workplace'. The education that occurs in the workplace also involves enculturation of newcomers into a 'community of practice', in an apprentice/ student-master type of relationship. This clearly has a social component and

might, for example, allow near graduates to come to an understanding of EfS issues as part of their workplace experience.

Second is a model in which EfS training occurs in the classroom and is later taken into the workplace by students. They could be taught about EfS in specific classes, or as part of technology, management or related classes. Such courses would provide students with an understanding of EfS allowing them to take knowledge of such issues into their work placements. Students going on placement are often hesitant about addressing potentially emotional issues like sustainability. It would seem appropriate that they have the necessary information available to inform their decisions.

The third model is one in which work-based learning and EfS are integrated. Work-based learning is seen by proponents to be most effective when it involves work-integrated learning. Indeed, this is a key feature of sandwich degrees and one of the main reasons for ‘sandwiching’ the work placement between on campus learning. In work-integrated learning students are expected to take knowledge into the workplace and to bring back workplace knowledge into the classroom after completing their work placements.

The World Association for Cooperative Education (a professional body that advocates work based learning) suggests that students bring their on-the-job experiences back to the classroom for further analysis and reflection. Hence, the third model is essentially a combination of the first two models described above. For example, students could be required to report about sustainability issues in appropriate classes (e.g. using case studies about their placements) or on open-days when they give presentations (e.g. the ‘industry day’ at British universities). (UNESCO-UNIVOC, 2004: No. 9)

2.4.2. From Productivism to Ecologism

As a major supplier of skilled labor, TVET is directly implicated in the reproduction of ‘productivism’, the predominant ethos which assumes that economic growth is a permanent and necessary feature of human existence, regardless of its environmental impact and consequences. Productivism prioritizes the needs of ‘industry’ over all others, and reifies ‘work’ (as paid employment) as the principal source and measure of social worth.

At present, TVET is based on two normative assumptions; that the principal, if not sole, purposes of TVET are to:

- Promote economic growth through the development of the human resources required to increase productivity and profit; and
- Produce skills for work, thereby enhancing employability.

Productivism and the ‘training-for-growth’ and ‘skills-for-work’ assumptions no longer constitute a rational or legitimate basis for TVET. Scientific evidence of deep-seated and potentially irreversible environmental problems shows that permanent economic growth is untenable. The demise of full-time, standard employment largely invalidates the ideology of ‘work’ and the discourse of ‘employability’.

The time has come for a new post-productivist vision of TVET, based on values and assumptions that promote learning for the new world of work, global citizenship and ecological responsibility. TVET learners should develop a more reflexive and holistic understanding of their roles as ecological actors and of the consequences of their production and consumption activities in and beyond the workplace. TVET institutions and teacher educators have a responsibility to teach effectively, but they also have a dual responsibility to initiate a critical examination of the social and environmental consequences of economic growth, and facilitate lifelong learning and skills development for ecological sustainability. If TVET is to serve the interdependent interests of nature, society and economy, productivism and the myth of perpetual economic growth must be replaced as the bedrock of TVET by a new ethos of 'ecologism' and the global imperative for democratic, equitable and sustainable development. (UNESCO-UNIVOC, 2004: No. 3)

2.5. The objective of TVET as a basis of Apprenticeship Training

It is a generally accepted truth that the major aim of TVET is to train a skilled manpower for the labor market especially for such critical sectors of the economy as agriculture, manufacturing, construction, communication, transport and commerce Masresha, (2004: 17).

Historical evidence shows that in the late 1970s the economies of developing countries, especially in Africa, entered a period of recession and economic crises. The growth of modern sector employment slowed sharply as a result of spending cuts in the public sector. The consequence was a rapid rise in an employment among young people, particularly those who had completed secondary school. The rapidly growing informal sector absorbing much of the labor force gradually forced the structure of employment in these countries to change (Atchoarena and Andre, 2002: 37) cited on Masresh, (2004: 18).

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, TEVET has also been expected to achieve additional societal goals, and 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 out put of post-primary education, TVET graduates have been more rapidly absorbed into the labor market. According to World Bank (1990:160) high rates of return results from the pre-employment center agencies in middle-income countries and developing countries.

The other objective TVET should 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 crate 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 poor countries like Ethiopia, with high rates of population increase and constrained expansion of modern sector employment (World Bank, 1990:17). To mention some relevant cases, 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 the lower technical secondary school graduates are also to find wage employment (World Bank, 1990:17) cited on Masresha (2004: 19).

Furthermore, TVET program is believed to attain employability objectives with special attention for the youth and others who don't have access to the world of work because of lacking some kind of training. 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 increasing short supply.

It is already known that large scale unemployment of youth is a widespread and persistent social and economic problem in developing countries. This may resulted due to the mismatch between the rate of population growth and the expansion of employment opportunity. It has also been a major problem in European Union, where large-scale manpower supply programs have been instituted in an attempt to facilitate the transition from school to work. The program typically consists of intensive counseling and labor market latching 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)

In a number of developing countries large-scale provision of pre-employment has been the chosen policy. On the one hand, efficiency requires that TVET be closely tied to the nature and volume of employment demand in the modern sector, on the other hand, youth searching for any form of wage employment need skills relevant to all sector to increase their flexibility in tight market. (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. An equally important further justification for TVET is that it enables the youth 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: 19, 26).

Economists have argued that vocational education will lead to employment for the disadvantaged only when unemployment is low. When an employment 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. 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 has led to downward substitution of skills further lowering the cost-effectiveness of education (World Bank, 1990: 20)

Government also uses 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, 1990:20).

Imported models of TVET, which were developed in a context of economic growth, proved incapable of supplying skilled labor that meet 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 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 actual socio-economic condition;
- Disregard of the labor market and of the high unemployment rate among graduates.

Later on with changes in the labor 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 Middelton 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 and effective implementation that educational change, such as the introduction of vocational or pre-vocational subjects, might increase the contribution of education towards rising 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.

2.6. Development of apprenticeship

2.6.1. Apprenticeship as Traditional means of skill development

Vocational education in its informal form has its origin when man begins to live together and started to produce for his basic needs. The primitive people probably used the digging stick, stones, iron tools and fire to clear the vegetation for hunting and gathering their food supply. Knowledge continued to be passed from father to son verbally and was meager in quality. At this period the process of learning was spontaneous imitations of skills (Abramson, et. al 1979: 19 and Bermabeck, 1972:2)

As time passed, people gradually learned to use fire to cook and melt metals to produce tools. Consequently these skills necessitated division of labor unlike doing every thing available in the earlier times. Some people work as smiths others carpentry, masons, or weavers. The new social development brought the different craftsman to form social groups and out of these social groups the guilds of Middle Ages evolved (Abramson, et. al 1979: 19).

During the middle age, apprenticeship was served under the guilds association (association to protect the interest of members in the same craft). Since the transmission of family heritage and unconscious learning was not satisfactory, apprenticeship came into being.

It consists of youths learning any trade under the supervision of master craftsman and according to established specifications. In this system, training and production are integrated towards the development of the apprentice into adult life (Hanson, 1977: 24 and Brubacher, 1987:6). Later on, the rapid development of power machinery and the increased demands for goods led to a greater demand for mass production than apprenticeship. Hence, industrial revolution was the main reason for the decline of apprenticeship and emergence of new type of formal schools (Abramson, et. al 1979, 19)

2.6.2. Difference between Medieval, Modern Apprenticeship and Formal Schooling

According to Carton (1984: 44 – 45) as cited in Getachew, 2005: 12), the industrial revolution brought the following basic difference between the apprenticeship of mediaeval period and formal schooling.

1. Whereas in mediaeval apprenticeship educational practices were controlled by the instructors themselves, the formal system was directed by the state and the social forces controlling it;
2. Where as the mediaeval apprenticeship met the needs of a particular trade, formal instruction is relatively non-specific;

3. Where as the apprenticeship training was directly connected with the work place, the rise of the school connected with the appliance of employment markets.

In traditional apprenticeship, apprentices get training by working with their masters and reside with the family of the master. This practice is not common in modern apprenticeship. Under the traditional apprenticeship, the apprentices have to pay to their master for the skill required to learn. On the other hand, in the modern apprenticeship, the owners of industries pay some allowance for the apprentice.

Industries offer apprenticeship usually supplemented by trade theory. After the end of the course, trade test is administered and certificates of accomplishment will be awarded. If there is vacancy in the industry, the employer prefers to employ the apprentice rather employing an individual who is not familiar with the nature of the work (Laugo, 1993: 31-32).

Modern apprenticeship is considered as one of the most efficient cost effective mechanisms. It saves the cost of the government because employers share most of the cost. Since the same resources (instructors, equipments, materials and time) are combined together, the total cost of the national economy will also be minimized. Moreover, according to research study in Israel, apprenticeship found to be cheaper and equally effective than vocational schools (Laugo, 1993: 34).

2.7. Conceptual Framework of Apprenticeship Training

It is now widely accepted that training must have relevance to the existing demand of world of work and that quality must be determined in outcomes. No matter the cost or rigor 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 experience as part of general education, would help to solve their unemployment problems (Lagulo 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 needs to consider 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) cited on Masresha (2004: 31-32).

2.7.1 The work - place learning – Private Sector Involvement

a) A Company as a Workforce Learning

At Opel, sustainability means balancing the social responsibility the company assumes for its employees and communities as well as society at large with the need to preserve the natural environment and resources, while ensuring the long-term profitability of the company's operations. In fostering employee training and education Opel sees both business sense as well as social responsibility. As a learning enterprise, Opel's success depends on highly qualified, motivated employees because the qualifications, knowledge and skills of the workforce are a key strategic asset in a dynamic and competitive auto industry.

A pyramid can illustrate how training, education and career development activities all come together and build on each other. It starts with vocational training and extends to various qualification opportunities and work-integrated university studies all the way to leadership training with international assignments within the General Motors organization. (UNESCO-UNIVOC, 2004: No. 7)

b) Vocational Training in Technical and Commercial Professions

With approximately 844 apprentices (as per 31 December 2003), Adam Opel AG is one of Germany's largest providers of vocational training opportunities. The company currently offers 17 different training programmes, twelve in technical areas and five in commercial professions.

At Opel, building social and personal skills is just as important as developing job qualifications. Making a car or being responsible for a model range requires the ability to be productive within a team. That is why teamwork and communication skills are important areas in the Opel vocational training approach.

Experienced trainers mentor apprentices through a process called the 'Training Contract'. All the trainees in each group reach a consensus on fundamental issues: Why did we enroll in this programme? What are our goals? How do we want to interact within the team? In this way, apprentices can continuously refer to the agreed points and track their own development. At the same time, the trainer makes sure that all the required learning content is covered and internalized. The trainer and the team then jointly develop strategies so that each individual in the group can acquire the necessary knowledge and work on filling any learning gaps. (UNESCO-UNEVOC, 2004: 5)

2.7.2. The Role of the Workplace Supervisor/Trainer

The workplace supervisor/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, more initiatives seek to achieve the goals of making apprenticeship training an attractive undertaking for employers and of ensuring that training is relevant and useful for workers.

In line with this, a workplace/ Enterprise supervisor or Trainer is responsible for:

- Developing a training plan for the trainee which will ensure that the trainee has the opportunity to learn all the required work-based skills during the course of the program;
- Assigning every trainees' in an appropriate work place in accordance to their field of training;
- Evaluating the trainee's progress on a regular basis and completing the trainee checklist documenting achievement of the required skills;
- Helping the trainee avoid problems and errors on work assignments;
- Providing emotional support, encouragement, direction, and knowledge about the workplace culture;
- Seeking help from appropriate sources if personal problems are affecting the trainee's performance;
- Arranging meetings with TVET institution officials/Teachers or Vocational counselors during the school year to discuss the trainee's progress;
- Communicating regularly with the vocational counselor, the training coordinator and/or the TVET teacher of the related class to discuss any problems and to ensure that work-based learning experiences and classroom instruction are being integrated as much as possible; and
- Attending enterprise/workplace supervisors/trainers training workshops and regularly scheduled meetings.

Furthermore an Enterprise/workplace supervisor/trainer should, fulfill the following prerequisites:

- Experience working with the youth, either on the job or through family or outside activities;
- Effective in communicating/training skills with the youth;
- Highly skilled in the area in which the trainees will be trained in the workplace/enterprise;
- Good communication skills in the workplace; and
- Knowledge of and commitment to the principles or training and the training program. (ECBP-MOE-TVET, 2007: 22 - 24).

2.7.3. The Role of Administrative and guidance staff

Administrators of technical and vocational education programmes should be equipped with the following qualifications:

- (a) Teaching experience in a field of technical and vocational education;
- (b) Some work experience in one of the fields taught in the programme;
- (c) A broad vision of technical and vocational education as a vital element in personal, social and economic development;
- (d) Knowledge of administrative techniques and procedures.

The heads of technical and vocational education establishments should devote a significant portion of their time to the educational and scientific aspects of their work. Sufficient staff should be available to provide the following services:

- (a) Counseling and guidance for candidates and students;
- (b) The preparation, supervision and coordination of all practical work and experiments;
- (c) The maintenance of instruments, apparatus and tools in workshops and laboratories;
- (d) Academic support services such as libraries, information and communication technology centers and information resource centers.

Administrators should keep up to date with new administrative techniques and trends, especially through relevant lifelong learning programmes. They should receive special training in the methods and problems associated with the specific features of technical and vocational education programmes, such as flexible entry and re-entry patterns, continuous training in the workplace, and relevance to the needs of the world of work. This preparation should include:

- (a) Management methods appropriate to educational administration, including techniques that utilize information and communication technologies;
- (b) Financial planning methods that facilitate the allocation of available resources, given the objectives and priorities of the various programmes, and ensure their efficient utilization;
- (c) Contemporary human resources management and development methods.

Guidance staff should receive special preparation for their tasks. They should be equipped to make objective assessments of aptitude, interest and motivation, and have up-to-date information concerning education and work opportunities. They should acquire a direct knowledge of the economy and the world of work through systematically organized visits to enterprises and training periods in enterprises. Guidance staff should be provided with facilities – including the opportunity for practical experience – to keep up with new information and methods of guidance. Most importantly, they should bear in mind the concept that technical and vocational education must be available to all as part of the lifelong learning process. It must contribute to personal and economic development and responsible citizenship. (UNESCO, 2001: 47)

2.7.3.1. Guidance and Councilor in TVET

Guidance in the formal schooling context should promote technical and vocational education as a viable and attractive choice for young people. It should:

- (a) Cover a broad range of occupations, include supplementary visits to workplaces, and make the student aware of the eventual necessity of choosing an occupation and the importance of ensuring that this choice is made as rationally as possible;
- (b) Assist students and their parents/guardians in making a positive choice concerning educational streams, and encourage learners to keep open a wide range of options so as to increase their learning and occupational flexibility.

Guidance in technical and vocational education as preparation for an occupational field should:

- (a) Inform students of the various possibilities open in the particular field of interest, the educational background required, and the subsequent possibilities for continuing education and further training;
- (b) Encourage students to choose educational programmes that will not limit their later employment options;
- (c) Follow the students' progress through their educational programmes;
- (d) Supplement the programmes by short periods of work experience and study of real work situations.

For individuals engaged in continuing technical and vocational education as a part of their lifelong learning, guidance should:

- (a) Help them to choose the programme best suited to their needs;
- (b) Enable them to make effective choices regarding their entry into suitable levels of specialization.

Guidance should take into account:

- (a) Economic, social, technological, cultural and family factors influencing the learners' attitudes, expectations and choice of career;
- (b) Results of testing, including aptitude tests;
- (c) Educational achievements and/or work experience;
- (d) Opportunities and prospects in the occupational sector of interest;
- (e) Individual preferences and special needs, including medical conditions, physical limitations and disabilities.

Guidance systems need to be accountable to the beneficiaries and sponsors of the service. Quality assurance and long-term results should be continually monitored at national and institutional levels through:

- (a) Accurate records of clients, needs addressed, programmes and interventions used and resultant employment including self-employment;
- (b) A system of evaluation both of staff performance and of the methods used to determine the long-term effects of guidance and the degree of self-reliance of beneficiaries. (UNESCO, 2001: 35)

2.7.4. The Role of Teaching Staff

TVET teachers and other staff at public and private/NGO TVET institutions/colleges will be expected to play a new roles and responsibilities in implementing apprenticeship training. They are not only a teacher; they also take part in facilitating apprenticeship training. Special upgrading training modules, designed from key issue 3 of the TVET reform, are prepared to support the in-service training of TVET teachers (ECBP-MOE-TVET, 2007: 32).

All teachers in technical and vocational education, including instructors/trainers who teach practical skills, should be considered an integral part of the teaching profession, and should be recognized as having the same status as their colleagues in general education. In this regard:

- (a) The Recommendation concerning the Status of Teachers adopted by the Special Intergovernmental Conference on the Status of Teachers on 5 October 1966, UNESCO is applicable to them especially as regards the provisions concerning preparation for a profession, continuing education, employment and career, the rights and responsibilities of teachers, conditions for effective teaching and learning, teachers' salaries, and social security;
- (b) Arbitrary distinctions between teachers in specialized technical and vocational institutions and those in general education institutions should be eliminated.

Technical and vocational education teachers, on a full-time or part-time basis, should possess the appropriate personal, ethical, professional and teaching qualities, and a strong initial preparation that will enable them to operate in and adapt to an ever-changing scientific, technological and social environment.

Teachers of technical and vocational subjects in general education should:

- (a) Be familiar with a broad range of specialties;
- (b) Develop the ability to relate these to each other as well as to the larger social, economic, environmental, historical and cultural context;
- (c) Where these subjects serve primarily an occupation or educational orientation function, be able to give guidance.

Teachers of technical and vocational education for occupational fields should have relevant qualifications so that:

- (a) If the occupational field requires primarily practical skills, they should have significant experience in the exercise of these skills;
- (b) If learners are to be prepared for technician or middle-management positions, teachers should have a thorough knowledge, preferably acquired through appropriate practical experience, of the special requirements of this type of position;
- (c) If the occupational field requires research and theoretical analysis, e.g. an engineering field, teachers should have a background in research methods.

Teachers in technical and vocational education as continuing education should, in addition to the special preparation for teaching adults, have an adequate knowledge of the working environment of the learners, and be able to provide distance and individually paced education and training.

Skilled professionals working outside education should be invited to teach in schools, universities or other educational institutions in order to link the world of work more closely to the classroom.

Teachers of general subjects in technical and vocational education institutions, in addition to qualifications in their own field, should have an appreciation of the nature of the learners' specialized technical and vocational education programme. Preparation for technical and vocational teaching should preferably be offered as a tertiary programme, requiring completion of secondary education or its equivalent for entrance. All programmes should be designed with the following objectives in mind:

- (a) To maintain standards of education and professional preparation in effect for the teaching profession as a whole and to contribute to raising these overall standards:

- (b) To develop in future teachers the ability to teach both the theoretical and the practical aspects of their field, with special emphasis on the need to use, whenever possible, the information and communication technologies;
- (c) To develop in future teachers the responsibility for keeping up to date with trends in their field, as well as with the related work opportunities;
- (d) To develop in future teachers the ability to guide learners with special needs;
- (e) To ensure that future teachers are equipped, by means of supplementary training, to teach other subjects related to their primary subject.

