

An Ethiopian Paradigm of Apprenticeship Training Colleges and Enterprises: A Curriculum Practice

Demessew Alemu Woldetsadik¹ and Mutendwahothe Walter Lumadi²

¹*Ethiopian Ministry of Agriculture*

²*University of South Africa, Department of Curriculum and Instructional Studies*

E-mail: ¹*dalemu12@yahoo.com*, ²*Lumadmw@unisa.ac.za*

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ABSTRACT The study is curriculum practice related and it focuses on the challenges faced by Technical Vocational Education and Training (TVET) colleges. Interviews and observations were used to collect data from participants working at Addis Ababa's TVET in Ethiopia. The participants were deans of a private and a public TVET colleges, an apprenticeship training coordinator, trainers, trainees and supervisors. Some of the findings were the following: trade unions have not been involved in the implementation of TVET programs; some prevailing conditions can affect the apprentices' acquisition of occupational skills adversely; enterprises that offer apprenticeship training often lack training facilities; and some supervisors lack professional qualities that would enable them to train apprentices adequately. It was concluded that the challenges would only be overcome if both institutional and personal conditions were taken into consideration.

INTRODUCTION

Technical Vocational Education and Training (TVET) fulfils an important purpose, forming a link between school and the world of work by imparting the knowledge, skills and attitudes required for a given job. As a result, TVET has become increasingly popular at both national and global level. The use of TVET in all sectors of life is gaining momentum. Apprenticeships are regarded as a tool that can help industries to meet their manpower needs, because TVET balances the theoretical and practical knowledge required by industries. It demonstrates the link between school and the world of work by equipping trainees with detailed job skills in the workplace. At the same time, it helps to alter negative attitudes towards a job and eventually equips trainees with skills. TVET is a process and as such it should continue for a reasonable period of time, because apprentices need to practice and refine their skills.

Research findings show that the apprenticeship training programme in Ethiopia faces some challenges (MoE 2010). The researchers' preliminary assessment of the status of the implementation of apprenticeship training programmes in the Addis Ababa Administrative Region (especially in three TVET Colleges, namely, Entoto, Wingate and Tegebare-ede) confirms these challenges. A mixed method was used to investigate the causes of the challenges that face apprenticeship training programmes in se-

lected TVET Colleges and enterprises in the Addis Ababa Administrative Region. The current research has attempted to answer the following questions: What is the level of motivation of the apprentices? Do the enterprises have sufficient organisational strength? Which strategies do the enterprises and TVET Colleges (TVETCs) use to deal with the challenges they encounter? What are the professional qualities of the supervisors? Which skills do apprentices acquire in these enterprises?

Theoretical Framework

Bandura and Holland's theories underpin the study. Apprenticeship training is designed to facilitate the transfer of skills, knowledge and attitudes ((Shaffe and Kipp 2013). The learning theory applied to explain apprenticeship programmes is Bandura's Social Learning Theory. Bandura (1977) holds that apprentices should imitate a skillful worker in a given profession. The nature of the learning taking place during the apprenticeship training process requires the trainee to observe the skills of the master, supervisor or craftsman. Contextual learning, situated learning and connected learning are also terms used to shed light on apprenticeship training (Shaffe and Kipp 2013). Accordingly, students have to solve real problems that require them to apply the specific industry-related skills and knowledge they have gained while at school.

De Munck et al. (2010) argue that engaging in practice is the basic condition for effective learning. Therefore, apprentices should be required to learn in workplaces where actual occupational skills are practiced.

It is true that apprenticeship training can lead apprentices to identify an occupation and eventually to develop their own career. This statement can be explained using Holland's theory (2006). The theory is based on what Holland calls the "degree of fitness" between the individual and the environment. As a result, our behaviour is determined by our interaction with the environment. Accordingly, individuals are attracted to a particular occupation that meets their personal needs and gives them satisfaction. The application of these theories may contain a set of auxiliary assumptions that describe the environment and the conditions under which apprenticeship takes place. This may help us to explain the causes of challenges facing apprenticeship training programmes. At the same time it can help us to interpret the research results (Skitmore and Runeson 2010).

