



Evidence-based paper on analysis on the effectiveness, sustainability and potential replicability of the Work Based Learning measures introduced in the short term in view of their scaling up at regional and national level

Final Report – April 2020



This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of Volontariato Internazionale per lo Sviluppo and do not necessarily reflect the views of the European Union.

Summary

EXECUTIVE SUMMARY	4
INTRODUCTION	7
1. WORK-BASED LEARNING: A FOCUS ON THE APPRENTICESHIP TRAINING SYSTEM	8
2. THE ETHIOPIAN SYSTEM IN RELATION TO WBL	14
3. WBL EXPERIENCES IN THE DEAL PROJECT	34
4. OPPORTUNITIES AND CHALLENGES	44
5. RECOMMENDATIONS	54
ANNEX	63

EXECUTIVE SUMMARY

The present Evidence-based Paper aims to explain the development of Work-Based Learning (WBL), with a focus on apprenticeship training, in the Ethiopian context thanks to the activities realized in the DEAL project.

The DEAL¹ Project is part of SINCE Programme, Stemming Irregular Migration in Northern and Central Ethiopia, which is funded by the European Union Trust fund for Africa and is implemented by the Embassy of Italy in Ethiopia. DEAL has been implemented by VIS jointly with CISP, Oxfam, REST and ECC-SDCO Adigrat in four woreda of Tigray Region. Within this frame, the project aims to promote a more inclusive economic environment across the region to increasing living conditions of potential migrants, returnees, with a particular focus on youth and women. The **Main Objective** of the project is to contribute to the reduction of irregular migration from Northern and Central Ethiopia by improving the living conditions of the most vulnerable population, including potential migrants and returnees with specific focus on youths and women. The **Specific Objective** is to determine inclusive economic programs that create employment opportunities for potential migrants, returnees and refugees, especially women and youths, in the most migration prone regions of Ethiopia (Addis Ababa, Amhara, Oromia, SNNPR and Tigray) by strengthening the capacities of local technical and vocational education and training (TVET) providers and promoting public private partnerships (PPPs) in strategic economic clusters. In particular, two intermediary outcomes have been identified in order to lead to this impact. The first intermediary outcome aims to improve access of beneficiaries to TVET and employment opportunities through promotion of partnerships among TVET service providers and the private sector leading to the delivery of innovative programs and active labor policy schemes. While, the second intermediate outcome intends to increase the capacity of selected industrial clusters to create additional job opportunities with a special focus on the promotion of decent work.

Although different results and outcomes are expected by the end of the project, the present evidence-based paper is the last step of a process aimed to implement WBL experiences in the Ethiopian system.

The first step, realized in January 2019, aimed to define and share the terminology and common tools related to WBL within all the five consortiums leading each lot of the Since programme. In particular, a toolkit has been presented and shared to two persons from each consortium (project leader and technical expert) and one person from the contracting authorities, the Italian Embassy in Ethiopia. The toolkit included the definitions of all types of WBL programs (apprenticeship training, alternance training, etc.), the governance that characterized WBL systems, opportunities and challenges for each actor of the WBL system, a specific focus on apprenticeship training (governance, promotions, partnerships, etc.), tools for the development, the assessment and the recognition of WBL programs. Moreover, each consortium has shared some of these tools with TVET institutions and enterprises involved in their lots.

Another important step of the challenging process to introduce WBL experiences in the Ethiopian context has been the mission of a VIS consultant with experience in WBL in May

¹ Development of innovative Employment oriented schemes and Active Labor Market measures to increase livelihood and decent work opportunities for vulnerable youth and women at risk of irregular migration in Tigray;

2019. The mission had a twofold aim: the first one was to discuss and share the experiences of the monitoring tools elaborated and tested for first round apprenticeship; the second goal was to visit companies with apprentices in order to observe those experiences from both companies and apprentices' perspectives. During the mission the apprenticeship tools have been revisited in relation to the results of the companies visits. In addition, a workshop on Practical Evaluation of Monitoring Processes in Apprenticeship Experiences has been organized with the intention to divulgate some of the outcomes and results related to the SINCE Addis Ababa project Implementations (opportunities, challenges, benefits and strengths) and, in particular, the findings from the monitoring visits. The guests were the following: representatives from ILO, UNIDO, Donor, all monitoring groups, all private companies, PES, BOLSA, BOTVET, TVET Trainers, Consortium coordinators of other Since Lots.