Flexible training and retraining programmes, combining instruction on the campus and in the workplace, must be adapted to suit the concerned subjects and the needs of the learners and the workplace by developing new and appropriate instruments of assessment, accreditation and articulation, and certification standards. When local conditions prevent future teachers from receiving practical work experience in their training, the teacher-training institution should attempt to simulate workplace conditions as part of the curriculum.

The professional preparation of all technical and vocational teachers should include the following elements in pre-service training and in-service upgrading programmes:

- (a) Educational theory in general and particularly as it applies to technical and vocational education;
- (b) Educational psychology and sociology relevant to the subjects/fields to be taught by the future teachers;
- (c) Classroom management, special teaching methods appropriate to the subjects/fields of the future teachers and methods of evaluating/ assessing the students' work;
- (d) Training in the choice and use of contemporary teaching techniques and aids, including information/communication technologies;
- (e) Training in how to create and produce appropriate teaching materials, including modular and computer-aided instructional materials, whenever such materials are in short supply;
- (f) A period of supervised practice teaching before appointment to a post;
- (g) An introduction to educational and occupational guidance methods as well as to educational administration;
- (h) Planning the instructional environment of practical classes and laboratories and managing/ maintaining these facilities;
- (i) A sound training in safety, with emphasis on teaching safe working practice and setting a good working example.

Staff responsible for the preparation of technical and vocational teachers should have obtained advanced qualifications in their field:

- (a) teacher-educators responsible for special technical and vocational fields should have qualifications in their field equivalent to those of special subject's staff in other higher education institutions and programmes, including advanced degrees and employment experience in related occupational fields;

(b) teacher-educators responsible for the pedagogical aspect of teacher preparation should themselves be experienced teachers in technical and vocational education, and should possess advanced qualifications in education.

Staff responsible for the preparation of technical and vocational teachers should be actively engaged in technical research and analyses of work opportunities in their field. Provision should be made for this in terms of a reasonable teaching load and access to appropriate facilities. Teaching staff should be encouraged to continue their education and training, whatever their specialized field, and should have the necessary means to do so. Lifelong learning should be made available in a wide range of facilities, and should include:

- (a) Continuous review and updating of knowledge, competencies and skills;
- (b) Continuous updating of specialized professional skills and knowledge;
- (c) Periodic work experience in the relevant occupational sector.

When questions of promotion, seniority and status are considered, teachers' achievements in continuing education and training as well as relevant work experience should be taken into account. (UNESCO, 2001: 41).

2.8 Legislation of apprenticeship training as components of TVET system

Policy should be formulated and technical and vocational education administered in support of the general objectives adopted for the educational process as well as for national and, if possible, the regional social and economic requirements of the present and the future, and an appropriate legislative and financial framework adopted. Policy should be directed to both the structural and the qualitative improvement of technical and vocational education as stipulated in Article 2 of the Convention on Technical and Vocational Education (UNESCO, 1989) and further described in the recommendations of the Second International Congress on Technical and Vocational Education (1999) as:

Although governments carry the primary responsibility for technical and vocational education, in a modern market economy technical and vocational education policy design and delivery should be achieved through a new partnership between government, employers, professional associations, industry, employees and their representatives, the local community and non-governmental organizations (NGOs). This partnership must create a coherent legislative framework to enable the launching of a national strategy for change. Within this strategy the government, apart from actually providing technical and vocational education, can also provide leadership and vision, facilitate, coordinate, establish quality assurance and ensure that technical and vocational education is for all by identifying and addressing community service obligations.

As the experience of many African countries indicates, there is not enough space to accommodate the host of TVET trainees for the intended apprenticeship training. The reason for this may be due to the limited growth of industries in sub-Saharan countries or the problem of understanding the importance and advantages of apprenticeship training especially for those who provide the training.

After it became obvious that the educational systems adapted from the colonial regimes were mainly academic which is leading to a mass production 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) cited on Masresha (2004: 38). 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 from primary to tertiary levels. It is called for the integration of TVET and business education as well as equipping technical training institutions with modern tools and equipment (UNESCO, 1998: 25). Cited on Masresha, 2004: 38).

Several African countries 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 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, Ivory Coast, Senegal and Uganda have also taken measures to facilitate in-firm internships for TVET pupils (Atchoarena and Andre 2002: 61).

In Ethiopia it was only on the 1st of March 2004 that the TVET law promulgated for the first time. This law devotes one of its parts fully for the apprenticeship training. In this part of the document the duties and responsibilities of organizations, trainees and TVET institutions during apprenticeship training are stated. 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 Gazeth, 1st of March 2004, No. 391/2004).

2.9. Financing Apprenticeship Training as a Component of TVET System

Technical and vocational education is best served by a diversity of public and private providers. The appropriate mix can be found in many ways, with the responsibility of governments being to facilitate choice while ensuring quality.

Government and the private sector should recognize that technical and vocational education is an investment, not a cost, with significant returns. Including the well-being of workers, enhanced productivity and international competitiveness. Therefore funding for technical and vocational education should be shared to the maximum extent possible between government, industry, the community and the learner, with government providing appropriate financial incentives. Furthermore, the governments of least developed countries in particular should seek bilateral and multilateral capacity-building cooperation in technical and vocational education.

Within governments, there are often shared and overlapping responsibilities for various elements of technical and vocational education among departments and agencies. It is desirable that governments streamline their own public institutional framework to the maximum extent possible to coordinate the national technical and vocational education effort, create an effective partnership with the private sector, and promote technical and vocational education for the benefit of all stakeholders.

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 employers 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), cited on (Masresha, 2004: 41).

2.10. Major constraints in conducting apprenticeship training as an integral part of TVET

There may be a number of problems occurred in practicing apprenticeship training program in different institutions/colleges. The problems may differ from one institution to the other but all has a negative impact in producing effective and efficient trained manpower that acquire the necessary skills for the demanding work world. To mention some of the problems; lack of awareness, in-effectiveness of the trainees towards having the necessary theoretical as well as practical knowledge in their field of training, lack of proper discipline that may be demanded by the organizations, high cost, scarcity of organizations or enterprises that can accommodate the trainees at the same time, the demand of an insurance coverage by the organization, lack of willingness in organizations side in accepting students for the training, financial constraint etc.

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 vocational training specialized. 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).

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

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

In the formal sector funding the TVET institutions are the responsibility of the Government. In fact there are few private TVET providers in Ethiopia. Foreign advisors and experts in the sector recommend that the Government should do to the level best to strengthen the private institution and to leave the sector for private training providers step by step. Basically the problem of financing TVET training is also exists in the private sector. Medium and large size 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.

Lack of cooperation among TVET institution and apprenticeship training providers is the core problems of the TVET provision. 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 completely insufficient legislative stimuli to promote cooperative forms of training.

2.11. Future Strategies to Promote Apprenticeship Training

2.11.1. The Millennium Development Goals and TVET

The notion of a ‘new human-centered development paradigm’ was elaborated at the Millennium Summit of the United Nations General Assembly in September 2000, which agreed to a set of Millennium Development Goals (MDGs). The MDGs include: halving extreme poverty and hunger, achieving universal primary education and gender equity, reducing under-five mortality and maternal mortality by two-thirds and three quarters respectively, reversing the spread of HIV/AIDS, halving the proportion of people Without access to safe drinking water, and ensuring environmental sustainability. They also include the goal of developing a global partnership for development, with targets for aid, trade, and debt relief. The MDGs offer a longer-term strategic vision.

Effective TVET is integral to finding and implementing solutions to all of these issues. In this way, TVET underpins every one of the MDGs and the achievement of sustainable development. It is impossible to think of making gains in poverty reduction, job creation,

health or environmental concerns without a strong and focused TVET effort, and it is equally true that a focused and well-managed TVET system can lead to huge improvements in education, gender equality and living conditions. In essence, achieving the MDGs requires the development of appropriate forms of TVET. (UNESCO – UNIVOC, 2004: 1)

2.11.2. The Crucial Role of TVET in Achieving Sustainable Development

Reflecting such imperatives, the Seoul Congress looked to an innovative paradigm of technical and vocational education based upon ‘a learning culture’ that encourages and educates people ‘to be productive and competitive, and to care for the well-being of its people’. It was agreed that ‘a vibrant training culture is a key factor in attaining that goal ... and empowering youth and adults to play a part in the new development paradigm.’ As a result, the Final Report of the Congress stated:

‘Technical and vocational education, as an integral component of life-long learning, has a crucial role to play in this new era as an effective tool to realize the objectives of a culture of peace, environmentally sound sustainable development, social cohesion and international citizenship’... the TVET of the future must not only prepare individuals for employment in the information society, but also make them responsible citizens who give due consideration to preserving the integrity of their environment and the welfare of others.’ (UNESCO – UNIVOC, 2004: 3-5).

These statements represent a broadening of TVET from the narrow task of providing training for industry specific and occupation-specific skills to the broader task of workforce development and lifelong learning for sustainable development and citizenship. Thus, the Recommendations on Technical and Vocational Education for the Twenty-First Century, published jointly by the International Labor Organization (ILO) and UNESCO in 2002, state that, as ‘a vital aspect of the educational process in all countries’ TVET should:

- (a) Contribute to the achievement of the societal goals of greater democratization and social, cultural and economic development, while at the same time developing the potential of all individuals, both men and women, for active participation in the establishment and implementation of these goals, regardless of religion, race and age;
- (b) Lead to an understanding of the scientific and technological aspects of contemporary civilization in such a way that people comprehend their environment and are capable of acting upon it while taking a critical view of the social, political and environmental implications of scientific and technological change;
- (c) Empower people to contribute to environmentally sound sustainable development through their occupations and other areas of their lives.’ (UNESCO – UNIVOC, 2004: 6)

2.11.3. Reform on TVET in Ethiopia

The Technical and Vocational Education and Training (TVET) system in Ethiopia is currently in a reform process since November 2005. A profound TVET system

determinants are discussed at Federal and Regional levels aimed at creating a TVET system which is demand driven, wage and self employment oriented and appropriate to the development needs of Ethiopian economy. The reform begun with the support of the Engineering Capacity Building Program (ECBP). ECBP consists of four components with one of its components covering the TVET system reform. A new TVET strategy (2006) was developed as an outcome of this component, discussed with a wide range of stakeholders and adapted by the council of Ministers in Dec. 2006. To this end, a comprehensive National TVET strategy is currently being approved and a new TVET proclamation is in preparation. (ECBP-MOE-TVET, 2007: 5, 7).

TVET development as envisaged in the TVET strategy relies, among other, on solid private-public partnership and on dedicated co-operation between stakeholders through collaboration of TVET institutions and enterprises, i.e. training that takes place in two venues—in a school environment and in the world of work. As the training takes place mainly in the enterprise, it can be foreseen that it supplies the workplace with right core competences. Good CT results are already seen in different countries all over the world.

This CT conceptual framework was developed earlier. It is intended for practical use of relevant stakeholders, like enterprises, public and private TVET institutions, trainees and their parents, TVET Commissions/Bureaus, associations and chambers to create awareness and encourage them to participate in the endeavor. It describes what cooperative training (CT) is and what is required to introduce and implement it accordingly. It also provides information and explanations for stakeholders to be engaged in CT as appropriate human resource development alternative to be competent in national and international market. It is developed to make cooperative training workable, and as a guide for implementers is also provides information and explanations that enable stakeholders to decide whether CT is appropriate or not in their context. (ECBP-MOE-TVET, 2007: 4).

2.12. The practice of apprenticeship training in some selected countries

Apprenticeship training models vary from country to country, the extent of Government intervention in regulating the system and in financing the program 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.

2.12.1 On-the-job training in Japan

Japan is a highly industrialized country which has popularized the art of on-the job training for skilled workers. A typical company that has perfected the technique is the Toyota Automobile company. It has about 100 trained instructors for about 45,000 employees. Training on the job is considered to be cost effective and practical. Such training has several advantages. Students can directly discover which skills and attitudes are useful for them, and they get immediate opportunities to apply what they have learned to actual job situations. They can also get immediate feedback. Since the necessary equipment is already available, no special arrangement is required. In Japan this kind of training is practiced

very widely. Much of Japan's Vocational training by the Industries is authorized by the Government. All types of trainees are taken care of the basic training for initialize experienced workers with new developments, new skills, and acquaintance with new process, technologies etc. Cited on Nardos Abebe, (1999: 34).

2.12.2. The traditional apprenticeship system in Kenya

The key characteristics of traditional skill training in Kenya are its relative ease of entry, and its high degree of self-financing. Taking on apprentices can be both a source of income from fees and a source of cheap labor (Ferej, 1993). Entry can be based on kinship, friendship, business or philanthropy. Traditional apprenticeship is more flexible, the duration of training depends on the apprentice's aptitude, and the quantity, variety and type of work undertaken by the apprentice master. After training apprentices can and do seek employment elsewhere, start their own businesses, or continue to work for their apprentice masters. The fee structure is quite flexible, ranging from nothing in the case of philanthropy to considerable amounts. Tomecko et al. (Tomecko, 1991) found that an apprentice in the informal sector can expect to pay approximately sixty US dollars (USD) per annum. The total fees paid for a normal course of training range from USD 120 - USD 360, and are usually paid in a single lump sum at the commencement of training.

The apprentices in turn receive an allowance or incentive of approximately one USD each working day, an amount which gradually increases as the apprentice's skills develop. A reasonably competent apprentice can earn several times the amount of the fee paid. The system is largely self-financing. In contrast to this, the cost of training in the formal system is about USD 250 per annum in a Youth Polytechnic (skills training for primary school graduates) and about USD 825 per annum in the Institutes of Technology (VTIs providing skill training for secondary school graduates), (Tomecko et al., 1991). Both these systems are externally financed; neither offer opportunities for the trainees to earn while they learn.

In traditional apprenticeships all learning takes place on-the-job, at the beginning stages the master watches over the apprentice closely, and intervenes at all crucial stages. Unlike more formal learning methodologies, tasks are not simplified during the period of learning. Instead, the task is held constant, while the role of the apprentice is simplified. As the apprentice becomes progressively more skilled the apprentice master reduces direct interventions and allows the apprentice to assume increasing responsibility for the work. Because apprentices are typically involved in work that has an economic dimension, working independently is not encouraged until the apprentices' performance is likely to be error free. There is little room for error. The work environment is the most important influence on the skill acquired by the apprentice. The breadth and depth of the master's knowledge and the social interactions among the master, the apprentice, other apprentices and customers are also crucial to the overall development of the apprentice.

The main focus of traditional apprenticeship learning is the practice of technical processes, but trainees also learn business skills simply by being immersed in the business transactions of the enterprise (McLaughlin, 1990). In contrast, apprentices in large formal enterprises seldom conduct any negotiations or attend to customer needs directly and are at

a distinct disadvantage in relation to their informal sector counterparts who have many opportunities to observe and participate in business. The level of skill acquired during traditional apprenticeship depends on the quality of the work environment. Most trainees have only hand tools to work with and seldom develop skills in the use of modern tools or in modern business methods. A central tenet of the formal apprenticeship system is the trade test which is usually accepted as an affirmation of an individual's skills. Trade certification does not carry much weight in the informal sector where competency is to formal sector employment are aware of the need for certification and may take a trade test to improve their employment prospects.

2.12.3. Vocational training the Indian experience

In India, technical skills are traditionally acquired through inheritance. A carpenter's son learns to be a skilled artisan by working under the tutelage of his father. The emergence of industrialization demanded skilled manpower and this led to a shift in the process of skill formation, as the complexities of new technologies warranted formal structures for craft training. Initially, industries recruited unskilled workers and imparted in plant training to convert them into skilled workers. Later, Boards of Trade were established which provided skills training to workers. The Government of India started many engineering colleges and polytechnics but formal technical training institutions came much later. In 1961 the Apprenticeship Act was enacted and the Industrial Training Institutes (ITIs) became the first formal vocational training institutes (VTIs). The major objective of Indian VTIs is to provide skilled and technically trained manpower to industry.

In India, 2,447 VTIs with an intake capacity of 389,000 trainees are now imparting training in 40 engineering and 27 non-engineering trades. Training on the shop floor level is provided to about 134,000 trade apprentices in 38 trades. In addition, there are a large number of voluntary organizations and nongovernmental organizations (NGOs) in the field of vocational training. There is still great need. The rate of unemployment has increased in both rural and urban areas. According to the estimates of the Government of India's Planning Commission, the total number of the unemployed is likely to increase to 65 million between 1990/91 and 1994/95, and to 106 million by the turn of the century.

It is widely recognized that the rapid expansion of higher education has contributed to an imbalance in the availability and demand for skills in the job market. The education system of colonial days, which is still followed faithfully in India, has created a 'middle-class' attitude towards wage employment, government jobs and security. As a consequence, the number of educated unemployed has been increasing at an alarming rate. The incidence of unemployment among the educated is 11.8%, as against 3 - 8% for the labor force in general. As a result, the government now wants the VTIs to play a critical role in promoting self-employment.

The approach of the Eighth Five Year Plan (1992-97) is employment-oriented with special reference to self employment:

“existing training institutions (VTIs) have, no doubt, been meeting a significant part of the requirements of the skilled manpower of industry ... it, however, seems necessary that a sizeable proportion of employment will have to be self-employment in tiny and small units and the training system should also gear up not only for providing 'hard' skills in suitable trades, but also the soft skills of entrepreneurship, management and marketing, as part of training courses”.

While most ITIs are only engaged in technical skill formation, a few more enterprising VTIs in India have diversified into self-employment promotion. Such instances are still rare. Still, it is worthwhile to learn from their experiences and explore the possibilities for introducing self-employment promotion in the overall strategy of vocational training. This paper attempts to describe the experiences of some of the programmes which have been promoting self-employment. Three VTIs are analyzed, two managed by government agencies and one by a voluntary organization (NGO):

- The Industrial Training Institute, Bangalore, one of 100 VTIs that were scheduled for self-employment reorientation under a World Bank sponsored programme;
- The Diamond Jubilee Cottage Industries Institute (DJCI), in Baroda; and
- The Society for Rural Industrialization (SRI), Ranchi, an NGO.

ITI Bangalore was chosen because it is one of the few ITIs that have been successful in combining self-employment programmes with vocational courses. The Diamond Jubilee Cottage Industries Institute was selected because it is one of the few VTIs in the country which has had self-employment promotion programmes since its inception. SRI is one of the most successful VTIs in the NGO sector.

Lessons from Indian experience

India suffers from a high incidence of unemployment. The only way to tackle the problem seems to be through self-employment. The government now expects VTIs to play a more active role in promoting self-employment. VTIs were created with the sole objective of supplying skilled workers to industry. However, recent trends show that VTI graduates will increasingly have to seek self-employment. A few of the more enterprising VTIs have tried to respond by expanding their programmes to include the promotion of self-employment. The Indian experience suggests that though some VTIs are striving to promote self-employment efforts to date have been both modest in scale and of limited success. A few programmes. Conducted by the NGOs, have shown better insight into the problem and have worked towards this end more systematically.