RESEARCH METHODOLOGY

The detailed description and explanation of the apprenticeship training process and the influence of the people involved with its implementation and the kind of data needed to answer the research questions, led the researchers to apply a mixed method approach. The complete picture of the challenges of apprenticeship training at the enterprises and TVET colleges' level was secured by gathering data from college trainers, trainees, supervisors, apprenticeship training programme coordinators, TVET college deans as well as the enterprises. This was done by employing multiple methods of data collection tools (interview and observation). The use of diverse data collection tools has enhanced the trustworthiness of the method applied (Simons 2009). Care was taken when selecting the case for this research. Therefore, the case research was conducted within its broadest context (De Vos et al. 2011). This rationale goes with the aim of the research to investigate the causes of the challenges of the apprenticeship training. For this reason, the study focused on the implementation of the apprenticeship training process. This could be realized by paying attention to all actors involved in the pro-

cess. Therefore, the research was focused on the process of apprenticeship training starting with the TVET Agency, going through TVET Colleges and ending at the enterprises.

The research sample was selected based on the researcher's judgment of who could provide data on the research questions. For this reason, participants and institutions thought to have rich experience and a direct link with the implementation of the apprenticeship training programme in all institutions were selected using purposeful sampling, namely, Addis Ababa TVET Agency, Entoto and Selam TVET Colleges, Marathon Motor Engineering Enterprise (MMEE), Anbesa City Bus Transport Service Enterprise (ACBTSE) and Hibret Manufacturing and Machine Building Industry (HMMBI). Accordingly, supervisors in the enterprises, college leaders, college apprenticeship training coordinators and college trainers were selected for the unstructured interview schedule from Entoto and Selam TVET Colleges. These groups of participants were chosen since all of them were involved in the implementation of the apprenticeship training in the colleges.

By applying the same sampling method, an apprenticeship training coordinator, monitoring and evaluation expert, and the outcome based training experts were selected from the Addis Ababa TVET Agency. Consequently, interviews of varying duration were conducted with each of these participants. In fact, more time was spent with key informants (college apprenticeship training coordinators, trainers, trainees and supervisors). The researcher sought the cooperation of all the participants by communicating with the administrators in each institution through letters ahead of time. Following the data collection, the research analysis was made based on the nature of the tools employed in collecting the data. The analysis was made by subjecting the data to three steps: data reduction, data display and interpretation. In doing so, each case was first examined in terms of the research purpose. Differences and similarities of responses were examined later. Consequently, questions were constantly raised to identify factors that contributed to their differences and similarities. By applying the three steps, all the data obtained from each data source were transcribed in English. But, after transcribing the interview document, it was found necessary to send it to the

interviewees for comment in case there was any mistake while recording. All interview texts were, finally, collected from each interviewee for the process of segmenting and coding (Johnson and Christensen 2010). During the coding process, the researchers read the interview text of each interviewee from each respondent line by line, and raised questions related to the research questions.

The views of the experts selected from TVET Agency and TVET Colleges were grouped together in the first table due to the common characteristics observed among them. The second table was a summary of the data obtained from supervisors. Similarly, the third table was constructed to contain a summary of the data obtained from apprentices, because the motivation, problems and challenges of apprentices were considered to be unique. Similarly, the fourth table contained a summary of the data gathered from a series of observations at the three enterprises. Interpretation of the data was based on the research questions and the actors involved by quoting the interview transcripts from all the tables. During this process, possible contradictions and some conflicting themes that seemed challenging to the researcher emerged from the data. In line with this, additional data were collected to verify or fill the gap of some of the incomplete data during the process of analysis. Finally, the research report was prepared based on the synthesis of the findings of the views of all the research participants on the causes of the challenges during apprenticeship training.

FINDINGS

Trade Unions play no significant role in the Ethiopian context. This is due to their limited legal responsibilities. Some factors that could adversely affect the implementation of the apprenticeship training process were reported by the TVET Colleges regarding the selected enterprises. Similarly, in the selected TVET Colleges, some factors that could hinder the smooth implementation of apprenticeship training were cited. The TVET Agency was not regularly able to monitor and evaluate apprenticeship training with the TVET Colleges during the implementation of the apprenticeship training. The selected colleges and enterprises addressed their challenges by using limited strategies and without regular and systematic methods. The presence

of some demotivating factors for the participation of the apprentices in the apprenticeship training was reported. Conditions that could negatively affect the apprentices' acquisition of occupational skills were reported. There were some indications of weak professional qualities in supervisors, which could have implications for apprentices' training (see Tables 1 – 3).

DISCUSSION

A close scrutiny of the challenges of the causes of the apprenticeship training programme in the research area has shown that lack of commitment and awareness on the part of enterprises, wrong assignment of apprentices, offering unfair grades to the apprentices, insufficient mentoring of the apprentices, lack of feedback for the apprentices and the colleges, insufficient training of the apprentices, hesitation to admit trainees for apprenticeship training, refusal to sign a memorandum of understanding, failure to prepare common training plans with colleges, the problem of balancing training and manufacturing time and an absence of facilities or well-designed apprenticeship training programmes were mentioned by the participant TVET Colleges. In fact, the problem of finding multi-hosting enterprises is common in countries where the modern sector is underdeveloped and, as a consequence, apprenticeship training is unable to meet the needs of the economy (UNESCO 2011). In other research conducted by Simons (2009), lack of awareness of the apprenticeship was cited as a challenge. The consequence of lack of awareness regarding apprenticeship training may inevitably lead to assigning apprentices to an occupation that may not suit them. Similar mistakes may be committed regarding the offer of unfair grades, insufficient mentoring (or regular coaching) and lack of feedback. Unless corrected in time, these challenges may continue to occur in the future.

The apprentices' misbehavior was reported as a common challenge observed in all the enterprises. This was, also, a problem pointed out by the college leaders. The expected behavior of apprentices may differ from enterprise to enterprise since it has a link with enterprises' work rules. Among the challenges mentioned, apprentices' lack of interest seems crucial. If one lacks interest in the activity he or she is engaged in, it is difficult to produce the desired results. The

Table 1: Summary of the data gathered from supervisors

<i>Issues having implications for the research problems</i>	<i>Views of the supervisors on the issues</i>		
	<i>MMEE</i>	<i>ACBTSE</i>	<i>HMMBI</i>
How enterprises provide apprenticeship training	BoACTB	BSSPfOaP	BPO,PWES
Level of apprentices sent to enterprises for apprenticeship training	L3,L4	L1-L4	L1-L4
Availability of special rooms for apprentices	NA	NA	NA
How apprenticeship training in the enterprise began	BII	BCR	BCR
Procedure for organizing resources to implement apprenticeship training in the enterprise	NSB,PPMaM	NSBoM	NSBoM
Procedure for evaluating the performance of the apprentices	UEWoEW,UCF	WWbS, AEEFSFC	WWWS,AEBEFSFC
Methods of recording and notifying the achievements of the apprentices in the enterprise	BFOF,RRiDB	BFOFaWRiE	BFOFaWRiE
Means of communicating the achievements of the apprentices with the TVET College	WORLTA	WORLTA	WORLTA
Ways of setting an implementation programme for apprenticeship training	ANoA	NSP	NSM
Measures taken to alleviate:			
Budgetary problem , time problem ,training materials problem, mentor problem, with whom should you work to solve each of the above problems? Can you explain	BTTMnPRT, NMWMaM	BNA,TNA, TMDN,MoPNA	NBTTMaMP
Challenges enterprises face during the implementation of apprenticeship training	MoA,LoKoS	HNoART,MoA	AN ,T,
The frequency of cooperation with TVET Colleges to discuss challenges of apprenticeship training	, TC,LoPM, LoFUoPoCT		
Views on the importance of cooperating	NFbMLbC	RPtTaD	NDWSH
	ACIaI	ACIaI	ACIaI

Row 1: C1= Based on apprentices' college training background/BoACTB/,C2= By simply setting a programme for observation and practicing /BSSPfOaP/