Successful entrepreneurship requires significant skills. To become an entrepreneur, a person needs three things: knowledge, skills and attitude. To help provide these VTIs should have competent 'trainer-motivators' who are well versed in the knowledge, skills and aptitudes of business. However, the first requisite of successful vocational training for self-employment is that the government adopts a strategy of promoting self-employment through VTIs and ensures adequate funding for this purpose. VTIs, especially government VTIs, will have to be granted adequate flexibility and autonomy in decision-making if they are to restructure their courses and their institutions to be responsive to local needs. VTIs managed by the voluntary sector have a better chance of success in this area, but they will

also have to be encouraged, and their efforts supported by donor and development agencies, such as the World Bank and the ILO. Entrepreneurship training and small business courses need to be introduced as an integral part of the standard curriculum of VTIs. Special emphasis should be placed on behavioral aspects, opportunity identification, marketing, basic accounting and bookkeeping, production planning, inventory control, quality control, and strategic planning. VTIs will have to devote significant resources to follow-up, including strong networking with government agencies, banks and other organizations in the enterprise support system. Last but not least, the VTIs will have to explore alternative sources of funding in that the government may find it difficult to provide sufficient levels of support for self-employment promotion in VTIs.

2.12.4 Apprenticeship in Ghana

There are currently 156 vocational and artisan training institutions (VTIs) run by ten government agencies, and 250 private for-profit institutions. However, even the better staffed and equipped centres are using curricula and methods that are more than 20 years out of date. They do not appear to be successful in helping their graduates find productive employment.

This case study is based on a Ghana National Association of Garages' (GNAG) integrated programme funded by the World Bank. It has three phases: apprenticeship, technical skills upgrading, and management training for master mechanics. The GNAG programme is based in three institutions.

GNAG manages the apprenticeship programme. The Kumasi Technical Institute (KTI) undertakes technical skills upgrading for the master mechanics and apprentices. The master mechanics that complete the KTI programme can then be selected for further training at the Management Development and Productivity Institute (MDPI). The main objective of the programme is to upgrade the technical and managerial skills of master mechanics and apprentices from Ghana National Association of Garages.

The programme is a Government of Ghana project under the auspices of Ministry of Transport and Communication, implemented by selected VTIs. The Ghana National Association of Garages organizes and manages the apprenticeship programme until the apprentices qualify to go for further training at KTI. The apprenticeship takes four years and is almost always subject to a tripartite written contract. The skills upgrading programme is undertaken by KTI staff using their modern equipment and qualified staff. The apprentices are selected by their masters and given final approval by the GNAG secretariat. The masters elect to attend voluntarily. The master mechanics programme is for 6 weeks while the apprentices' programme lasts for 12 weeks. The programme on management and entrepreneurial skills is managed by MDPI. The programme lasts for 4 weeks and is designed to strengthen master entrepreneurs by improving their efficiency, their productivity, and their capacity to diversify into new product lines.

GNAG: Skills development for self-employment programme

The Ghana National Association of Garages organizes and manages the apprenticeship programme until the apprentices qualify to go for further training at KTI. The apprenticeship usually lasts for four years. The working week of the apprentices is long, typically six days of eight hours each. Apprentices do not normally receive wages for the work they do; however, pocket money at the masters' discretion is the rule rather than the exception. The frequency and the amount of their allowance tend to increase as they become more productive. Learning depends on the master, on the apprentice, and to some extent on the activity. It is not uncommon to find that masters follow a plan, even if it is not a written or formal one. There are often cases where learning is highly structured or 'modularized', though usually on a 'fixed-time' rather than a 'competency' basis. In other cases learning is merely the outcome of trial-and-error, or of simply being there. Most apprenticeships start with an introduction phase doing menial jobs such as cleaning the workshop and running errands. The next phase consists of getting to know all the tools of the trade as well as materials and spare parts. The apprentice is expected to observe and discover without asking too many questions. There is rarely any reading or note-taking involved in being an apprentice. Gradually, the apprentice is given more complex tasks and increased responsibility, even from time to time being given responsibility to look after the business in the absence of the master.

Lessons learned

Traditional apprenticeship in mechanical enterprises is an effective skill transmission system that is dynamic, capable of growth, and flexible. It costs government nothing, it is self regulating and closely related to production, and it provides for large numbers of youth that the government could not otherwise cater for. GNAG traditional apprenticeships prepare apprentices, whether educated or not, for employment and self-employment in a range of mechanical trades. Nonetheless, in spite of clear evidence in Ghana and elsewhere of the viability of the traditional apprenticeship system, GNAG officials and master mechanics have little experience administering, organizing and conducting apprenticeship training. Few of the masters are experienced and qualified apprenticeship trainers. Fewer still have exposure to modern training systems, a truth which accentuates the degree to which the apprenticeship system is locked into the traditional technologies and concepts of the masters. As a result the GNAG programme enjoys only limited success, though it has considerable potential.

GNAG estimates that about 89% of the 250 apprentices who qualify as master mechanics are still unable to start their own businesses, due mainly to:

- a) The inability to obtain an industrial plot;
- b) The lack of start-up capital and
- c) The lack of guidance before, during and after apprenticeship.

In partial response the government has provided GNAG with a light industrial estate at Kumasi (known as Suame Magazine) where 3,000 of its members operate, and where they have formed themselves into savings and credit associations. Advice and assistance, however, are still lacking. Apprenticeship training in small and micro enterprises should be complemented by other measures to enhance the sector's viability. These measures should

include access to credit, the introduction of improved technology, and business counseling and marketing services after enterprise start-up.

2.12.5. Experiences of Vocational training in Colombia

SENA: Servicio Nacional de Aprendizaje

SENA was created in the late 1950s. It is one of a group of Vocational Training Institutions (VTIs) which came about in Latin America between 1940 and 1960 and which share certain basic characteristics of purpose, organisation and financing. Collectively these are often referred to as the 'Latin American Model' (CINTERFOR/OIT, 1990). The official purpose of SENA, to carry out the social policies of the Government in the area of professional education, is being seriously questioned. SENA's organization is based on the ILO's tripartite principle of government, employers and workers. It is financed through compulsory contributions from businesses. It is a public sector institution under the Ministry of Labor and Social Security and a part of the country's general educational system, under the Ministry of National Education. The appearance of SENA in Colombian education was significant, not only because of its appreciation of education for work, but also because of its use of teaching methods based on principles of active pedagogy - 'learning by doing' - which departed from the theoretical and memory-based approaches of the formal education system. It is a large institution with 92 training centers and approximately 8,000 employees, about 5,000 of whom deal directly with training and business consultation.

Though an important and respected institution in Colombia, SENA is now at difficult cross-roads. Colombia is changing rapidly and SENA should change with it. In past years SENA was seen as an appropriate instrument for the implementation of government social policies and programmes. This led to the creation within SENA of significant specialized 'social' programmes parallel to the original structure which continues to address the training needs of workers in the formal sector. The two systems co-exist but do not collaborate; they have not established the operational linkages that would make them complementary. An opportunity for mutual enrichment was lost and SENA's institutional identity and effectiveness deteriorated. SENA is struggling to overcome this internal problem while simultaneously adapting itself to evolving social and economic realities in Colombia.

Self-employment in Colombia

Colombia has recently abandoned an import-substitution model of industrialization and adopted the recommendations of the International Monetary Fund for a structural adjustment programme to stabilize macroeconomic conditions and open the Colombian economy to the international marketplace. The employment assumption which underlies the new development model is that the new conditions of transparency and the open markets, together with policies which support productive activity and provide for human capital, physical infrastructure and technological development within stable macro-economic conditions, should together stimulate economic growth and business activity. This should, in turn, increase employment. Nonetheless, the indications are that the labor market will be characterized in coming years by open unemployment rates of approximately 10 per cent, underemployment and temporary employment rates at levels

close to 20 per cent, and the presence of a strong informal sector. Two key demographic variables will determine the structure of the Colombian labor force: decreasing population growth rates (from 3.2% during the 1950s to the current level of 1.8%) and rapid urbanization. Today, 70% of the population lives in urban areas. These changes mark an accelerated social modernization process (though not necessarily a development process) which has produced profound changes in the characteristics of the labor force. Colombia is a country of small businesses: the National Economic Census of 1990 reveals that businesses with less than ten workers constitute 94.7% of the total. Most, more than 83.2% are individually owned. The National Economic Census indicates that 54.2% of all enterprises have been in business for less than five years. Since the 1980s, policies supporting the informal sector have been introduced through the National Plan of Development for Micro enterprises (PNDM). The informal sector comprises almost 50% of the working population in the country's ten largest cities. Colombia's urban informal sector has relatively high levels of productive activity and of enterprises with permanent workers. This structure is influenced by a model of industrial organization which emphasizes subcontracting.

Apprenticeship training

Apprenticeship training is intended for new labor market entrants. Most of SENA's activities deal with youth training, and especially with programmes for apprenticeship education. There is little practical evidence, however, of an orientation towards self-employment in this area. This is surprising because SENA has at its disposal theoretical and methodological instruments in the pedagogical area which would permit the introduction, in an intense and systematic manner, of guidance and education for self-employment in the apprenticeship education programme. SENA's pedagogical strategies, which aim at the development of creativity, individualization and self-control, could constitute an adequate basis for an orientation towards self-employment. However, it is evident that the programmes, aimed at the informal sector, as well as those aimed at entrepreneurs, do not take advantage of these pedagogical resources. It is also noteworthy that orientation towards self-employment is absent from most conventional vocational training programmes. Practice remains oriented to paid employment.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURES OF THE STUDY

3.1. Methods of the Study

In this study, descriptive survey method was employed. This method is chosen for its appropriateness to reveal the current conditions in the implementation of the apprenticeship program and to describe the extent to which the success or failure in implementation has affected the quality of Technical and Vocational Education and Training.

3.2. Subject and Sampling Procedures

According to Addis Ababa Educational Bureau there are 5 governmental and 56 private/Non governmental TVET colleges who are eligible (accredited) to give training at the level of 10+3 program in 2006/2007 Academic Year. Out of these colleges, only three of the Government Colleges were having students in 10+3 program during the current study. Therefore, 3(100%) of the Governmental, 15(26.8%) of the private/non governmental colleges and 18 apprenticeship providing organizations were chosen for this study.

The purposive sampling technique was employed to get an adequate and reliable data for the study. The reason why the researcher chose the three kinds of TVET colleges for the study is already discussed above. But to add some more points, these colleges are varying in their structure, ownership, human power and Training materials facility and so on. Above all these differences they also vary in their relationships with apprenticeship providing organizations therefore, it is very important to study the implementation of apprenticeship training at these institutes.

Regarding the respondents sampling, the College Dean/Vice Dean, Vocational counselors and 10 + 3 students at these colleges who had been enrolled through apprenticeship program at least two times and the assigned supervisors/employees from The Government and non Government organizations, production centers, service giving organizations and trades were also included in collecting data through purposive, random and availability sampling techniques on the basis of getting the required information.

Furthermore, out of 7 departments in TVET program, 6 (89%) of them were included in the sample data collection for this study using the availability sampling technique. The following table illustrates the population and sample size of the study;

3.3. Data Collection Instrument

The data for the study was obtained from primary and secondary sources. In the secondary data, relevant books and journals which indicate the practice of vocational training and apprenticeship in developed and developing countries will be consulted to support the finding of the study. Moreover, through reports and documents, in-country experience of government and non government/private TVET colleges/institutes has been reviewed.

The subject of the study include, college deans/Vice Dean, Vocational counselors, TVET Experts from Educational Bureau, students and the assigned supervisors at the organizations who provide apprenticeship training from both government and non government were included. Accordingly, in order to get first hand information, primary data were collected from the subject through questionnaire and interview. To secure more reliable data from the individual's; two types of self-developed questionnaire (close and open ended) have been used. In addition to that an interview has been made with experts from Addis Ababa Educational Bureau and MOE to get the general overview on the subject matter.

3.4. Administration of data

The data gathering instruments used in the study had been drafted on the basis of literature review and the intended data to be collected. Before distributing them to the respondents, the questionnaire had been shown to the advisor and the comments had been incorporated then pilot testing has done so as to make essential corrections and maintain their validity. After getting corrected all items, distribution and continuous follow up has been done during the collection process. To maximize the quality of the responses and the rate of return, the time convenient for the respondents was arranged. The questionnaire items for trainees were translated in to Amharic language. Before distribution to the respondents each item was briefly explained to the employed data collectors and administered to the respondents with the help of data collectors. The researcher has made 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 has done immediately to correct problems that arise during the filling of the questionnaires.

Finally, an interview was made with TVET Experts at Addis Ababa Educational Bureau and GTZ – TVET Consultative Office Experts at the Ministry of Education.

3.5. Data Analysis Techniques

The raw data collected through document analysis, questionnaire and interview were arranged in Tables in line with the basic research questions. The findings obtained through these instruments were analyzed and interpreted using percentile. Based on the findings, conclusions and recommendations were made.

CHAPTER IV

ANALYSIS AND PRESENTATION OF DATA

This chapter deals with the analysis and presentation of the data collected through questionnaire, interview and document analysis. A total of 358 questionnaires were distributed. Out of these 324 (90.5%) are filled and returned. The respondents were College deans, vice deans, vocational counselors, and trainees at the college level and supervisors/employees of apprenticeship training providers. TVET Experts from the Educational Bureau were also interviewed in order to get the relevant information on the contribution their office offer in implementation of apprenticeship Training program.

The data obtained were analyzed and interpreted in view of the basic questions raised in chapter one. Out of 36 questionnaires distributed to College Deans/Vice Deans and Vocational Counselors, all (100 %) questionnaires from each subject were filled and returned. Out of 18 questionnaires distributed to supervisors at the organizations who provide apprenticeship training all (100%) were filled and returned. Based on the responses obtained from the sample respondents, the analysis and interpretation of the data were presented immediately following each Table.

Table I

**Description of Deans, Vocational Counselors' and Supervisors
by qualification, Field of Study and Service year**

S. No.	Items	Respondents					
		Deans		Vocational Counselors		Supervisors	
		No.	%	No.	%	NO.	%
1	Qualification						
	Second Degree & above	10	55.6	-	-	-	-
	First Degree	8	44.4	12	66.7	6	33.3
	Diploma & below	-	-	6	33.3	12	66.7
	Total	18	100	18	100	18	100
2	Field of Study						
	Industrial Technology	2	11.1	3	16.6	4	22.2
	Vocational Education	1	5.5	-	-	-	-
	Foreign Language	2	11.1	-	-	-	-
	Natural Science	2	11.1	-	-	3	16.7
	Social Science	3	16.7	10	55.6	5	27.8
	Educational Planning and Management	8	44.4	2	11.1	-	-
	Other	-	-	3	16.6	6	33.3
	Total	18	100	18	100	18	100
3	Service year in your Current position						
	1 – 5 Years	15	83.3	10	55.6	-	-
	6 – 10 Years	3	16.7	4	22.2	3	16.7
	11 – 15 Years	-	-	2	11.1	4	22.2
	16 and above	-	-	2	11.1	11	61.1
	Total	18	100	18	100	18	100

As can be seen in Table I item one, 10 (55.6%) of the TVET College Deans have second degree and 8 (44.4%) of them hold first degree. Whereas 12 (66.7%) of Vocational Counselors were first degree holders and 6 (33.3%) had qualified with diploma and below.

According to the Educational and Training Policy (MOE, 2004) manpower for Middle Level TVET Training ought to have a minimum of first degree. From this and the researchers discussion with those who are working as vocational councilors in some private TVET institutes it is possible to conclude some of them are not qualified enough to provide the intended quality of guidance and counseling service.

Regarding supervisors who take responsibility of helping and following the day-to-day activities of the student-trainers, while they are in apprenticeship training organizations only 6 (33.3%) were holding first degree and 12 (66.7) were qualified with diploma and below. Therefore, it is possible to deduce that majority of the supervisors didn't attain the necessary qualification that enable them to help the trainers in sharing the experience they possess through extended years of service.

Item 2 of Table I is about the field of study. Majority of the College Deans 8 (44.4%) are graduates of Educational Planning and Management program. Only few of them have a vocational education back ground. The Government Colleges in this area had better reputation than private once.

10 (55.6%) of vocational councilors are social science graduates. Only 3 (16.6%) are having a vocational education background. The rest 3 (16.6%) of the respondents qualification were unknown. The other 2 (11.1%) were an Educational Planning and Management graduates. From these result and the discussions made with some councilors we can deduce that they are not in a position to provide an efficient and effective counseling service.

As field of study for supervisors at the organization indicates 6 (33.3%) of the qualification was not known. 5 (27.8%) were social science graduates and only 4 (22.2%) had vocational education background. The rest 3 (16.7%) were from natural science subjects. Therefore, from this it was possible to infer that since majority of supervisors were not willing to inform their field of training but from the data in their file it has been proved that they do not have the required academic background to perform the required supervision activities.

Item 3 Table I is about the service year in their current position. 15 (83.3%) of College Deans had acquired a service of 1-5 years, 3 (16.7%) of them served for about 6-10 years. Since TVET had been implemented and widely expanded few years ago it would be too early to find experienced personnel at this level in the sector.

Regarding vocational councilors 10 (55.6%) of them having 1-5 years of service and 4 (22.2%) had served more than 11 years as a vocational councilor. From these and through the discussion held with councilors at the college level it is possible to deduce that government institutes had more established offices and the necessary manpower who can provide better counseling service. The main reason for this is; because these institutes were providing the service at the secondary school level before they were upgraded to a college level and it was very clear that upgrading this facility was easier than establishing the new one. But for private TVET providers this is a new experience. However, the researcher had witnessed that there was few private/NGO TVET institutes who had organized offices with the necessary manpower and facilities to their level best and had provide better counseling service and organizing apprenticeship training programs efficiently.

11 (61.1%) of supervisors had 16 and above years of experience. This indicates that they may acquire the required level of practical skills that would be obtained through an extended years of service. Therefore, from this it is possible to conclude that majority of supervisors were in a position to provide their rich experience to trainers during apprenticeship training.

Table II
Description of Trainees by Sex, Training Program, and Occupation of Parents and Field of study

S. No.	Items	Respondents	
		No.	%
1	Sex		
	Male	153	56.7
	Female	117	43.3
	Total	270	100
2	Training Program 10 + 3	270	100
3	Occupation of Your Parents		
	Employee (Government, private, NGO)	185	68.5
	Farming	10	3.7
	Trade	57	21.1
	Others	18	6.7
	Total	270	100
4	Field of Study		
	Industrial Technology	92	34.1
	Construction Technology	22	8.1
	Business education	87	32.2
	Information Technology	28	10.4
	Health Science	29	10.7
	Law	12	4.4
	Total	270	100

A total of 304 questionnaires were distributed to the trainees and out of these 270 (88.8%) were filled and returned, the rest 34 (11.2 %) were not returned. As it is indicated in Table II item 1, 153 (56.7%) of the respondents in the sample were males and 117 (43.3%) of the total respondents was females. From these we can conclude that the distribution of TVET between male and female were become more even from time to time. It is also observed that the data provided by the sample trainers reflect ideas and opinions of both sexes. Furthermore, the drastic increase in the number of female enrolments in TVET implies that the traditional attitudes and perceptions towards them have been changed.