C3= By providing orientation/BPO/, Planning with experienced supervisors/PWES/

Row 2: C1= level 3 and 4/L3,L4/, C2= Level 1 to 4/L1-L4/,C3= Level 1 to 4/L1-L4/

Row 3: C1= NA, C2= NA,C3= NA

Row 4: C1= By the interviewee's initiative/BII/, C2= By colleges' request/BCR/,C3= By colleges' request/BCR/

Row 5: C1= No special budget/NSB/, Provide pocket money and materials/PPMaM/, Using the college's format/UCF/C2= no special budget or material/NSBoM/,C3= no special budget or material/NSBoM/

Row 6: C1= Using the enterprise's way of evaluating workers/UEWoEW/, Using the college's format/UCF/,C2= While working, by the supervisor/WWbS/, At the end by employing the format sent from the college/AEEFSFC/.C3= While working with the supervisor/WWWS/, At the end by employing the format sent from the college./AEBEFSFC/

Row 7: C1= By filling out the format/BFOF/, Recording the results in its data base/RRiDB/C2= By filling out the format and without recording in the enterprise/BFOFaWRiE/,C3= By filling out the format and without recording in the enterprise /BFOFaWRiE/

Row 8: C1= With an official report letter through the apprentices /WORLTA/, C2= With an official report letter through the apprentices /WORLTA/,C3= With an official report letter through the apprentices/WORLTA/

Row 9: C1= According to the needs of the apprentices/ANoA/,C2= No special programme /NSP/,C3= Not specifically mentioned/NSM/

Row 10: C1= Budget, time, training materials; no problem regarding these/BTTMnPRT/, No mention was made about mentor/NMWMaM/, C2= Budget needs attention/BNA, Time needs attention/TNA, Training materials don't need/TMDN/, Mentor problems need attention/MoPNA/C3= No budget, time, training materials and mentor problems/NBTTMaMP/

Row 11: C1= Manner of apprentices/MoA/, Lack of knowledge on safety/LoKoS/,C2= High number of apprentices requiring the training/HNoART/, Manner of apprentices/MoA/,C3= Apprentices' number/AN/, Time (since we use it for production as well)/T/, Trainees' conduct; since some of them were not devoted/TC/, Lack of pocket money/LoPM/, Lack of follow up on the part of colleges trainers/LoFUoPoCT/

Row 12: C1= Not frequently but may be by coincidence/NFbMLbC/, C2= Reminding trainers of the problem and discuss it/RPtTaD/,C3= No discussion with the stakeholders/NDWSH/

Row 13: C1= All claim it as important/ACIaI/, C2= All claim it as important/ACIaI/,C3= All claim it as important/ACIaI/