Item number 2 of Table II indicates that all respondents were chosen from 10 + 3 programs. Since apprenticeship training according to the curriculum was mandatory at every level, all of them was undergone through apprenticeship program at least two times and they were enrolled 10+3 program by achieving a good result from their class during 10+1 and 10+2 programs and the researcher believes that they can provide the complete and reliable data for the study.

Table II item number 3 shows the occupation of parents. The finding indicate that, majority of parents occupation 185 (68.5%) were civil servants. 57 (21.1%) of the respondents family was involved in trade and only 10 (3.7%) of the families engaged in farming business. Thus, we can conclude that these days, TVET institutions are widely expanded all

over the country farmers were not forced to send their children's to big cities like Addis Ababa. The rest 18 (6.7%) of the family occupations were not indicated.

The field of study in which students were enrolled shown in item number 4 indicates that out of the total respondents 92 (34.1%) were industrial technology students and 87 (32.2%) of them study Business Education and the rest of the sample study were attending Health Science, Information Technology, Construction Technology, and Law department; the number of students in these Departments were 29 (10.7%), 28 (10.4%), 22 (8.1%) and 12 (4.4%) respectively. Therefore, it is possible to conclude that, majority of the occupational trades in the departments are addressed in this study.

Table III

Trainees' accommodation and proximity of organizations

S. No.	Items	Respondents	
		No.	%
1	Accommodation during apprenticeship training		
	A) Dormitory	-	-
	B) Rented house	36	13.3
	C) Your own residence	216	80
	D) Residence of your relative	18	6.7
	Total	270	100
2	Distance of apprenticeship training organization from your home		
	A) 1 – 10 Kms	117	43.3
	B) 11 – 20 Kms	107	39.6
	C) 21 – 30 Kms	24	8.9
	D) 31 and above Kms	22	8.1
	Total	270	100

In Table III item number 1, respondents were asked about their accommodation during apprenticeship training. As it is shown in the Table, 216 (80%) of them were residing in their own/family house. Thus, from this we can easily deduce that a significant number of trainees were living with their parents and had no extra expense towards shelter.

Item number 2 is regarding the distance of organization where trainees assigned for apprenticeship program from their respective area. The responses confirm that 117 (43.3%) of them travel to a distance of 1-10 kilometers to attend apprenticeship training. The respondents, whose residence situated between 11 and 20 kilometers from organizations in which they were assigned accounts for 107 (39.6%) of the total respondents. From the above respondents one can easily deduce that there was an additional expense for transportation. Thus, the findings imply that the financial requirements for the apprenticeship program were not only those directly associated with training in the organizations but it should also consider an extra personal expense of the trainees. Other respondents shown in Table III holds (8.9%) and (8.1%) travel between 21 to 30 Kilometers and above 31 kilometers respectively. This group of respondents really suffers highly from transportation problem unless the organizations provide them transportation service.

Table IV

Criteria to Select Organizations and Assignment of Trainees

S. No.	Items	Respondents									
		Deans		Councilors		Super visors		Trainees		Total	
		No.	%	No.	%	No.	%	No.	%	NO.	%
1	Who is responsible to organize apprenticeship training?	-	-	-	-	-	-	16	5.9	16	4.9
	a) The Deans office	12	66.6	10	55.5	11	61.1	75	27.8	108	33.3
	b) Vocational Councilor	-	-	2	11.1	2	11.1	90	33.3	94	29
	c) Department Heads/Teachers	6	33.3	6	33.3	5	27.8	89	33	106	32.7
	d) through trainees personal contact	18	100	22	100	18	100	270	100	324	
2	Are there criteria's to select apprenticeship providers	8	44.4	6	33.3	5	27.8	129	47.8	148	45.7
	a) Yes	10	55.6	12	66.7	13	72.2	141	52.2	176	54.3
	b) No	18	100	18	100	18	100	270	100	324	
3	If you say 'Yes', What are the criteria	-	-	-	-	-	-	13	10.1	13	8.7
	a) size of organizations	-	-	-	-	-	-	20	15.5	20	13.5
	b) facility	-	-	-	-	2	40	2	1.5	4	2.7
	c) ownership	8	100	3	50	3	60	94	72.9	108	73
	d) availability of occupations	-	--	3	50	-	-	-	-	3	2
	others	8	100	6	100	5	100	129	100	148	
4	How does the number of trainees assigned to each organizations determined?	-	-	3	16.7	12	66.7	194	71.8	209	68.3
	a) by each organizations unilaterally	-	-	-	-	-	-	10	3.7	10	3.2
	b) by TVET Colleges	-	-	10	55.5	6	33.3	41	15.2	57	18.6
	c) by the agreement between Colleges & organizations	-	-	5	27.8	-	-	5	1.8	10	3.2
	d) on the basis of the law	-	-	-	-	-	-	20	7.4	20	6.5
	e) no formal procedure	-	-	18	100	18	100	270	100	306	
	Total	-	-	18	100	18	100	270	100	306	
5	What are the criteria's used in the process of assigning trainees?	4	66.6	10	55.5	-	-	198	73.3	212	72.1
	a) field of training	-	-	6	33.3	-	-	35	12.9	41	13.9
	b) proximity for the residence	-	-	-	-	-	-	10	3.7	10	3.4
	c) interest	-	-	-	-	-	-	27	10	27	9.2
	d) chance/draw	2	33.3	2	11.1	-	-	-	-	4	1.3
	Others	6	100	18	100	-	-	270	100	294	
Total	6	100	18	100	-	-	270	100	294		

Table IV attempts to answer the question had rise on the presence of criteria to select apprenticeship providing organizations. In addition to this, it was also intended to get

information 'for whom?' the task of placement and follow up of apprentice and in general the responsibility of organizing apprenticeship training was given. As it is shown in item number one, 108 (33.3%) of the total respondents agreed that the task of assigning the trainees to the training providing organizations and in general organizing apprenticeship program was the responsibility of a vocational councilors. Quite a reasonable proportion of respondents 94 (29%) from the respondents indicated that the assignment of trainees to the respective organizations was the responsibility of other personnel such as Trainers/department heads and other respondents 106 (32.7%) said the trainees them selves seek organizations to be enrolled for apprenticeship program. The researcher also observed that, during his visit to the private TVET Colleges trainees informed by the councilors to seek organizations to be enrolled. As the respondents in item 1 confirms that this trend also works in Government TVET colleges.

For item number two, 176 (54.3%) of the total respondents reacted negatively that means, majority of the respondents agree that there was no such criteria to select organizations that shall participate in the provision of apprenticeship training. A matter of fact to find willing organization for this training by it self was a very difficult task. The finding for item number 1 further proves that the selection procedure was undertaken in relation to willingness of organizations and there was no uniformity in setting the requirement needed for organizations to be selected for the provision of apprenticeship training.

On item number 3, respondents who replied positively regarding the presence of preset criteria for the selection of organizations were asked to enumerate the major elements in the criteria. Accordingly, majority of the respondents 108 (73%) asserted that the mere criterion used was the availability of occupations or 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. Item number 4 was to answer the question, how does the number of trainees assigned to each organizations determined. To this end, 209 (68.3%) of the respondents answered as the decision was made by each organizations unilaterally. For the same question 57 (18.6%) of them responded that the decision was made by the agreement between the Colleges & organizations. From this we can conclude that both of the respondents were correct. But organizations here would have the decisive power to receive or not to receive the trainees for training at their work place.

The last item which was included in Table IV was to investigate the criteria if any, that was used in the process of assigning trainees in the selected apprenticeship providing organizations. As it is shown on item number five, 212 (72.1%) of the respondents confirmed that the field of training in which the students enrolled was the determining factor in assigning trainees for apprenticeship training. it can be conclude that the result which was obtained on item number 3 of Table IV was compatible with this one. Therefore, one can easily conclude that there was a clear direction towards the criteria of assigning trainees for the apprenticeship training.

Table V

Promoting apprenticeship Program

S. No.	Items	Respondents			
		Deans		Supervisors	
		No.	%	No.	%
1	Was there any activity under taken by your College to promote apprenticeship program?				
	a) Yes	6	33.3	-	-
	b) No	12	66.7	-	-
	Total	18	100	-	-
2	If Yes, please specify				
	a) establish a good relation with organizations	4	66.7	-	-
	b) orientation about apprenticeship is given to the students	2	33.3	-	-
	Total	6	100	-	-
3	Were your organization made familiar with issues relating to apprenticeship program				
	a) Yes	-	-	13	72.2
	b) No	-	-	5	27.8
	Total	-	-	18	100
4	If 'Yes', how was your organization made familiar with the issues?				
	a) Through apprenticeship guideline.	-	-	4	30.8
	b) through discussion with officials	-	-	4	30.8
	c) through meeting at MOE and REB	-	-	5	38.4
	Total	-	-	13	100

Table V was to know about if there were any promotional activities undertaken in relation to apprenticeship training. Thus item one was constructed to assess if TVET institutes undertaken any activity to promote apprenticeship program in order to enhance the cooperation between the organization and the TVET institutes. As can be seen in item number one, 12 (66.7%) of the respondents answered negatively. Those who responded positively were asked to identify the activities which were done by their respective institutes. As can be seen on item number 2 of the same Table, 4 (66.7%) of them said they had establish a good relationship with organizations by visiting organizations and discuss with them. The rest 2 (33.3%) said that they have given orientation about apprenticeship to the students.

Item number three was also raised similar question to the concerned supervisors. Majority of the respondents 13 (72.2%) were responded positively towards the activities done to make them aware of apprenticeship program. However, those who respond positively for item number 3 was asked to elaborate their response further on item number 4. From the response that was given for item number 4 we can deduce that, the organizational awareness came not only because of the efforts made by TVET institutes, it was also with the contributions of different bodies in the sector. From this it was possible to conclude that, TVET institutes hadn't done that much in promoting apprenticeship training.

Therefore, there was a need to do more promotional activities in line with strengthening the relationships with organizations. This could be done in collaboration with other stakeholders to achieve the intended result. Otherwise the task was and is going to be the sole responsibility of the TVET institutes and yet needs more courage and energy year to year.

Table VI

Adequacy and appropriateness of the period/time for apprenticeship Training

S. No.	Items	Respondents			
		Supervisors		Trainees	
		No.	%	No.	%
1	The period when apprenticeship training undertaken				
	a) parallel with the College Regular class	-	-	92	34.1
	b) when the College Closed for vacation	-	-	178	65.9
	Total	-	-	270	270
2	Is the period mentioned above convenient for apprenticeship training?				
	a) Yes	-	-	207	76.7
	b) No	-	-	63	23.3
	Total	-	-	270	100
3	If "No", which of the following you think is the reason?				
	a) as apprenticeship training is conducted during harvesting time majority of the trainees involved in farming	-	-	3	4.7
	b) as the season is winter; it is not convenient for those who came from far.	-	-	22	34.9
	c) since it is during vacation time trainees do not prefer it	-	-	11	17.5
	d) other	-	-	27	42.9
	Total	-	-	63	100
4	For how long did you attend apprenticeship training within each training period?				
	a) 2 months/ 312 hours	16	88.9	241	89.2
	3 – 4 months	2	11.1	29	10.7
	b) day's	-	-	-	-
	Total	18	100	270	
5	What is your opinion towards the time mentioned in question No.4?				
	a) highly inflated	-	-	15	5.5
	b) Adequate	-	-	185	68.5
	c) Few	-	-	36	13.3
	d) very few	-	-	34	12.6
	Total	-	-	270	100

Table VI was constructed to assess the adequacy and appropriateness of the time for apprenticeship training. In line with this, item number 1 was set to identify the time when apprenticeship training undertaken. According to the result 178 (65.9%) of trainees responded that apprenticeship was conducted during vacation and 92 (34.1%) of the

trainees responded apprenticeship training was conducted in parallel with regular class. From this and the discussions held with officials and students at the TVET institutes majority of the colleges send trainees for apprenticeship training after they finalized in school training. However, some of the Private/NGO TVET institutes send their students for apprenticeship program in parallel with regular class.

Item number 2 was made to find the opinion on the appropriateness of the period when apprenticeship training was conducted. To this end, quite majority of the respondents, 207 (76.7%) of trainees confirmed that the time was convenient. Those who respond negatively for item number 2 was asked to elaborate their reasons further on item number 3 same Table. The result indicates that, majority of the respondents choose the alternative called "other". From this and further discussion held with vocational councilors the negative response was given by the private TVET students who undergone apprenticeship training in parallel with the regular class.

As it was clearly indicated on the curriculum developed by MoE for middle level TVET program, 312 hours (2 months) apprenticeship period is mandatory for each program in which the trainee enrolled to be certified. Based on this, item number 4 was set to check whether or not this allocated time was put in to practice. To this end, quite majority (89 %) of the respondents ascertained that the intended time on the curriculum was kept.

Furthermore, item number 5 of Table VI was constructed to gather opinion on whether or not the time devoted for apprenticeship training was sufficient enough to equip them with the necessary skills. Accordingly, 185 (68.5%) of the student respondents confirmed that the time was adequate to allow trainees to grasp the intended practical skills during their apprenticeship period. Thus, based on the opinion of the students it can be concluded that the time allocated for the apprenticeship program was satisfactory. However, increasing the time for the future may result more practical oriented trainees for the future world of work.

Table VII

Legal framework for apprenticeship Training

S. No.	Items	Respondents									
		Dean/Vice Deans		Vocational Councilors		Supervisor		Trainees		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Were there any laws backing the implementation of apprenticeship training?										
	a) Yes	7	38.9	7	38.9	5	27.7	-	-	19	35.2
	b) No	11	61.1	11	61.1	13	72.2	-	-	35	64.8
	Total	18	100	18	18	18	100	-	-	54	
2	If 'yes', which of the following were used by your institution? (you may choose more than one answer)										
	a) apprenticeship proclamation	-	-	-	-	-	-	-	-	-	-
	b) apprenticeship regulation	-	-	2	28.6	-	-	-	-	2	14.3
	c) apprenticeship guideline	5	71.4	5	71.4	-	-	-	-	10	71.4
	Other	2	28.6	-	-	-	-	-	-	2	14.3
	Total	7	100	7	100	-	-	-	-	14	
3	How was your organization made to provide apprenticeship training?										
	a) On the basis of the request by TVET institutes	-	-	-	-	18	100	-	-	18	100
	b) On the basis of guideline (order) from local administration office	-	-	-	-	-	-	-	-	-	-
	c) based on guideline (order) from Trade Union/Employers association	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	18	100	-	-	18	100
4	Did Trainees sign apprenticeship contract with organizations offering training?										
	a) Yes	3	16.6	-	-	3	16.6	69	25.5	75	23.3
	b) No	15	83.3	18	100	15	83.3	201	74.4	247	76.7
	Total	18	100	18	100	18	100	270	100	322	

On item 1 Table VII, respondents were asked to indicate the availability of laws backing implementation of apprenticeship training. The majority of the total respondents, 35

(64.8%) respond negatively but, the rest 19 (35.2%) of the respondents answered positively. This shows that there was no any legal framework known on which apprenticeship training was based. However, some of the respondents who answered positively for item number 1, asked to elaborate on what bases the institutions facilitate apprenticeship training. Majority of them 10 (71.4%) of the respondents claim that they were using apprenticeship guideline to facilitate the training. Further more, as it was discussed in chapter II review of literature:

In Ethiopia it was only on the 1st of March 2004 that the TVET law promulgated for the first time. This law devotes one of its parts fully for the apprenticeship training. In this part of the document the duties and responsibilities of organizations, trainees and TVET institutions during apprenticeship training are stated. 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 Gazeth, 1st of March 2004, No. 391/2004).

According to the above explanation, it was not possible to conclude that there was no legal background to facilitate apprenticeship program. The problem here may be the information gap on the respondent's side who replied negatively to the availability of legal framework.

All supervisors in their response to item number 3 Table VII proved that, their respective organization made to provide apprenticeship training on the basis of the request by TVET institutes. Item number 4, in the same Table was intended to examine whether or not apprenticeship contract was signed among the three parties; trainee, TVET institutes and organizations. Accordingly, significant number of respondents 247 (76.7%) responds negatively. From the finding, one can easily conclude that apprenticeship training undertaken so far had no legal foundation from which duties and responsibilities of each participating party were to be developed.

Table VIII

Financing Apprenticeship Training

S. No.	Items	Respondents									
		Dean/Vice Deans		Trainees		Supervisors		Councilors		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Was trainee's pay for apprenticeship program?										
	a) Yes	-	-	-	-	-	-	-	-	-	-
	b) No	18	100	270	100	18	100	18	100	324	100
2	Did your organization make payments to apprentice?										
	a) Yes	4	22.2	-	-	3	16.6	-	-	7	19.4
	b) No	14	77.7	-	-	15	83.3	-	-	29	80.5
	Total	18	100	-	-	18	100	-	-	36	-
3	Did your organization incur loss emanating from apprenticeship training?										
	a) Yes	-	-	-	-	5	27.7	-	-	-	-
	b) No	-	-	-	-	13	72.2	-	-	-	-
	Total	-	-	-	-	18	100	-	-	-	-
4	If 'yes', which of the following could be the reason?										
	a) The products of apprentice are below quality standard	-	-	-	-	4	18.2	-	-	-	-
	b) Capacity of apprentice for practical work is minimal	-	-	-	-	5	22.7	-	-	-	-
	c) Misuse of inputs by apprentice	-	-	-	-	5	22.7	-	-	-	-
	d) Work discipline of apprentice is low	-	-	-	-	3	13.6	-	-	-	-
	Other	-	-	-	-	5	22.7	-	-	-	-
	Total	-	-	-	-	22	100	-	-	-	-
5	Did your College subsidize recurrent cost of organizations?										
	a) Yes	-	-	-	-	-	-	-	-	-	-
	b) No	18	100	-	-	-	-	-	-	-	-
	Total	18	100	-	-	-	-	-	-	-	-

Examining Table VIII illuminates about the condition of financing apprenticeship training. As it was indicated in item 1, all of the respondents provide negative answer for the item number one who seek answer for the question, whether or not the trainee's pay for

apprenticeship program. According to the result, it is possible to conclude that there was no any payment done by the apprentice for the training they have enrolled in the organizations.

On item number 2 table VIII, only 7 (19.4%) of the organizations confirmed that they have made payments for apprentice. Where as, majority 29 (80.5%) of the respondent proved that there was no any payment for apprentice. From this we can conclude that, majority of the apprentice cover their own expense during apprentice program.