Table 2: Summary of the data gathered from apprentices

<i>Issues having implications for the research problems Apprentices' motivational factors</i>	<i>Views of the apprentices on the issues</i>
Know the reasons why apprenticeship is organized in the enterprises	• to see the classroom training more tangible#1 to gain more skill using tools at the enterprise#1 • opens the chance for employment#1 • to interpret the theoretical skill#1 • to gain job skill#1 • to prepare for future work#1
Motivating factors for the apprentices' stay in the enterprises	• To have my own job#1 • To acquaint with tools not available at the college#1 • Irrelevant answer#4 • Choice#4 • Chance#2
Assignment of apprentices /by chance or choice/ Things apprentices like and dislike in this enterprises	Things apprentices like and dislike: • I dislike bad behaviors of some workers and rules of the enterprise#1 • I dislike the behavior of some customers#1 • I like the freedom for workers#2 • I like and dislike nothing#1 • I like workers who don't come on time#2 • I like workers who work hard#1 • Irrelevant answer#1
Goals set by apprentices when going to the enterprises	• To show better conduct#1 • To be equipped with skill#2 • To research the enterprise's market#1 • To be employed#1 • To perform job well#1 • To work actively in the enterprise#1 • Yes#4 • No#1 • Irrelevant answer#1 • Due to confidence#3 • Not#2 • Irrelevant answer#1 • Yes#5 • No#1 • Yes#2 • No#3 • Irrelevant answer#1
Specific motivating factors:1/ Interest 2/ Apprentices' confidence 3/Attitude of the 'people' in the enterprise 4/ Enterprise's capacity <i>Apprentices' Skill Development Factors</i> Alignment of enterprise's organization with the occupational requirements	<i>Views of the Apprentices on the Issues</i> • Yes#3 • No#3
New skills added to the apprentices by the enterprises	• How to entertain customers' interest, to be obedient, to be patient and to be confident#1 • How to use materials economically#1 • No new skill#2 • Skill about the world of work#2 • No assistance#2 • It arranges with all what it can#2 Irrelevant answer#2 • It should give value to occupations#1. • It should help to love work#1 • It should help how to solve problems#1 • I had no negative attitude before#2 • Irrelevant answer#1 • It should allow us to practice#3 • It should help with new work procedure#1 • Irrelevant answer#2
Arrangement for skill acquisition at the enterprises Assistance to change the negative attitudes of apprentices toward the job	• It should bring both the trainer and the trainee#1 • It should respect the trainees' idea and provide feedback#1 • It should be transparent#1 • Irrelevant#3 • It should give value to trainees#2 • Workers should encourage trainees to practice#1 • Supervisors should make the job professional#1 • Supervisors lack coordination#1 • It should consider safety rules#1 • The number of apprentices should be less#1
New skill programmes set by the enterprise to equip the apprentices	
Arrangement of skill acquisition programme in the future	
Weaknesses of the enterprise to be improved	

Table 2: Contd...

<i>Professional qualities of supervisors having implication for apprentices' training</i>	<i>Views of the apprentices on the issues</i>
Ethical/unethical characters of supervisors that dominated during the apprenticeship training programme in this enterprise:- Providing opportunities for apprentices' observation of the occupation Evaluating apprentices' performance	• They don't provide opportunity for apprentices' observation#2 • Doubtful response#1 • They have no good work qualities#2 • Their good qualities are not enough#1 • They don't evaluate#3 • They evaluate us#2 • Irrelevant answer#1
Providing technical advice to the apprentice Show role model in the enterprise	• No they don't provide #5 • Irrelevant answer#1 • They don't show#3 • Yes they show #1 • Not noticed#1 • Irrelevant answer#1
Grading was fair, objective and free from bias	• Free from bias#3 • Not free from bias#1 • Not certain#1 • Doubt on supervisors assessment quality#1
Discussing unrelated topics	• Yes they discuss#2 • No they don't discuss#3 • Irrelevant answer#1
Preparing apprentices for the apprenticeship training	• Yes they prepare#2 • No they don't prepare #2 • Irrelevant answer#2
Providing mentoring service to all apprentices equally	• Doubtful#1 • They don't train us equally#4 • They train us equally#1
Coming to training place on time	• They were not coming on time#4 • They were coming on time#2
Taking apprentices' attendance regularly	• There was attendance#3 • There was no attendance#3
Lacking knowledge of the occupation Using limited number of training methods	• Lack#2 • Don't lack#4 • They apply limited methods#3 • They use various methods#3
Expressing negative attitude toward the occupation Lacking of professional devotion	• Express#3 • Don't express#3 • Supervisors undermine apprentices#1 • The college should stick to training#1 • I don't have another comment#4

same is true for the apprenticeship training. If the apprentice lacks interest, he or she may not be in a position to observe, perform or do other related activities in the enterprises. Eventually, the apprentices would not acquire the desired skills for an occupation. The other challenges mentioned by the supervisors were the number of apprentices, the problem of balancing time, lack of follow up on the part of college trainers and the TVET Agency and lack of knowledge on safety. A high number of apprentices can make it difficult for them to gain the right kind of knowledge and skill. Thus, it is advisable to maintain a very low supervisor-apprentices ratio in the apprenticeship training programmes (Bergh and Theron 2010).