Item number 3 Table VIII, was regarding the loss incurred by organizations in providing apprenticeship training. As it was shown in Table, majority 13 (72.2%) of supervisors responded negatively. Only few respondents 5 (27.7%) replied positively. Those respondents who replied positively was further demanded to elaborate their reason in item number 4 Table VIII. Accordingly, the alternatives given for item number 4 were accepted as the main reason almost equally by all respondents. Some of the reasons were: The products of apprentice were below quality standard, the capacity of apprentice for practical work was minimal and misuse of inputs by apprentice, work discipline of apprentice was low and others.

The last item in Table VIII was constructed to examine whether or not the recurrent costs of organizations offering apprenticeship training were covered. To this end, all of the deans respond negatively. This implies that, all apprenticeship provider organizations covered their costs. Thus, it can be concluded that the problem of finance may cause organizations to be reluctant in providing apprenticeship training.

Table IX

Reasons for Exclusion of Trainees from Apprenticeship Training

S. No.	Items	Respondents							
		Trainees		Vocational councilors		Dean/Vie Deans		Total	
		No.	%	No.	%	No.	%	No.	%
1	Did trainees forced not to attain apprenticeship training?								
	a) Yes	42	15.5	4	22.2	7	38.9	53	17.3
	b) No	228	84.4	14	77.8	11	61.1	253	82.7
	Total	270	100	18	100	18	100	306	
2	If yes, which one of the following was the reason?								
	a) lack of organizations	12	28.5	3	30	2	28.5	17	32.1
	b) Inconvenience of the time	3	7.1	-	30	-	-	3	5.6
	c) Reluctance of the trainees	7	16.6	-	30	-	-	7	13.2
	d) Shortage of manpower to organize apprenticeship	10	23.8	-	-	-	-	10	18.9
	Other	10	23.8	1	10	5	71.4	16	30.1
	Total	42	100	4	100	7	100	53	
3	Did some trainees quit apprenticeship training?								
	a) Yes	38	14.1	5	27.7	-	-	43	14.9
	b) No	232	85.9	13	72.2	-	-	245	85.1
	Total	270	100	18	100	-	-	288	
4	If 'yes', the reason was?								
	a) Assignment on the duties other than field of training	19	50	5	26.3	-	-	24	42.1
	b) The period overlaps with other activities/ such as farming	1	2.6	-	-	-	-	1	1.7
	c) Financial problem	4	10.5	-	-	-	-	4	7
	d) Health problem	6	15.8	4	21	-	-	9	17.5
	e) The organization was far from their area	8	21	5	26.3	-	-	13	22.8
Other	-	-	5	26.3	-	-	5	8.7	
	Total	38	100	19	100			57	

Table IX was designed to identify whether or not some legible trainees were completely excluded from apprenticeship program due to factors beyond their control. To this end, on item number 1 the majority 253 (82.7%) of the respondents replied negatively and only 53 (17.3%) of the respondents answered positively. Those who respond positively had been requested further to elaborate the reason for exclusion. Accordingly, as it has been shown on item number 2 the respondents identify different reasons for the case. Out of these reasons; absence of adequate organizations, reluctance of the trainees, inconvenience of the period, and others were mentioned as a bottle necks.

The third item was to know about trainees who quit apprenticeship training. To this end, majority 245 (85.1%) of the total respondent replied negatively. Whereas 43 (14.9%) of the total respondents answered positively. To be more clear on this case, those who gave a positive response had been asked to identify their reason. Accordingly, on item number 4 from the alternatives given majority 24 (42.1%) of the respondents replied that the reason was due to the assignment on duties other than their field of study. The second majority 13 (22.8%) of the respondents identified their reason to quit apprenticeship program was because of the distance of organization in which they were assigned. The rest of them specified the reasons like health and financial problems.

From this result, one can easily conclude that whatever the number may increase or decrease those problems were the cause of dropouts. Therefore, they should be considered in the process of implementing apprenticeship, to minimize the dropout of trainees from apprenticeship program.

Table X

Readiness of organization in offering apprenticeship Training

S. No.	Items	Respondents									
		Trainees		Vocational councilors		Dean/Vice Deans		Supervisors		Total	
		No.	%	NO.	%	No.	%	No.	%	No.	%
1	Which of the following was not practiced by organizations										
	a) willingness to receive trainees	81	30	7	38.9	-	-	-	-	88	30.5
	b) To assign apprentice appropriate to his/her training area	114	42.2	6	33.3	-	-	-	-	120	41.6
	c) To assign capable workplace-supervisor	130	48.1	10	55.5	-	-	-	-	140	48.6
	d) To acquaint apprentice with work methods of the organization	95	35.2	2	11.1	-	-	-	-	97	33.7
	e) To consider the trainee as a regular employee	42	15.5	5	27.7	-	-	-	-	47	16.3
	f) To evaluate the apprentice and submit the results.	44	16.3	4	22.2	-	-	-	-	48	16.6
g) Willingness to cooperate with TVET colleges	32	11.9	1	5.5	-	-	-	-	33	11.4	
2	Interests of organization to provide apprenticeship training in the future?										
	a) High	-	-	-	-	-	-	7	38.9	7	
	b) Medium	-	-	-	-	-	-	10	55.5	10	
	c) low	-	-	-	-	-	-	1	5.5	1	
	Total	-	-	-	-	-	-	18	100		
3	Commitment of organizations to provide apprenticeship										
	a) high	-	-	-	-	10	55.5				
	b) Medium	-	-	-	-	5	27.7				
	c) low	-	-	-	-	3	16.7				
	Total	-	-	-	-	18	100				

As it has been strongly emphasized on the review of related literature, TVET must increasingly be linked with the world of work in order to produce the intended skilled manpower. The designed curriculum for TVET have also placed a 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, items in Table X were designed to investigate the extent to which apprenticeship training offering organizations meet the crucial factors necessary to realize the training. Accordingly, from the alternatives given on item number one 140 (48.6%) of the respondents said that: organization failed to assign a capable supervisor who could follow the day-to-day performance of the apprentice and give a proper guidance to familiarize them selves with the workplace; the other 97 (33.7%) of the respondents confirm that organizations were not helping trainees to acquaint the apprentice with work methods of the organization; 120 (41.6%) of the respondents ascertained that organizations were not ready to assign the apprentice in a place appropriate to his/her field of training; 88 (30.5%) of the respondents assured that organizations were not willing to receive trainees and provide apprenticeship training. other group of respondents were favored other alternatives which was given to item number 1.

The second item was a question raised to supervisors/employees of organizations. The intention was to know about the interests of organizations to provide apprenticeship program for the future. Accordingly, 10 (55.5%) of the respondents said the interest of the organizations was medium, other group of respondents 7 (38.9%) said the interest of the organizations was high and the rest of them said low.

The last item was aimed at to evaluate the commitment of the organization to provide apprenticeship training. To this end, 10 (55.5%) of deans said organizations are highly committed to provide apprenticeship training, 5 (27.7%) of them said the commitment of the organizations was medium and the rest of them replied as they were not committed or their commitment for the program was low.

Therefore, the findings reveal that the readiness of the organizations to offer apprenticeship training to the intended quality level was not reached up. Thus, 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 XI

Assignment of Supervisors, Capability and willingness of Supervisors to support apprentice

S. No.	Items	Respondents									
		Trainees		Supervisors		Vocational councilors		Dean/Vice Deans		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Did an organization assign supervisor?	155	57.4	-	-	-	-	-	-	155	57.4
	a) Yes										
	b) No	115	42.6	-	-	-	-	-	-	115	42.6
2	If "yes", how do you rate the capacity of your supervisor?	56	36.1	8	44.4	3	16.6	-	-	67	35.1
	a) High										
	b) Medium	92	59.3	10	55.5	10	55.5	-	-	112	58.6
	c) Low	7	4.5	-	-	5	27.8	-	-	12	6.3
3	Did the college assign teacher-supervisor?	144	53.3	4	22.2			15	83.3	163	53.3
	a) Yes										
	b) No	126	46.7	14	77.8			3	16.7	143	46.7
4	If "yes", how frequent was the follow-up?	40	27.7	-	-					40	27.0
	a) Daily										
	b) Once in a week	15	10.4	-	-					15	10.1
	c) Once in two weeks	10	6.9	-	-					10	6.7
	d) Monthly	79	54.9	4	100					83	56.1

Table XI was constructed to assess the assignment, willingness and capability of supervisors. Accordingly, in item number one the respondents were asked to testify whether or not an organization assign supervisor to guide and follow up trainees work during apprenticeship training. To this end, 155 (57.4%) of them respond positively. The rest 115 (42.6%) of the respondents reply negatively. The respondents who said 'yes', for question number one was demanded to evaluate the capacity of their supervisor to train. As can be seen on item number two of the same Table 112 (58.6%) and 67 (35.1%) of the total respondents reply as medium and high respectively for the capacity of the supervisors to train them. From this it is possible to say that more than half of the organization was in the right track to assign efficient supervisors. While quite a number of respondents 115 (42.6%) replied negatively. This result would lead to a conclusion that quite a number of organizations are not in a position to assign the required personnel that could help trainees to the level best as it was intended during apprenticeship period.

Item number 3 Table XI, was raised to assess whether or not the TVET colleges assign professional teacher-supervisor who follow-up trainee's progress during apprenticeship training. As it was indicated in the Table 163 (53.3%) of the total respondent's replied positively. The rest 143 (46.7%) of them responded negatively. According to the result, Majority (53.3) of the respondents confirmed that, the institutes are assigning teacher-supervisors during apprenticeship time. On the other hand, quite a large percentage (46.7) of the respondents replied that there were no teacher-supervisors assigned for them.

Item number 4 same Table, was to know about the frequency of the follow-up done by Teacher-supervisors. As the result reveals, 83 (56.1%) of the total respondents replied that the follow-up was done once in a month time. In addition to that, through the discussion held with vocational councilors the researcher understood that, the daily follow-up was made by some non governmental TVET providers who had a production center in side their institutes. Therefore, it is possible to conclude that in many TVET Colleges the follow up was not done frequently. While, in some TVET institutes there was no any teacher-supervisor assigned at all for this purpose.

Table XII

Performance of Trainees during apprenticeship Training

Items	Alternatives							
	High		Medium		Low		Total	
	No.	%	No.	%	No.	%	No.	%
A. To diligently perform apprenticeship training	8	44.4	10	55.5	-	-	18	100
B. To be acquired with work method of the Organization	8	44.4	10	55.5	-	-	18	100
C. To utilize materials with care and economy	5	27.7	13	72.2	-	-	18	100
D. The ability to perform practical activities	8	44.4	10	55.5	-	-	18	100
E. The ability to cooperate with other employees	8	44.4	10	55.5	-	-	18	100
F. The ability to utilize input efficiency	7	38.9	8	44.4	3	16.6	18	100
G. The quality of goods they produce	5	27.7	14	77.7	3	16.6	18	100
H. The ability to use office equipments	7	38.9	11	61.1	-	-	18	100

The items in Table XII were designed to investigate the state of trainees' performance and readiness to accomplish apprenticeship training effectively. Thus, among the performance indicators given, a significant number of organization supervisors (77.7%) respond for the quality of goods they produce, (72.2%) for the ability of trainers to utilize materials with care and economy and (61.1%) them for the ability to use office equipments as medium.

The other (55.5%) of the respondents said, to diligently perform the apprenticeship training, to be acquired with work method of the organization and the ability to perform practical activities and the ability to cooperate with other employees could be rated as medium. As can be seen from the table except one option almost all alternatives were rated above average. Thus, it is possible to conclude that trainees are ready enough to be a good learner in side the organizations and if they have got the required assistance during their apprenticeship period they can grasp the necessary skills that would make them competent in the world of work.

Table XIII

The Quality and Relevance of Apprenticeship Training to Occupational Areas

S. NO.	Items	Alternatives							
		High		Medium		Low		Total	
		No.	%	No.	%	No.	%	No.	%
1	How do you evaluate the relevance of the activities you have undergone during the apprenticeship time to your occupational training?	75	27.7	153	56.7	42	15.5	270	100
2	If your response for question No. 1 is low or no relationship at all, which one of the following could be the reason?								
	a) The occupation in which you trained was not among the activities in the organization	12	28.6						
	b) Reluctance of the organization to assign you according to your occupation	30	71.4						
	c) Your reluctance to the training; even if you are assigned to your occupation	-	-	-	-	-	-	-	-
	d) Improper training at the College	-	-	-	-	-	-	-	-
3	e) Your failure to regularly attend the apprenticeship training	-	-	-	-	-	-	-	-
	How do you evaluate the degree of apprenticeship training to the skills acquired from TVET colleges?	93	34.4	156	57.7	21	7.8	270	100

In Table XIII item number 1 trainees were asked to rate the quality and state of relevance between the workplace practical activities and the training given in TVET colleges. Accordingly, 153 (56.7%) of the respondents' ratings reveal that its relevance was medium. From the alternatives given to item number 2, majorities 30 (71.4%) of respondents confirmed that the reluctance of organizations to assign them according to their field of study is one of the main reasons that affect the relevance. On the other hand, the occupation

in which the apprentice trained in the college was not relevant to the activities in the organization. In addition to this, the problem of allowing flexibility for exercising various skills according to the contents prepared for the apprenticeship training in the curriculum was another reason to hinder the quality of apprenticeship training.

Item 3 Table XIII, was designed to rate the degree of apprenticeship training to the skills acquired from TVET Colleges. As the result shown in the Table 156 (57.7%) of the respondents rated the skills from TVET colleges as medium. Thus, from the findings it can be inferred that the time spent by apprentice to gain a meaningful work experience from organizations was not that much worthwhile.

Table XIV
Availability, Adequacy and Similarity of Workshop Facility for Practical Training

S. No	Items	Alternatives							
		Deans		Supervisors		Trainees		Total	
		No	%	NO.	%	No	%	NO.	%
1	Availability & appropriateness of equipments & materials used for practical training in the TVET institution and organizations?								
	High	8	44.4	6	33.3			14	38.9
	Medium	10	55.5	8	44.4			18	50
	Low	-	-	4	22.2			4	11.1
	Total	18	100	18	100			36	100
2	The similarity & adequacy of equipments and materials for practical training in an organizations and TVET institutions?								
	High			5	27.7	56	20.7	61	21.9
	Medium			10	55.5	16 4	60.7	174	60.4
	Low			3	16.7	50	18.5	53	18.4
	Total			18	100	27 0	100	288	100
3	If your response to question No. 2 is 'low', which one of them is well equipped?								
	A. The training institution			-	-				
	B. The organizations			3	100				

Table XIV was constructed to rate the availability, appropriateness, adequacy and similarity of workshop facility for practical training. Accordingly, in item number 1 respondents asked to rate the availability & appropriateness of equipments and materials used for practical training in TVET institutes and organizations. To this end, a great majority of respondents on aggregate 32 (88.9%) of deans and supervisors rated this item as medium and above. From this result it was possible to conclude that the necessary equipments and materials for practical purpose were available and appropriate in both TVET colleges and apprenticeship providing organizations.

Item 2 in Table XIV, was regarding the similarity and adequacy of equipments/materials in the organizations and TVET institutes. Accordingly, 235 (82.3%) of the respondent's on aggregate rate this item as medium and above. From the result majority of the respondents proved the availability of similar and adequate equipments in the institution and apprenticeship providing organizations. But in referring the equipments and materials demanded for the level of 10+3 program in TVET curriculum one can easily conclude that the facilities in both TVET institutes and organizations was not to the standards as it was demanded in the curriculum. This implies that workshop equipments 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 required level.

Table XV

Factors Hindering Effectiveness of Apprenticeship in TVET

S. No.	Items	Respondents			
		Trainees		Supervisors	
		No.	%	No.	%
1	Which of the following problems prevail in your college?			-	
	a) Shortage of Trainers	53	19.6		
	b) Low skill of trainers	78	28.9	-	-
	c) Shortage of training materials	93	34.4	-	-
	d) Shortage of inputs for practical training	74	27.4	-	-
	d) Shortage of reference material	67	24.8	-	-
	Other	28	10.4	-	-
2	Do the problems in TVET colleges have repercussion on the apprenticeship training? a) Yes	96	35.5	-	-
	b) No	174	64.4	-	-
3	If 'yes', which of the following could be the causes?				
	a) The problem related to uncovered courses	18	18.7	-	-
	b) shortage of materials and equipments	20	20.8	-	-
	c) Presence of practically inexperienced tasks	52	54.1	-	-
	d) Personal failures to properly attend the training	2	2.1		
	Other	4	4.2		
4	Factors hindering effectiveness of apprenticeship training?				
	a) The lack or inapplicability of apprenticeship guideline			2	3.1
	b) Lack of partnership between organization and TVET institutions	-	-	13	20
	c) Reluctance of organizations to cooperate	-	-	13	20
	d) Mismatch between number of trainees and capacities of organizations	-	-	15	23.1
	e) Financial problems	-	-	5	7.7
	f) Lack of awareness on the importance of apprenticeship	-	-	17	26.1

Table XV was designed to identify factors that hinder effective implementation of apprenticeship training. In line with this, item number 1 was about the factors that hinder effective implementation of apprenticeship training. Out of the alternatives given in item number one, almost all of them identified as the problems prevailed in the college. However, shortage of training materials, Low skill of trainers, shortage of inputs for practical training, shortage of reference materials and shortage of Trainers are some of the problems prevailed at the colleges during in school training.

In item number 2 respondents was asked whether or not the problems in TVET colleges have repercussion on the apprenticeship training. To this end, majority 174 (64.4 %) of the trainees replied negatively. Those who respond positive answers for item number two were further elaborate their reasons. Accordingly, 52 (54.1%) of the respondents testified that the cause for the repercussion these problems was the presence of practically inexperienced tasks due to shortage of inputs during apprenticeship training.

Item number 4 also has almost the same intention as the above items. For this item, the respondents were supervisors at organizations. In their response many of the alternatives given had been selected as the reasons that hinder the smooth implementation of apprenticeship training. But those who choose the alternative, mismatch between the number of trainees and apprenticeship providing organization were a bit higher than the other options. Therefore, from the findings it can be inferred that factors that negatively affects successful completion of apprenticeship training emanated from both social and administrative factors. Lack of partnership between organization and TVET institutions, reluctance of organizations to cooperate and financial problems were also the reasons that may hinder the effective implementation of the program. Therefore, during organizing and planning apprenticeship training, the need for involving all stakeholders so as to minimize problems to be encountered and to guarantee smooth implementation was essential.

Table XVI
Incentives given to Organizations

S. No.	Items	Respondents					
		Deans		Supervisor s		Total	
		No.	%	No.	%	No.	%
1	Were there any incentive given to organization						
	a) Yes	6	33.3	3	16.6	9	25
	b) No	12	66.6	15	83.3	27	75
2	If 'yes', what was an incentive given?						
	a) Tax exemption	-	-	-	-	-	-
	b) Free training for employees of the organization	-	-	-	-	-	-
	c) Charge free provision of land for expansion	-	-	-	-	-	-
	d) Letter of thanks or certificate of condolence	5	83.3	3	50	8	66.6
	Other	1	16.6	3	50	4	33.3
						3	

Table XVI was constructed to assess whether or not some kind of incentives was given to apprenticeship providing organizations. In line with this, 27 (75%) of the respondents

ascertained that there was no any incentives given to organizations. For the same question about (25%) of the respondents replied positively. Those who gave a positive response were further demanded to identify what kind of incentives was given to those organizations. As it was shown in item 2 of the same Table (66.6%) of the respondents identified that the incentives given was letter of thanks or certificate of condolence on the graduation ceremony. On the other hand, during the discussion held with vocational councilor and supervisor at the health center, the researcher understood that, one of private TVET College had donated some medical instruments to the health center which provide apprenticeship training and the relationship between the institute and the health center was established because of apprenticeship program. From these findings, it is possible to conclude that there is a beginning and should be grown up to guarantee further cooperation of organizations to enhance effective implementation of apprenticeship program.