The problem of balancing training and production time at the enterprises was also mentioned. In terms of the provision of apprentice-

ship training, enterprises can be classified as either manufacturing or service providing organizations. Hence, an enterprise selected for apprenticeship training will have two missions. The first task goes with the very nature of the enterprises – whether they are providing services or producing products. In parallel with this, enterprises may be expected to provide apprenticeship training. An enterprise may use all its time producing or providing a service without paying attention to the training of the apprentices or vice versa (although the later has not yet occurred). Hence, care should be taken to balance both tasks. This could be implemented by holding discussion with enterprises and colleges.

On the other hand, the researchers tried to assess the availability of the training and physical facilities in each of the selected enterprises through checklists completed by trained appren-

Table 3: Facilities and training services that were not available at the enterprises

<i>Enterprise observed</i>	<i>Facilities and training services to be improved</i>
<i>MMEE</i>	The enterprise did not use notice boards for apprentices Code of practice for personal protective clothing and equipment was not explained to the apprentices Occupational Health Service/OHS/ in the workplace was not provided to apprentices There was no consultation programme with apprentices in the enterprise Training was not provided on how to use personal protective equipment to the apprentices
<i>ACBTSE</i>	Accommodation for meetings to discuss relevant apprenticeship training matters was not available No reserved space in order to handle disciplinary matter with the supervisor or to discuss other confidential matters with apprentice Relevant data of each apprentice was not systematically recorded in the enterprise Code of practice for personal protective clothing and equipment was not explained to the apprentices Occupational Health Service/OHS/ in the workplace was not provided to apprentices Supervisors method of training to achieve apprenticeship objectives was not explained The enterprise did not provide information in an appropriate form There were no rest areas in the enterprise There were no facilities for change rooms in the enterprise There was no shelter while weather conditions make work unsafe for the apprentices There was no consultation programme with apprentices in the enterprise Training on risk reduction through personal protective equipment was not provided to the apprentices
<i>HMMBI</i>	Accommodation for meetings to discuss relevant apprenticeship training matters was not available The enterprise did not use notice boards for apprentices No reserved space in order to handle disciplinary matter with the supervisor or to discuss other confidential matters with apprentice The enterprise did not establish communication system with the enterprise Relevant data of each apprentice was not recorded in the enterprise Supervisors method of training to achieve apprenticeship objectives was not explained Apprentices did not get involved in the practical training There were no facilities for change rooms in the enterprise There were no facilities for personal belongings in buildings or structures for the apprentices in the enterprise

tices. However, the results have shown that enterprises lack either facilities or training programmes related to the provision of the apprenticeship training. Obviously, this challenge may differ from enterprise to enterprise due to the availability of infrastructures within the compound. Challenges were also reported by apprentices regarding the supervisors' professional qualities. This was explained as supervisors' failure to provide opportunities for apprentices' observation of the occupation, to evaluate their performance, to provide technical advice, to provide a role model, and offer grades free from bias. Instead, they discuss unrelated topics, are unable to prepare apprentices for the appren-

ticeship training, do not provide mentoring service to all, do not arrive on time, do not record apprentices' attendance regularly, lack knowledge of the occupation, use a limited number of training methods, express a negative attitude toward the occupation and lack professional devotion. However, an effective supervisor is expected to possess (maintaining the positive and improving the negative qualities) the above professional qualities in order for the apprentice to participate actively in the apprenticeship training (Bergh and Theron 2010).

Apprentices have also criticized apprenticeship training. They reported that the college regulation has required them to research enterpris-

es on their own, has assigned them to enterprises that lacked proper organization, has sent them to observe repetitive tasks at the enterprises, and that they could not get the right kind of apprenticeship training at the enterprises. They claim that all these could hamper their interest in apprenticeship training. Regarding skill development, the selected apprentices have expressed different views on the factors that could have a link with the skill development programme at the enterprises. Accordingly, they have shown differences in the alignment of an enterprise's organization with the occupational requirements, the arrangement of the actual programmes for skill acquisition at the enterprises, the assistance provided to change the negative attitudes of the apprentices toward the job they chose, the new skill programmes to be arranged by the enterprise and the weaknesses of the enterprise to be improved for future skill development.