Table XVII

**Availability of proper Guidance and Counseling Service
in TVET Institutions**

S. NO.	Items	Respondents			
		Vocational Councilors		Dean/Vice Deans	
		No.	%	No.	%
1	Was there a trained vocational councilor in the college?				
	a) Yes	-	-	13	72.2
	b) No	-	-	5	27.7
	Total	-	-	18	100
2	If yes, what were the main duties & responsibilities?				
	a) Placement and supervision of apprenticeship	-	-	10	77
	b) Job placement for your graduates	-	-	3	23
	Total	-	-	13	100
3	The task as a Vocational Counselor is given to you:				
	a) Only as a major duty	8	44.4	-	-
	b) In addition to other tasks	10	55.5	-	-
	Total	18	100		
4	Were you given training on vocational counseling?				
	a) Yes	5	27.7	-	-
	b) No	13	72.2	-	-
	Total	18	100	-	-
5	If 'yes', please state when and by whom the training offered?				
	a) Addis Ababa Education Bureau	3	60	-	-
	b) MOE	2	40	-	-

Table XVII was designed to assess the availability of proper Guidance and Counseling Service in TVET Institutions under study. To this end, item number 1 was set to check the availability of a trained vocational counselor in the college. As it was shown in the Table, majority of the respondents 13 (72.2%) proved the presence of vocational counselor. However, some (27.7%) of the respondents replied negatively.

Item number 2 of the same Table a question was raised for those who respond positively for the presence of a counselor. The item seeks an answer for the question, what were the main duties and responsibilities of the Counselor in relation to apprenticeship program. From the alternatives given, 10 (77%) of the respondents said the duty of a vocational counselor is placement and supervision of apprentices. The rest of the respondents (23%) said the counselors also engaged in job placement activities with request of organizations who seek to employ the graduates from their institutes.

Item number 3 was about the task of vocational counselors, 10 (55.5%) of the respondents confirmed that the task of a counselor was given to them in addition to other duties. Based on the observation made during this study and the result obtained, it is possible to conclude that, in some private TVET institutes even the term guidance and counseling was not used properly. When the time to send students for apprenticeship program had come, some one would be assigned in addition to his normal duty and engaged in such an activity for which he/she was not well prepared

Item 4 was to know about whether or not the counselors have given any kind of training in relation to vocational counseling. To this end, 13 (72.2%) of the respondents replied negatively and other group of respondents 5 (27.7%) answered positively. Those who gave a positive response were asked to specify when and by whom the training was delivered. Accordingly, as it was shown in item 5 of the same Table, some said the training was delivered by the Region Education Bureau, others said by the Ministry of Education.

From the above results, it was possible to conclude that the existing guidance and counseling services in our TVET system lags much behind and was not in a position to deliver the service as it was already discussed above. The service should be furnished with the necessary facilities and trained manpower to deliver the effective and efficient counseling services in both governmental and private TVET institutes.

Table XIII

Comparison between Apprenticeship Providing Organizations

S. No	Items	Alternatives						Total	
		High		Medium		Low		No.	%
		No.	%	No.	%	No.	%		
1	How do you evaluate the extent of partnership between your college and apprenticeship providing organizations?								
	a) Government	10	55.5	6	33.3	2	11.1	18	100
	b) Private	3	16.6	8	44.4	7	38.9	18	100
	c) NGO	-	-	6	33.3	12	66.6	18	100

Table XIII was designed to compare the level of cooperation between government, private and non governmental organizations in providing apprenticeship training. To this end, 10 (55.5%) of the respondent-deans rated the cooperation level for governmental organizations as high, those of privates as medium and non governmental organizations was rated as minimum cooperation. In addition to that, the discussion held with trainees at private colleges reveals some organizations discriminate between private and governmental institute trainees to receive and provide apprenticeship training. Therefore, this problem could be solved and all the trainees must be equally treated by the organizations that provide apprenticeship training.

**Opinion of respondents for the open-ended items
and interview results summery**

A. Regarding the major problems students faced during apprenticeship training

The following are summery of results for the interview and suggestions that were given by the respondents to the open ended questionnaire regarding the major problems encountered during apprenticeship program. It is very important to note that, the suggestions mentioned below was supported with above (50%) of the respondents and almost all are similar to the items which was used in the questionnaire.

- Scarcity of raw materials for practical work.
- Due to the assignment of trainees in organizations that are far from the trainees' residence which incurs transportation cost.

- The problem of assigning appropriate supervisors for the respected occupations and the problem of academic preparedness on assigned supervisors to assist and evaluate trainees to the level best.
- The problem of assigning supervisors by TVET institutes to follow the activities performed by trainers during apprenticeship period.
- The problem of discrimination between Government and Private TVET trainers in some apprenticeship providing organizations.
- Delaines from apprenticeship program because of the mismatch between the number of TVET students and apprenticeship providing organizations.
- The problem assigning other than the field of training and over loading the trainees with activities other than their occupations.
- In some colleges the trainees are forced to find organizations for apprenticeship training.
- Lack of willingness on the part of industries and enterprises to allow students to practice in their complex.
- Financial problems.
- The problem due to conducting apprenticeship program in parallel with in school training.
- The Government TVET providers send the trainees to apprenticeship program after they finish the three year in school training whereas, trainees in private/non governmental TVET colleges enrolled in the program every year after they complete in school training.

B. Suggested solutions to mitigate the problems listed above.

- Mechanism should be devised to share the cost incurred by organizations to ensure the availability of raw materials and other scared resources.
- Trainees should be assigned in close proximity to their area if possible, otherwise the institutes and other stakeholders should work closely to alleviate the transportation problem.
- Organization that provides apprenticeship training should assign supervisors who had the relevant academic and professional readiness.
- Organizations providing apprenticeship training should treat trainees equally and fairly what ever the institutions came from. TVET institutes should work closely with organizations to facilitate the enrolment of their trainees to a maximum capacity and according to the scheduled time to alleviate the delaines problem.
- There is need to perform a continuous and planned awareness creation activity to alleviate misconceptions on apprenticeship program and to create a regulatory body with full capacity.
- The private TVET providers should made a study on the advantage and disadvantages of conducting apprenticeship program in parallel with regular class and come to a decision that best fit for the purpose.
- The concerned body should make some kind of decision to allow the implementation of apprenticeship program in accordance to the designed curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings

The Main objectives of this study was to identify success and challenges encountered in implementing apprenticeship program in some selected Government, Non Government/Private TVET colleges in Addis Ababa City Administrative Region. More explicitly, it aims:-

- To examine the extent to which the guidelines set in the curriculum are put into practice.
- To evaluate the attitude, capability and limitation of both stakeholders in effectively implementing apprenticeship program according to the planned curriculum.
- To identify the major problems encountered in the implementation of apprenticeship program and suggest the possible remedial actions.

Accordingly, basic questions addressing the fundamental factors that determine the implementation and quality of apprenticeship training such as legal framework, 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 were raised. Based on the results of data analysis, the following short listed major findings were reached up.

1. All TVET college deans were qualified with first and second degree. According to the staff profile for middle level TVET institutes (MOE, 2004); this qualification attains the required level. Majority 12 (66.7%) of the Vocational councilors were also holds first degree. As the finding reveals, many of the councilors from private TVET providers were not in accordance to the intended qualifications to provide the proper guidance and counseling service. Regarding supervisors, majority 12 (66.7%) of them were not attaining the required qualification.
2. Only few Government college deans had a vocational education background. But the rest of them were from other professions. As the finding indicated, (66.7%) of Vocational councilors were qualified to the level demanded by TVET curriculum. but since, the background of many of the vocational councilors were other than vocational education and the duty as a vocational councilor was given to them as an additional task, it was very difficult to conclude that there was an effective counseling service provided to the trainees. Regarding the field of study for supervisors the finding indicates that, majority of them didn't specify their field of study. From this it is possible to conclude that, they didn't attain the required qualification to supervise the trainees to the intended level of quality.
3. The majority 15 (83.3%) of college deans had 1-5 years of experience in their present position. The same was true regarding service year of vocational councilors. Majority

11 (61.1%) of supervisors at the organizations level had 16 and above years of experience. From this it was possible to conclude that they have a very good experience obtained through an extended years of service. Out of the total trainers subjected to this study 117 (43.3%) of them were females. From this it was concluded that the distribution of TVET between Male and Female were become even from time to time. The training program students enrolled was 10 + 3.

4. The majority 185 (68.5%) trainee's parent was civil servants and only a small portion of them were farmers. This result was an indicator that currently TVET institutes are widely expanded all over the country as a result; farmers may not force to send their children's to big cities like Addis Ababa. Regarding the field of study in which students were enrolled, quite majority 6 (89%) of the departments from 7 departments presently provided at TVET colleges were addressed in the study in a way to collect a representative data from the subjects.
5. According to the finding, majority 216 (80%) of the trainees live with their parents during apprenticeship training. However, they travel a minimum of 10 kilometers every day. This implies that there was an expense needed for transportation. Thus, the financial requirement for apprenticeship program was not only those directly associated with training in the organizations but, it was also an extra personal expense of the trainees for transportations and others.
6. According to the result (33.3%) of the respondents assured that, placement and follow-up of apprenticeship program or generally scheduling and organizing apprenticeship program was the responsibility of vocational councilors. In addition to that, quite a reasonable portion (32.7%) of the respondents confirmed that, trainees themselves seek organizations to be enrolled for apprenticeship program.
7. Majority (54.3%) of respondents said, there was no any criteria for the selection of organizations to participate in the provision of apprenticeship training. It is rather based on their willingness and availability of occupations or the relevance of the activities in which organizations engaged in to the training area in which apprentices were enrolled. According to the finding, the number of trainees to be assigned to each organization was decided in two ways: (68.3%) of the respondents said organizations decide unilaterally and (18.6%) of them said the decision was made by the agreement between the TVET institutes and apprenticeship providing organizations.
8. From the results obtained, majority (66.7%) confirmed that there were no any significant promotional activities conducted by TVET institutes and other stakeholders. As a result the task of facilitating, organizing and getting the will of organizations to offer apprenticeship training remained the sole responsibility of TVET institutes and yet need more and more courage and energy year to year.
9. Majority (65.9%) of the respondents confirmed that TVET colleges send students for apprenticeship training program immediately after in school training completed or during vacation time. On the other hand, quite a number of respondents (34.1%) confirmed that Private/ NGO TVET colleges enrolled their trainees in apprenticeship

program in parallel with regular class (in-school training). Regarding the convenience of apprenticeship period, majority (76.7) of the respondents agree with the convenience of the period. While trainees from some private colleges were disagreeing with this because, trainees in these colleges undergone apprenticeship training in parallel with regular class and organizations were not happy with that.

10. According to the finding, quite majority (89.2 %) of the respondents confirmed that time allocated for apprenticeship program (312 hours/ 2months) were kept. Regarding the adequacy, majority (68.5%) of the respondents testify that the time for apprenticeship program was adequate.
11. For the majority (64.8%) of the respondents, there were no any laws backing apprenticeship training. But from the evidence in the document analysis, it was found out that apprenticeship was conducted based on the guidelines mentioned in the curriculum. In addition to that, for (76.7%) the respondents there was no any contract agreement signed between the trainees, organizations and TVET colleges. Thus, apprenticeship training undertaken so far had no legal foundation from which duties and responsibilities of each participating party to be developed.
12. Regarding the financing of apprenticeship program the findings revealed that, (100%) said trainees were not charged directly by the organizations. On the other hand (80.5%) of respondents confirmed that trainees were not paid for their labor that was used in the production of goods and services. But quite a few (27.7) percentage of respondents confirmed that only few organizations and TVET institutes pay pocket money and transportation fees for trainees during apprenticeship period. 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, running , depreciation, maintenance, etc) were covered by families and apprenticeship offering organizations respectively.
13. From the results of the finding, only few (17.3%) of respondents said, trainees were completely excluded from apprenticeship program due to the reasons beyond their control. Some of the reasons mentioned was, absence of adequate organizations, reluctance of the trainees, inconvenience of the period and others were identified as major once. On the other hand, according to the respondents trainees quit apprenticeship program because of the reasons such as, assignment of other than their field of study, organizations in which they were enrolled were far from their residence, health and financial problems.
14. According to the finding, the following responsibilities was not practiced by organizations that offer apprenticeship training:
 - To assign capable supervisors who could follow the day-to-day activities of the apprentice and provide a proper guidance to familiarize them with the work place.
 - To assign the apprentice in a place appropriate to his/her training area.
 - To acquaint the apprentice with work methods of the organization.

- Willingness to receive trainees and provide apprenticeship training.

On the other hand, commitments of organizations to provide apprenticeship training were rated as medium and interests of organizations to provide apprenticeship training for the future was also rated as medium.

15. Majority (57.4%) of the respondents said, organizations assign supervisors to follow the activities of the trainees. According to (58.6%) of the respondents, the capacity of supervisors rated as medium. This implies that, quite a number of organization supervisors were not in a position to provide training to a level best. On the other hand as the finding reveals, majority (53.3%) of the respondents said, TVET colleges were assign teacher-supervisors and the follow up was done by them once in a month time.
16. According to the finding, duties and responsibilities of trainees during apprenticeship training that was rated as above average was the following; the quality of goods they produce (77.7%), to utilize materials with care and economy (72.2%), the ability to use office equipments (61.1%), to delightly perform apprenticeship training, to be acquired with work method of the organizations, the ability to perform practical activities and the ability to cooperate with other employees was rated as (55.5%).
17. Regarding the relevance of activities performed during apprenticeship training to the skills acquired from TVET colleges, for the majority (56.7%) of the respondents it was found to be medium. The main reason mentioned for this was, reluctance of organizations to assign trainees at the right place, routines of the job and non existence of their field in the organizations come at the top list of and were common in most places.
18. Regarding the presence of guidance and counseling service at TVET colleges, the majority (72.2%) proved the availability of vocational councilors. The major duty of the councilors was placement and supervision of apprentice. Quite a few (27.7%) of respondents were also mentioned that, vocational councilors were also engaged in job placement activities in accordance with the request of different organizations. Majority (55.5%) of the councilors were also confirmed that, the task as a vocational councilor was given to them in addition to other responsibility. Concerning the training quite a few (27.7%) of councilors said, they were given training.
19. According to the finding, majority of the respondent doesn't have a record on the number of organizations that cooperate with them. The extent of partnership between TVET colleges and organizations that provide apprenticeship training were rated as high for Government, medium for private and low for Non governmental organizations. Additionally, it was found out that, some organizations discriminate between private and government trainees to receive them in their respective organizations.

5.2 Conclusion

In light of the findings of the study, the following conclusions are drawn;

1. As it was stated in development strategy of the agricultural led industrialization in Ethiopia, large, medium, small and micro industrial establishment, as well as construction and service enterprise will create employment opportunities if proved with skill full human resources. Thus, to provide the necessary middle level skilled manpower MoE developed the curriculum for about 28 trades and the training was given in both Government and Non government institutes using this Curriculum. The purpose of offering apprenticeship training in different enterprises was to familiarize trainees with real work life who eventually qualify as self or wage employees in their specialized areas. Therefore, factors considered in planning the program can be summarized as:-
 - The demand of skilled labor due to the growth of large, medium, small and micro industrial establishment, as well as construction and service industries.
 - The need to address the problem of unemployable school-leavers.
2. Regarding the inputs provided and their adequacy; the program was implemented based on the curriculum and the guide line prepared by MoE. The inputs provided for the program was teaching materials (books, modules, hand tools, machineries, etc.), which was actually financed by the owners of the institutes. The available (trade, production and service giving) enterprises, Government and private organizations and industries was assumed to cooperate in providing apprenticeship training. The finding indicates that not all these inputs are adequate enough to run the program effectively.
3. Organizations were not fully committed to offer apprenticeship training. This has been expressed in many ways, some of the indicators were:-
 - Lack of willingness to receive trainees in their respective areas.
 - Assigning trainees out of their training areas. Assigning incapable supervisors.
 - Not willing to acquaint apprentice with work methods of the organizations.
 - The problem of discrimination between the private and Government institutes trainees, etc.
4. The outcome of the apprenticeship training program can be evaluated in accordance to the quality and relevance of the training to occupational areas students enrolled. To this end the finding indicates that, the time spends by the trainees to gain a meaningful work experience from organizations was not that much worthwhile.
5. The main hindrances for the effective implementation of apprenticeship program can be summarized as:-
 - Lack of awareness on the importance of apprenticeship
 - Shortage of apprenticeship providing organizations.
 - Low academic qualification of trainers/supervisors.

- Lack of partnership between TVET institute and apprenticeship providing organizations.
 - Financial problem, etc.
6. The workplace supervisor is assuming an increasingly critical position in the provision of apprenticeship training. Supervisor/trainer should, fulfill the following prerequisites: a) experience working with youth, either on the job or through family or outside activities; b) effective in communicating/training skills with the student; c) highly skilled in the area in which the trainees will be trained in the workplace; d) Knowledge and commitment to the principles of training and the training program. As the finding reveals, majority of supervisors didn't attain the necessary academic qualification. Supervisors at the organizations level had 16 and above years of experience. From this it was possible to conclude that they have a very good experience obtained through an extended years of service. However, from the theoretical point of view, it can be concluded that, supervisors was not qualified enough as mentioned above, as a result they were not in a position to deliver the required quality training for the students enrolled to their respective organizations.
 7. The majority of trainee's parent was found to be civil servants, only a small portion of them were farmers. This is because currently TVET institutes are widely expanded all over the country farmers may not force to send their children's to big cities like Addis Ababa. According to the finding majority of the trainees live with their parents during apprenticeship training and they travel a minimum of 10 kilometers for apprenticeship training. This implies that there was an expense needed for transportation. Therefore, the financial requirement for apprenticeship program was not only those directly associated with training in the organizations but, it was also an extra personal expense of the trainees for transportations and others.
 8. From the evidence in the document analysis, it was found out that apprenticeship training should be conducted in accordance to the guidelines prepared on the bases of the law. Therefore, all actors in apprenticeship program should be well aware of this law. In addition to that there was no any contract agreement signed between the trainees, organizations and TVET colleges. Thus, apprenticeship training undertaken so far had no legal foundation from which duties and responsibilities of each participating party to be developed. 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.
 9. Regarding the financing of apprenticeship program the findings revealed that, trainees were not charged directly by the organizations. On the other hand trainees were not paid for their labor that was used in the production of goods and services. But quite a few percentage of respondents confirmed that only few organizations and TVET institutes pay pocket money and transportation fees for trainees during apprenticeship period. 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, running, depreciation, maintenance, etc) were covered by families and apprenticeship offering organizations respectively. Thus, the insufficiency of finance both on trainees and organizations side complement the problem of attending and delivering apprenticeship training respectively.