CONCLUSION

It is known that the production of skilled persons at any level is decisive for a country's development. To this end, there may be various training programmes. Among them, apprenticeship training or the kind of training process jointly accomplished between the TVET training providers and enterprises can be cited. Efforts were exerted by TVET training providers and enterprises to produce middle level skilled persons. Similar efforts need to be exerted to correct the challenges of the apprenticeship training programme. Otherwise, the production of middle level skilled persons cannot be attained. In line with this, this study investigated the causes of the challenges of the apprenticeship training programme in the Addis Ababa Administrative Region. To investigate the problem, a qualitative research approach was employed. Apprenticeship requires the active involvement of all stakeholders. However, the involvement of Trade Unions in the implementation of the apprenticeship training in the city was found to be insignificant. This was due to the fact that they were delegated limited legal responsibilities. There were reported challenges of apprenticeship training by the stakeholders, who could be arranged accordingly.

Accordingly, in the selected enterprises there were problems of commitment on the part of supervisors, lack of awareness regarding the pro-

gramme, wrong assignment of apprentices at the enterprises, unfair grading of the apprentices, inability to mentor the apprentices, lack of feedback for both the apprentices and the colleges, providing insufficient training to the apprentices, hesitation to admit trainees for apprenticeship training, refusal to sign a memorandum of understanding, failure to prepare common training plans with colleges, the problem of balancing training and manufacturing time and absence of facilities or well designed apprenticeship training programmes. Similarly, in the TVET colleges, there was lack of commitment on the part of trainers, lack of regular follow-up, the problem of getting multi-hosting partners, the presence of a high number of apprentices requiring apprenticeship training, the presence of undeveloped infrastructure for practical training, apprentices' lack of interest in apprenticeship training, trainees' misbehaviors and limited means of communication with the enterprises.

The TVET Agency was not able to monitor and evaluate apprenticeship training regularly with the TVET colleges during the implementation of the apprenticeship training. Regarding the provision of apprenticeship training at the enterprises, there were some enterprises that lacked either facilities or training services in order to arrange the programme for apprentices. Some motivational factors that were thought to affect the apprentices' involvement in the apprenticeship training were reported by the apprentices. It seemed very hard to ascertain that the apprentices were equipped with all the required occupational skills in the selected enterprises owing to conditions that could adversely affect their acquisition of occupational skills. There were some indications that weak professional qualities of supervisors had implications for the apprenticeship training.

RECOMMENDATIONS

The effective implementation of an apprenticeship training programme requires the active involvement of all participants. However, the current research has shown that the presence of some challenges among its participants, namely, TVET Agency, TVETCs, trade unions and enterprises were noticed. Unless these challenges are met, the future apprenticeship training programme will be at stake. This, in turn, can affect the quality of skilled graduates for the country's economy.

To facilitate the successful implementation of the apprenticeship training programme, all stakeholders of TVET in the city should exert themselves. Opportunities should be created for all service providers or manufacturing enterprises to discuss the implementation of the apprenticeship training programme. Awareness programmes on TVET strategy in general and the implementation of apprenticeship training in particular should be arranged by the Agency for all stakeholders including TVET College communities. The achievement of the apprenticeship training programme rests on good communication between the stakeholders. To accomplish this task, successful communication strategies should be designed and implemented. Apprenticeship training requires a significant investment of time and money on the part of the enterprises and TVET providers. Hence, the city council should encourage some of the outstanding hosting enterprises by introducing some incentive schemes. The TVET Agency should set out a policy regarding the training and evaluation of apprentices at the enterprises not to be handled by supervisors who have not taken the national CoC certification.

The Federal legislative act (in Ethiopia) for the establishment of Trade Unions should be revised in order to increase the participation of these institutions regarding the implementation of the apprenticeship training. Colleges and enterprises should pay attention to some of the factors for motivation of training, conditions for acquisition of occupational skills and for the improvement of some of supervisors' professional qualities that could potentially affect the participation of the apprentices in the programme.

Apprentices' evaluation at the enterprises should be based on the principle of continuous assessment. The Agency should search for institutions or individuals who can sponsor the implementation of an apprenticeship training programme. The mass media should also play a role in creating awareness among the public by disseminating the necessary information.

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