10. The finding indicates that, no incentives were given to the organizations that offered apprenticeship training except letter of condolence and certificate of appreciation by few TVET institute. The absence of incentives conducive to encourage organizations to cooperate during apprenticeship training is one of the main causes eventually lead to the reluctance of organizations to cooperate. On the other hand, it was good news to hear that, one of TVET College had donated some medical instruments to the health center which provide apprenticeship training and the relationship between the institute and the health center was established because of apprenticeship program. From these findings it is possible to conclude that there is a beginning and should be grown up to guarantee further cooperation of organizations to the full flagged implementation of apprenticeship program.
11. Currently, TVET system in Ethiopia is in a reform. The reform is led by the Federal Ministry of Education-Engineering Capacity Building Program FMoE-ECBP. The new TVET strategy has been approved, based on this strategy, the new CT (Cooperative Training) is going to be launched in the near future.

5.3. Recommendations

Based on the findings obtained and the conclusions reached at, the following suggestions are forwarded to improve the apprenticeship training program in general and to enhance the quality of implementations in particular.

1. TVET administrators should keep up to date with new administrative techniques and trends, especially through relevant lifelong learning programmes. They should receive special training in the methods and problems associated with the specific features of technical and vocational education programmes, such as flexible entry and re-entry patterns, continuous training in the workplace, and relevance to the needs of the world of work. This preparation should include:
 - (a) Management methods appropriate to educational administration, including techniques that utilize information and communication technologies;
 - (b) Financial planning methods that facilitate the allocation of available resources, given the objectives and priorities of the various programmes, and ensure their efficient utilization;
 - (c) Contemporary human resources management and development methods.According to the finding of this study the present TVET deans/vice deans were not equipped with the above qualifications. Therefore, they should undergo in such trainings to alleviate the gap that has been identified and the training opportunity should be given to all TVET providers with out any discrimination between private and Government once.

2. Guidance staff should receive special preparation for their tasks. They should be equipped in making objective assessments of aptitude, interest and motivation, and have up-to-date information concerning education and work opportunities. They should acquire a direct knowledge of the economy and the world of work through systematically organized visits to enterprises and training periods in enterprises. Guidance staff should be provided with facilities – including the opportunity for practical experience – to keep up with new information and methods of guidance. Most importantly, they should bear in mind the concept that technical and vocational education must be available to all as part of the lifelong learning process. It must contribute to personal and economic development and responsible citizenship.
To produce the counseling staff with the above profile, the MoE and the Regional Educational Bureau should work intensively in providing the necessary trainings to the existing staff as well as to new comers in the professions. The monetary action should be conducted time to time to all TVET providers to ensure the availability the required manpower especially in those private institutes.
3. According to the responses given to the open ended questions, majority of the respondents emphasis that; the task of organizing and regulating apprenticeship training should be given to the autonomous body. The member of this body must be nominated from all stake holders that play their role in implementation of apprenticeship program. It should also be organized at both federal and regional levels. The developments of the organizational structure for this body at all levels should be centered on organized and flexible interchange between the TVET institutions and the world of work. The main duty and responsibility of this body will be:
 - To create strong relationship with both TVET institutes and apprenticeship training provider organizations.
 - Assess the relevance and capacity of organizations from time to time and provide the necessary information for TVET institutes.
 - To draft the necessary implementation rules based on the proclamation and approved by all stakeholders.
 - Regulating the implementation of apprenticeship training and take the necessary measures to keep the intended quality of implementation.
 - To conduct a continuous awareness creation using seminars, workshops and mass media.
4. It was revealed from the study that, students of 10+3 program in Government TVET colleges send out for apprenticeship training after they finish the three year in school training. Whereas, trainees in private/non governmental TVET colleges enrolled in the same program will be out for apprenticeship training every year after they complete in school training. Since the guideline for apprenticeship training demands to send trainees every year, the researcher didn't see any reason why such a difference occurs. Therefore I recommend to the concerned officials to take the necessary measures to avoid this difference.

5. The selection of organizations to participate in the provision of apprenticeship training was based on their willingness and the relevance of the activities in which organizations engaged in to the training area in which apprentices were enrolled. The number of trainees to be assigned to each organization was decided by the organizations unilaterally or by the agreement between the TVET institutes and apprenticeship providing organizations. However, organizations had a decisive power to receive or not to receive the trainees in their respective places. Therefore, it is very important to set guiding rule to retain the uniform selection of organizations to provide apprenticeship training, by giving emphasis to the relevance, accommodation capacity and manpower available in the organization.
6. 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 employers 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.
From this theoretical background one can easily conclude that apprentices had a right to be paid for their labor. But according to the finding of this study, majority of the trainees didn't pay for their labor. On the other hand organizations that provide apprenticeship training need to be subsidized their cost invested for the training. To solve the financial problems rose on both sides the coming new proclamation should wound up some kind of rules in this regard.
7. The finding indicates that, no incentives were given to the organizations that offered apprenticeship training except letter of condolence and certificate of appreciation by few TVET institute. The absence of incentives conducive to encourage organizations to cooperate during apprenticeship training is one of the main causes eventually lead to the reluctance of organizations to cooperate. In the draft proclamation under part-three (cooperation between TVET providers and enterprises during training), it was mentioned that "Tax incentives will be designed for those enterprises providing training in cooperation with TVET providers." This is something one step forward to the right direction. If it is accepted and put in to a practice it may encourage many organizations to cooperate fully in the provision of apprenticeship training.
8. For TVET, a system of corporate governance where all important stakeholders can participate is an internationally accepted bench mark for best practice. This view is accepted in principle in Ethiopia, but corporate governance is not yet

fully operational in the country. Many of the forays described below are not yet in place as foreseen in the proclamation and the strategy. All partners must continuously work to raise the awareness of government agents, private sectors, parents, trainers and other key players in order to increasingly root TVET in the economy and in society. Therefore, both the Federal MoE and the Addis Ababa Educational Bureau should facilitate the ground for the full participation of all stakeholders.

9. Trainees of government and non-government/private TVET institutes spend a minimum of 2 months per year in public and private enterprises. This arrangement is the outcome of a year-old attempts to make TVET more practical, increasingly oriented towards the needs of the world of work. To extend this apprenticeship time may be to six and nine months step by step for the entire program may help to produce more confident and practical oriented TVET graduate for the future world of work.

BIBLIOGRAPHY

- Abramson, et.al. (1979) Handbook of Vocational Education. California: Sage Publication.
- Atchoarena, Daid and Ahdre Delluc (2002). Revisiting Technical and Vocational Education in Sub-Saharan Challenges. Paris: UNESCO/ IIEP
- _____ (1996). Financing Vocation Education: Concepts, Examples and Tendencies. Paris: UNESCO/IIEP.
- _____, (1996). The Financing and Management of Vocational Education and Training in Eastern Southern Africa. Paris: UNESCO/IIEP.
- _____, D. (1994), Policy and Planning for Vocational Education and Training. Paris: UNESCO/IIEP.
- Brubacher, J.S (1987). Modern Philosophies of Education. New York: John Dewy and Sons Inc.
- ECBP – MoE (February 2007) Hand book for TVET Institutions and Enterprises, Produced by ECBP – MoE – TVET, Addis Ababa, Ethiopia.
- ECC-TVET–Unit (November 2006) The blue pages “WHO’S WHO in TVET” (Technical and Vocational Education and Training) in Ethiopia.
- Getachew Heluf (2005). Training in TVET and Employment prospects the case of Oromiya. (MA. Thesis), Addis Ababa University
- Gilli, A.C (1976), Modern Organizations of Vocational Education. Pennsylvania State University.
- Hanson, J.C (1997). A Dictionary of Economics and Commerce (5th ed). London: The English Language Book Society and Macdonald and Evans Ltd.
- Laugo, J. (1993). Vocational Training Analysis of Policy and Modes. Paris UNESCO/IIEP
- Laugo, John and Kevin Lillis (1988). Vocational Education: an International Perspective. Great Britain: A. Whweaton and Co. Ltd, Exeter.
- Masresha Geleta (2004) The implementation of Apprenticeship training program in Some selected Government TVET institutes in Oromiya. (MA Thesis), Addis Ababa, Ethiopia.

- Massie, J.L (1987). Essentials of Management. New York: Praeger Publishers.
- MoE, (1994). The Educational and training policy. Addis Ababa. St. George Printing Press.
- MoE, (2002). Ethiopian Technical and Vocational Education and Training Qualification System. Addis Ababa: Berhanena Selam Printing Enterprise.
- Nardos Abebe, (August, 1999) Comparative Education A Module for the course (Edu. 601) through distance Education. Addis Ababa University.
- Teklehaimanot Haileselassie, (2002). Misconception on Technical and Vocational Education and Training in Ethiopia. Flambeau Vol. 10 No, 1
- UNESCO – UNIVOC (2004) Bulletin, Special issue for the UNESCO international Experts meeting “Learning for work, Citizenship and Sustainability”. Bonn, Germany, ECBP
- UNESCO (1996). The Development of Technical and Vocational Education in Africa. Dakar.
- _____, (1989). Convention on Technical and Vocational Education. Paris.
- _____, (2001). Revised Recommendation Concerning Technical Vocational Education. (E - Book).
- Wallenborn, M. (1996). “Dual, Co-operative Training System. An alternative for Advanced Developing Country in Asia”. Establishing Partnership in Technical and Vocational Education. Berlin: UNEVOC/International Project on Technical and Vocational Education.
- World Bank, (1990). Vocational Education and Training in Developing Countries: Policies for Flexibility, Efficiency and Quality: Executive summary Washington D.C, The World Bank.

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DPARETMENT OF CURRICULUM AND INSTRUCTION

A questionnaire to be filled by Trainees

The purpose of this questionnaire is to gather information and opinion regarding the implication of apprenticeship training in both Government and Non-Government/private Colleges. 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 College _____
2. Address of the College
Region _____ Sub city _____
3. Training program enrolled in
10+1 _____ 10 + 2 _____ 10 + 3 _____
4. Field of Training _____
5. Address (place) where General Secondary Education attends
Region _____ Sub city _____
6. Sex /Age
Male _____ Female _____ Age _____
7. Parents Occupation
A. Employee _____
B. Farming _____
C. Trade _____
Other _____

Part two: General questions

1. Which one did you use for accommodation during apprenticeship training?
A. Dormitory _____
B. Rented house _____
C. Your own residence _____
D. Residence of your relative's _____
Others _____
2. How far is the organization you are assigned for apprenticeship training from your home?
A. 1 – 10 Kms _____ B. 11 – 20 Kms _____
C. 21 – 30 Kms _____ D. 31 & above Kms _____
3. Who is responsible for organizing apprenticeship training? (Identification of organizations, communication with the organizations, assigning trainees, etc.).
A. The Dean / Vice dean office _____ B. the vocational counselor _____
C. The trainee teacher _____ D. Through trainees personal contact _____
E. Other _____

4. The time when apprenticeship training was undertaken:
 - A. parallel with in school training _____
 - B. during the vacation/school closed _____
 - C. other _____
5. Do you think the time mentioned in question No. 4 is convenient for the trainees to undergo apprenticeship training? A. Yes _____ B. _____
6. If your response for question No. 5 is "No" which of the following you think is the reason?
 - A. as apprenticeship training is conducted during harvesting time majority of the trainees involved in farming _____
 - B. as the season is winter; it is not convenient for those who came from far distance
 - C. since it is during vacation time trainees do not prefer it _____
 - E. Other _____
7. For how long did you attend apprenticeship training within each training period?
 - A. _____ Months
 - B. _____ day's
 - C. _____ hours
8. What is your opinion towards the time you mentioned in question No.7 to conduct apprenticeship training successfully?
 - A. highly inflated _____
 - B. Adequate _____
 - C. Few _____
 - D. very few _____
9. Did you sign a contract with organizations that offer apprenticeship training?
 - A. Yes _____
 - B. No _____
10. If your response for question No. 9 is yes, what were the elements of the contract? (More than one answer is possible)
 - A. Full Name and age of apprenticeship.
 - B. Name and Address of the organization _____
 - C. Name and Address of the apprenticeship training provider _____
 - D. The occupation in which the apprentice involved _____
 - E. the date on which the apprenticeship Training shall start and its duration _____
 - F. Condition of termination for the contract of apprenticeship training _____
 - G. Conditions of payment (if any) for the apprentice _____
 - H. Conditions of insurance for damages (Human or Material) _____
11. Are there any criteria set relating to selection of apprenticeship training provider organizations?
 - A. yes _____
 - B. _____
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 size of the organization _____
 - B. the facility they own _____
 - C. type of ownership _____
 - D. availability of different occupations _____
 - Others _____

13. How does the number of trainees to be assigned to each organizations for apprenticeship training determined?
- by each organization unilaterally _____
 - by TVET institution on the bases of present criteria _____
 - by the agreement between TVET institution and organizations _____
 - on the basis of the statement of law _____
 - there is no formal procedure _____
- Other _____
14. What are the criteria's used in the process of assignment?
- Field of training _____
 - Close proximate for the trainees _____
 - Interest _____
 - Chance/Draw _____
- Other _____
15. Do apprentice pay fee for the apprenticeship training?
- Yes _____
 - No _____
16. If yes, please state the process 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?)
- High _____
 - Medium _____
 - Low _____
18. Were there some trainees forced not to attain apprenticeship training?
- Yes _____
 - No. _____
19. If yes, which one of the following was the reason?
- Absence of adequate organizations in the area _____
 - Inconvenience of the time for apprenticeship program _____
 - Reluctance of the trainees _____
 - Shortage of manpower to organize apprenticeship training _____
 - Other _____
20. Did some trainees quit apprenticeship training?
- Yes _____
 - No _____
21. If yes, which of the following could be the reason? You may choose more than one answer.
- Assignment on the duties other than field of training _____
 - The period overlaps with trainees engagement in other activities/ such as farming _____
 - Financial problem _____
 - The organization they assigned for apprenticeship is far from their area _____
 - Health problem _____
- Other _____

22. Which of the following responsibilities was not practiced by organizations that offered apprenticeship training? (more than one answer is possible)
- A. To receive and provide apprenticeship training to trainees _____
 - B. To assign the apprentice in a place appropriate to his/her training area _____
 - C. To assign a capable supervisor who could follow the day-to-day performance of the apprentice and give a proper guidance to familiarize them selves with the workplace _____
 - D. To acquaint the apprentice with work methods of the organization _____
 - E. To consider the trainee as a regular employee and to provide him/her with the necessary inputs _____
 - F. To evaluate the apprentice and submit the results to their respective colleges _____
 - G. Willingness to cooperate and work with TVET colleges _____
 - Others _____
23. Did an organization assign supervisor to guide and follow up your work during apprenticeship training?
- A. Yes _____
 - B. _____
24. If your response to question No. 23 is “yes”, how do you rate the capacity of your supervisor?
- A. High _____
 - B. Medium _____
 - C. Low _____
25. Did your college assign professional Teacher-supervisor who follow up your progress during apprenticeship training?
- A. Yes _____
 - B. No _____
26. If your response to question No. 25 is “yes”, how frequent was the follow-up?
- A. Daily _____
 - B. Once in a week _____
 - C. once in two weeks _____
 - D. once in a month _____
27. How do you evaluate the relevance of the activities you have undergone during the apprenticeship time to your occupational training?
- A. High _____
 - B. Medium _____
 - C. Low _____
28. If your response for question No. 27 is low or no relationship at all, which one of the following could be adequate reason?
- A. The occupation in which you trained was not among the activities in the Organization _____
 - B. Reluctance of the organization to assign you according to your occupation _____
 - C. Your reluctance to the training; even if you are assigned to your occupation _____
 - D. Improper training at the College _____
 - E. Your failure to regularly attend the apprenticeship training _____
 - Other _____
29. How do you evaluate the degree of apprenticeship training to the skills acquired from TVET colleges?
- A. High _____
 - B. Medium _____
 - C. Low _____

30. Which of the following problems prevail in your college? Multiple responses are possible.
- A. Shortage of Trainers _____
 - B. Low skill of trainers _____
 - C. Shortage of training materials _____
 - D. Shortage of inputs for practical training _____
 - E. Shortage of reference material _____
 - Other _____
31. Do you think that the problems in TVET colleges have repercussion on the apprenticeship training?
- A. Yes _____
 - B. No _____
32. If your answer for question No.31 is yes, which of the following could be the causes?
- A. The problem related to uncovered courses due to shortage of trainers were appeared during apprenticeship training _____
 - B. Shortage of training materials and equipments used during apprenticeship training _____
 - C. Presence of practically inexperienced tasks due to shortage of inputs, during apprenticeship training _____
 - D. Personal failures to properly attend the training _____
 - Other _____
33. How do you evaluate the similarity of materials for practical training in an organization and TVET colleges?
- A. High _____
 - B. Medium _____
 - C. Low _____
34. Would you please list major problems you faced during apprenticeship training.
- A. _____
 - B. _____
 - C. _____
35. What solutions would you suggest to mitigate the problems the problems listed above?
- A. _____
 - B. _____
 - C. _____

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DPARETMENT OF CURRICULUM AND INSTRUCTION

A questionnaire to be filled by Vocational Counselors

The purpose of this questionnaire is to gather information and opinion regarding the implication of apprenticeship training in both Government and Non-Government/private Colleges. 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 College _____
2. Qualification _____
3. Major fields of study _____
4. Total years of service _____
5. Years of service as a Vocational Counselor _____
6. Training program offered/Assigned
 - 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 as a Vocational Counselor is given to you:
 - A. Only as a major duty _____
 - 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 employee's _____
 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 organizations for apprenticeship training determined?
 A. By each organization unilaterally _____
 B. By TVET institution on the basis of present 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 is responsible for the overall organization (selecting apprenticeship providing organizations, assigning trainees, etc.) for apprenticeship program?
 A. The vocational counselor _____
 B. The trainee/teacher _____
 C. Through trainees personal contact _____
 Other _____
12. What criteria are used in the process of assigning trainees?
 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 you say 'yes' for question No. 13, 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 TVET college _____
 - D. The occupation in which the apprentice is intended to undergo 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 apprentice pay fee for the apprenticeship training?
- A. Yes _____
 - B. No _____
16. If you say 'yes' for question No. 15, please state the rate and process 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 attain 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 _____
 - 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 on 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. Organizations that provide apprenticeship training are far from their respective area _____
 - Other _____

22. Which of the following responsibilities was not practiced by an organization that provides apprenticeship training? (More than one answer is possible)?
- A. To receive and provide apprenticeship training to trainees _____
 - B. To assign the apprentice in the place appropriate to his/her 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 of Equipments/Materials used for practical training in the TVET institution?
- A. High _____ B. Medium _____ C. Low _____
24. How do you evaluate the appropriateness of Equipments/Materials in the organization to enhance the practical skills of apprentice?
- A. High _____ B. Medium _____ C. low _____
25. How do you evaluate the similarity/availability of Equipments/Materials for practical training in an organizations and TVET institutions?
- A. High _____ B. Medium _____ C. Low _____
26. If your response to question No. 25 is low, which one of them is well equipped?
- A. The training institution _____ B. The Organizations _____
27. How do you evaluate the capability of the supervisors assigned by organizations to evaluate the performance of apprentice?
- A. High _____ B. Medium _____ C. Low _____
28. If your response to question No. 27 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 _____
- 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 _____
 - F. Lack of awareness on the importance of apprenticeship _____

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

- A. _____
- B. _____
- C. _____
- D. _____

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

- A. _____
- B. _____
- C. _____

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

A questionnaire to be filled by Supervisor in apprenticeship training offering organizations

The purpose of this questionnaire is to gather information and opinion regarding the implication of apprenticeship training in both Government and Non-Government/private Colleges. 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. Region _____
 - 2.2. Sub city _____
 - 2.3. Kebele _____
3. Qualification _____
4. your position in the organization _____
5. years of service _____
6. Sex: A. Male _____ B. Female _____
7. Type of organization
 - 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 _____
 - C. Board of Directors _____
10. Majority of employees in the organization
 - A. Permanent _____
 - B. Contract/Temporary _____
 - Total _____
11. The number of TVET trainees attended apprenticeship program in your organization during the years 1997 EC and 1998 EC
 - A. 1997 EC _____
 - B. 1998 EC _____
 - Total _____

12. For how long did TVET trainees attend apprenticeship in your organization
 - A. _____ month
 - 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 institutes _____
 - B. On the basis of guideline (order) from local administration office _____
 - C. On the basis of guideline (order) from Trade Union/Employers association ____
 - 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 your 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 _____
 - C. Through work shops/consultative meetings held at the Federal MOE or Regional educational Bureau _____
 - D. Through training of trainers conducted by The Federal MOE or Regional Educational Bureau _____
 - Other _____
5. Are there criteria set relating to selection of apprenticeship 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 employee's _____
 - 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 colleges on the basis of present criteria _____
 - C. By the agreement between TVET institution and organization _____
 - D. On the basis of the statement of the law _____
 - Others _____

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 options. Choose the one best duty the majority and show your response for each item.
- | | High | Medium | Low |
|--|-------|--------|-------|
| A. To diligently perform the apprenticeship training _____ | _____ | _____ | _____ |
| B. To be acquired with work method of the organization _____ | _____ | _____ | _____ |
| C. To utilize with care and economy materials _____ | _____ | _____ | _____ |
| D. The ability to perform practical activities _____ | _____ | _____ | _____ |
| E. The ability to cooperate with other employees _____ | _____ | _____ | _____ |
| F. The ability to utilize input efficiency _____ | _____ | _____ | _____ |
| G. The quality of goods they produce _____ | _____ | _____ | _____ |
| H. The ability to use office equipments _____ | _____ | _____ | _____ |
| Others _____ | | | |
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 you evaluate and transfer apprentice result (grade) to their respective institution timely. A. Yes _____ B. No _____
13. If your response to question no. 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 your 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 _____

10. State, if any, those involved in organizing apprenticeship training _____
11. Was there any activity under taken by your institution to promote apprenticeship training? A. yes _____ B. No _____
12. If Yes, please specify _____
13. Were trainees charged fee by your institution for the apprenticeship training?
A. Yes _____ B. No _____
14. Who covers trainees' personal expenses during apprenticeship training?

15. Did your College subsidize recurrent cost of organizations?
A. Yes _____ B. No _____
16. What are the reasons for some trainees to be completely excluded from apprenticeship training? _____
17. 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 _____
18. Were there any incentives given to organization?
A. Yes _____ B. No _____
19. If yes, specify _____
20. Were there professional assistances given during apprenticeship training?
A. yes _____ B. _____
21. Is there trained /qualified Vocational Counselor in your College?
A. yes _____ B. No _____
22. If yes, what are the main duties/responsibilities of the Councilor in relation to apprenticeship program? _____
23. Did organizations demonstrate commitment to apprenticeship program?
A. Yes _____ B. _____
24. If no, what do you think the reasons to be reluctant? _____
25. How do you evaluate the extent of partnership between your college and apprenticeship providing organizations?
1. Government a) High _____ b) Medium _____ c) Low _____
2. Private a) High _____ b) Medium _____ c) Low _____
3. NGO a) high _____ b) Medium _____ c) Low _____

26. If your response for question No. 25 is Low what do you think the reason is?

27. What are the major problems you faced while implementing apprenticeship training program? _____

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

Interview Guide

1. What is the role of your office on apprenticeship program?
2. Would you comment on implementation of apprenticeship program in both Governmental and Non Governmental TVET Colleges in the region?
3. What are the main problems encountered in implementation of apprenticeship program?
4. What possible solutions would you suggest to mitigate these problems?
5. What other activities your offices perform in relation to apprenticeship program?
6. How do you come to provide job placement activities for your graduates?

ቁጥር ትምህርት/ህተ7-1970/99
Ref No

ቀን 17 ሚያዝያ 1999 ዓ.ም.
Date

ለሚመለከተው ሁሉ

ጉዳይ፡- የሥራ ላይ ልምምድ (APPRENTICESHIP) ትብብርን ይመለከታል።

በአዲሱ የአገራችን የትምህርትና ሥልጠና ፖሊሲ መሠረት በቴክኒክና ሙያ ትምህርትና ሥልጠና (TVET) ንግግራም የሚሰለጥኑ ተማሪዎች ሥልጠናቸው የተሟላ የሚሆነው በአምራችና አገልግሎት ሰጪ ድርጅቶች የ312 ሰዓታት የሥራ ላይ ልምምድ ሲያሟሉ ብቻ ነው።

ዩኒቨርሲቲ ኩሌጃችንም በተለያዩ መስኮች ያሰለጠናቸውን ተማሪዎች ለ2 ወራት ወይም ቢያንስ ለ312 ሰዓታት በአውኑ (ተጨባጭ) የሥራ ላይ ልምምድ ለተግባር ልምምድ ያሰማራል።

በዚህም መሠረት በጽህፈት ሥራና ቢሮ አስተዳደር የትምህርት ክፍል የ1ኛ ዓመት ተማሪ የሆነችው ሂለን ካሱ በተማሪቸው የትምህርት መስክ ከሐምሌ 2 ቀን 1999 ዓ.ም. ጀምሮ ለሁለት ወራት ልምምድ እንድታደርግ በመፍቀድ መልካም ትብብራችሁን በማክበር እንጠይቃለን።

ከሰላምታ ጋር

ፍላጎት ተስፋዬ
ሾኬሻል ካውንሰሎ



St.Mary's University College
Practicum & Apprenticeship office
Apprenticeship Jobs & Duties Description

Annex-2

Department: **IT**
 Level: **II**

Occupational Title: **IT Assistant Technician**
 Apprenticeship Total Hours: **312**

No.	Jobs	Descriptions of Duties	Allotted Hours
1	Web Page Authoring Assistant	<ul style="list-style-type: none"> ➤ Planning a web site ➤ Identifying features of client/server software ➤ Implementing web page development in HTML ➤ Creating a web site using Front page ➤ Connecting web pages ➤ Formatting and laying out web pages ➤ Adding multimedia to web pages ➤ Creating forms ➤ Creating frames pages ➤ Creating Intranets ➤ Performing web site maintenance ➤ Testing and publishing a web site ➤ Working on script 	102
2	Basic Computer Programming Assistant	<ul style="list-style-type: none"> ➤ Identifying computer programming basics ➤ Working on structured programming ➤ Working on Object-oriented programming ➤ Working on Object-oriented programming using Visual Basic 	65
3	Advanced Pc Maintenance and Troubleshooting Technician	<ul style="list-style-type: none"> ➤ Working on expansion options of personal computers ➤ Working on expansion slots ➤ Working on external expansion options of PCs ➤ Expanding the capacity of portable computers ➤ Working on Small Computers System Interface devices ➤ Working on Universal Serial Bus compatible devices ➤ Working on device connection schemes on PCs ➤ Troubleshooting conflicts in memory addressing ➤ Troubleshooting monitors 	145
Total Hours			312

SAMPLE

የሥራ ላይ ልምምድ ዝርዝር መገምገሚያ ቅጽ

አባሪ 5

<p>አበበ ሀጎስ የተለማማጅ ስም</p>	<p>እካውንቲንግ/ Accounting (ዲፓርትመንት / Department)</p>
	<p>I (ዓመት/Year)</p>
<p>ቅድስት ማርያም ዩኒቨርሲቲ ኮሌጅ የማሰልጠኛ ማዕከል ተቋሙ ስም</p>	<p><u>Beginner Accountant</u> የሙያው ዓይነት (Occupational Title)</p>
<p>የአለማማጅ ድርጅቱ (መ/ቤቱ) ስም</p>	<p>ለሥራ ላይ ልምምድ የተመደበው ጠቅላላ ሰዓት: - <u>312</u></p>
<p>ቦታ/ከተማ: _____</p>	<p>የሥራ ላይ ልምምድ የወሰደው ጠቅላላ ሰዓት :- _____</p>

የመገምገሚያ መስፈርቶች

ተለማማጅ: -		ከ100 ያገኘው ነጥብ	የተሰጠው ክብደት (X)	ጠቅላላ ብዛት
1	የመሥራት ፍላጎት አለው::	80	1	80
2	ለራሱና ለሚጠቀምባቸው ማቴሪያሎች ጥንቃቄ ያደርጋል::	85	1	85
3	የተሰጡትን ተግባራት በሚፈለገው የጥራት ደረጃ ያጠናቅቃል::	80	4	320
4	ሥራውን በተሰጠው የጊዜ ገደብ ያጠናቅቃል::	90	3	270
5	የተሰጡትን ተግባራት በግልጽ በቡድን ማከናወን ይችላል::	85	1	85
6	የተነሳሽነትና የቀልጣፋነት ባህሪ አለው::	70	1	70
7	በራሱ ተነሳሽነት አዳዲስ እውቀትና ክህሎት ለመቅሰም ፍላጎት አለው::	65	2	130
8	ለዲሲፕሊን ተገዥና ሰዓት አክባሪ ነው::	90	1	90
		ድምር	14	1130

ማሳሰቢያ: - ለእያንዳንዱ መስፈርት እስከ 100 መስጠት ይቻላል:: ጠቅላላ ብዛት የሚለው ረድፍ ድምር ከፍተኛው ነጥብ 1400 ነው:: ተለማማጅ ከ100 ያገኘውን ነጥብ ለማወቅ የጠቅላላ ብዛት ድምር ለ14 ይካፈላል::

ጠቅላላ ያገኘው ነጥብ: 1130 ሲካፈል ለ14 = 80.71 % (ከ100%)

አጠቃላይ የገምገማ አስተያየት(ካለዎት) _____

የገምገሚው ስም _____ ቀን _____ ፊርማ _____

እንጦጦ ቴክኒክና ሙያ ትምህርትና ሥልጠና ኮሌጅ
Entoto Technical & Vocational Education & Training College

ቁጥር -----
 ቀን -----

ሰ -----

አዲስ አበባ :-

ጉዳዩ:- የኮሌጆችን የ10+1፣10+2፣ እና 10+3 ሠልጣኞችን የሥራ ላይ ልምምድ

ትብብር ጥያቄን ይመለከታል ፣

የእንጦጦ ቴክኒክና ሙያ ትምህርትና ሥልጠና ኮሌጅ በየዓመቱ በተለያዩ በቴክኒክና ሙያ መስኮች የሚያሰለጥናቸውን ተማሪዎች በረዳት ባለሙያተኛነት ለሥራ ልምምድ ለሁለት ወራት (312) ስዓት ያሠማራል ለዚህም መ/ቤቶችና ድርጅቶች ይህን የሥራ ላይ ልምምድ (አኘረንትሲሺን) ተግባራዊ ለማድረግ ሠልጣኞችን ተቀብሎ በማሠማራት ትብብር በማድረግ ላይ ይገኛሉ።

በዚህ ዓመትም በርካታ ሠልጣኞችን ከሐምሌ 1 ቀን 1999 ዓ.ም. ጀምሮ ለሥራ ላይ ልምምድ ለማሠማራት በዝግጅት ላይ ይገኛል።

በዚህም መሠረት መ/ቤታች/ድርጅታችሁ በሠለጠኑበት መስክ ሠልጣኞችን ተቀብሎ ለሥራ ላይ ልምምድ ያሠማራልን ዘንድ በታላቅ ትህትና እንጠይቃለን።

በኮሌጁ የሚሰጡትን የቴክኒክና ሙያ መስኮች እና የሠልጣኞችን ብዛት የሚገልጽ አንድ ገጽ አባሪ አድርገን ስንልክ ፣ በየትኛው የሙያና ቴክኒክ መስክ ምን ያህል ሠልጣኞችን ልትቀበሉን እንደምትችሉ በደብዳቤ ወይም በስልክ እንድትገልጹልን እያሳሰብን፣ ለሚደረግልን ትብብር ሁሉ በቅድሚያ ምሥጋናችንን እናቀርባለን።



ከሠላም ታ/ጋዩ
 [Handwritten signature]
 ደ.ሮ.ጆ. ባለቤት
 የኮሌጁ
 አ/የጽ/ቤት
 Ethiopia



አዲስ አበባ ተግባራዊ ቴክኒክና ሙያ ትምህርትና ሥልጠና ኮሌጅ
 ADDIS ABABA TEGBAREID TECHNICAL AND VOCATIONAL
 EDUCATION & TRAINING COLLEGE.



40223

አዲስ አበባ ኢትዮጵያ



011-515-42-21

AddisAbaba, Ethiopia

ቁጥር ተግ/ሠላ-----
 ቀን -----

ለሚመለከተው ቃሉ

----- የተባለው/የተባለችው/ ----- ሙያ ዘርፍ በአዲስ አበባ ተግባራዊ ቴክኒክና ሙያ ትምህርትና ሥልጠና ኮሌጅ የመጨረሻ ዓመት ትምህርት በመከታተል የታቀደውንና የተመደበውን የሥልጠና ፕሮግራም በማገባደድ ላይ ይገኛል/ትገኛለች/ ::

የተሰጠውን የፊንሰ -ሐሳብ ትምህርት ሥልጠና ማረጋገጫው ተግባር በመሆኑ ይህ መጠየቂያ ደብዳቤ ከቀረበበት ጊዜ ጀምሮ ለ3:2:00 ሰዓት በተለያዩ መ/ቤቶች /ድርጅቶች በሥራ ልምምድ ማስመሰከር አስፈላጊ በመሆኑ የኮሌጁን ተማሪ ለሚያቀርበው/ለምታቀርበው/ ጥያቄ አስፈላጊው ትብብር እንዳይለው/እንዳይለያት/ እያሳሰብን ፈቃደኛነታችሁን ከአገኘን በመ/ቤቱ /ድርጅቱ / ስምና አድራሻ የማገጣጠሚያ ደብዳቤና የተለያዩ ቅጾችን አያይዘን የምንልክ መሆኑን እናሳስባለን::



ከሰላምታ ጋር
 አሳዳጊና የምርመራ
 Assefa Akirso Amha
 Academic & Research V/...

ማሳሰቢያ

መ/ቤቱ/ድርጅቱ ፈቃደኛ መሆኑን ለማረጋገጥ መልስ የሚሰጥበት 1 ገጽ ከዚህ መጠየቂያ ጋር አያይዘን የላክን በመሆኑ የሚፈለገውን የሙያ ዘርፍና የሰው ኃይል ብዛት በቅጽ ላይ ተሞልቶ በማገተም ተደግፎ እንዲላክከልን እናሳስባለን ::

አዲስ አበባ ተግባረ ዕድ ቴክኒክና ሙያ ትምህርትና ሥልጠና ኮሌጅ

የሥራ ልምምድ መገምገሚያ ቅጽ

፩ 011-515-

42-21

የተለማማጅ ስም- _____ ያታ _____ ክፍል 10+3 _____

ተለማማጅ የሰለጠነበት የሙያ ዘርፍ/ዐይነት/ _____

ለሥራ ልምምድ የተመደበው/ጠቅላላ ሰዓት 312: 00

የሥራ ልምምዱ የወሰደው ጠቅላላ ሰዓት _____

የአለማማጅ መ/ቤት /ድርጅት ስም _____

ስልክ _____ ቦታ[ከ/ከተማ] _____

የመገምገሚያ መሥሪያቶች

ተ.ቁ	ተለማማጅ	ከ100 ያገኘው ነጥብ	ለመስፈርቶች የተሰጠው የክብደት ነጥብ	ጠቅላላ ውጤት
1	የመሥራት ፍላጎት አለው		1	
2	ለራሱና ለሚጠቀምባቸው ማሻገሮችና የእጅ መሣሪያዎች ጥንቃቄ ያደርጋል		1	
3	የተሰጡትን ተግባራት በሚፈለገው የጥራት ደረጃ ያጠናቅቃል		4	
4	ሥራውን በተሰጠው የጊዜ ገደብ ያጠናቅቃል		3	
5	የተሰጡትን ተግባራት በግልጽ በቡድን ማክናወን ይችላል		1	
6	የተነሳሽነትና የቀልጣፋነት ባሕሪ አለው		1	
7	በራሱ ተነሳሽነት አዲስ ዕውቀትና ክህሎት ለመጠቀም ፍላጎት ያሳያል		2	
8	ለዲሲፕሊን ተገዥና ሰዓት አክባሪ ነው		1	
	ድምር		14	

ማሳሰቢያ

1. ለእያንዳንዱ መሥሪያቶች እስከ 100% መስጠት ይቻላል
2. ክፍተኛ ነጥብ 1400 ነው ከ100 ያገኘው ነጥብ ለመሥሪያቶቹ በተሰጠው የክብደት ነጥብ ተባዝቶ ጠቅላላ ውጤት በሚለው ስር ይጻፋል
3. በዚህ መሠረት ጠቅላላ ያገኘው ነጥብ ተደምሮ ለ14 ይካፈላልና ውጤቱ ከ100 ይሞላል
4. ሠልጣኑ ያገኘው ጠቅላላ ነጥብ _____ %

አጠቃላይ የግምገማ አስተያየት

የገምገሚው ስም _____ ፊርማ _____ ቀን _____

ማስገንዘቢያ :- ይህ ቅጽ ያለሥርዝ ድልዝ ከተሞላ በኋላ በግንተም ተደግፎና በፖስታ ታሸጎ ከተለማመዱበት የሥራ ክንውን ትጽጋር ለኮሌጁ ይላካል

This thesis has been submitted for examination with my approval as a
University

Date of approval: _____ advisor

Name: Dr. Meseret Assefa

Signature:  _____

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 this thesis have been duly acknowledged.

Name : Demeru Yeshitla

Signature: 

Date of Submission August 14/ 2007