The previous steps have also been useful for the delineation of the present evidenced-based paper since the produced tools, the monitoring visits and the DEAL project's results and outcomes have been significant in order to delineate the state of the art of WBL experiences in Ethiopia, basically based on cooperative learning, and the progress done during the project phases for the creation of an apprenticeship training system too. Indeed, this evidence-based paper firstly attempts to provide a clear terminology and framework, mainly shared at the international level, of WBL programs. Successively, the document analyzes the Ethiopian education system with the intention to show the WBL programs implemented so far. The heart of the evidence-based paper is the examination of the results of DEAL project as an innovative and ambitious experience with the aim to delineate the bases for an integrated and articulated WBL programs with a particular focus on apprenticeship training. The project has shown the positive and challenging aspects related to the experience and, more in general, regarding the TVET system in Ethiopia, providing the foundations for the development of WBL programs in the country in a session dedicated to several recommendations.

INTRODUCTION

The aim of the present Evidence-based Learning is to show the results of WBL programs, and in particular the apprenticeship training, realized within the DEAL project, implemented in Ethiopia from November 2017 to August 2020. The intention is indeed to start from this experience in order to identify opportunities, challenges and recommendations for the creation of a well-structured WBL system where the apprenticeship system is a part of it.

The report is structured in five main chapter:

- Chapter 1 focuses on Work-based Learning through an analysis of its different definitions, the relation between different actors, the aspects for a good governance, etc. The section pays a particular attention on apprenticeship training as the most developed form of WBL;
- Chapter 2 describes the Ethiopian system and its elementary types of Work-based learning pathways. In this chapter, the Work-based Learning experiences in other African countries (Kenya and Tanzania) are analyzed;
- Chapter 3 examines the results of Work-based learning programs developed thanks to the DEAL project in the Region of Tigray, Ethiopia. The section provides some results in terms of quantitative achievements, but also a qualitative description of the positive and negative aspects that have characterized the experience with a focus on apprenticeship programs;
- Chapter 4, starting from the examination realized in Chapter 3, aims to identify some opportunities and challenges for the development of an apprenticeship training system paying particular attention to financial issues;
- Chapter 5 finally provides some recommendations in relation to the following aspects: Governance and regulatory framework; financing schemes, private sector and other stakeholders' involvement.

1. WORK-BASED LEARNING: A FOCUS ON THE APPRENTICESHIP TRAINING SYSTEM

1.1 Work-based learning

As a consequence of the pressure of an increasing shortage of skilled labor especially in operational production and, at the same time, a high rate of youth unemployment, there is a current intense discussion in many countries and even beyond about the introduction of work-based learning (WBL) systems.

The report "Work-Based Learning in Europe. Practices and Policy Pointers" (European Commission, 2013) defines WBL as a fundamental aspect of vocational training which is directly linked to the mission of VET to help learners acquire knowledge, skills and competences which are essential in working life. The main characteristic related to this term is that WBL provides individuals with the skills needed to successfully obtain and keep jobs and progress in their professional development. It may be paid or unpaid and includes apprenticeships, internships/traineeships and on-the-job training that are the most common types of work-based learning. These types usually – but not always – combine elements of learning in the workplace with classroom-based learning.

There are different types of WBL programs:

- those that provide a growing integration between training and work: a simulated (or virtual) training company, alternance, training and apprenticeship
- those that are very simple and only provide to teach something about work within a formal context

In particular, the report identifies four forms of WBL for the acquisition of knowledge, skills and basic competences essential to join in working life:

1. arrangements in which the learner is legally an employee, such as formal apprenticeships, and in some cases alternance. The connection between school and work is a typical mode of the German-speaking countries, where it is called "dual system". It is essentially based on the integration between companies, which act as operators training, and school or VET providers. The learner spends a significant portion of time in the company as an apprentice or trainee: she/he can work and assimilate general knowledge and competences related to his work in VET providers or in schools. The alternating period can be weekly, monthly or annually, depending on the country in which it is carried out.
2. arrangements in which the learner is legally a student: on-the-job training in companies as traineeships, internships, work placements and cooperative education;
3. borderline cases such as virtual firms, training firms, or 'real' firms that are attached to and part of educational institutions. In this case, the WBL is integrated within school educational programs through laboratories, workshops, simulation of companies' affairs or job assignments (real or simulated). The educational achievement of this model is to recreate work situations in appropriate environments, thus establishing a connection with the real world of work and creating a framework of cooperation with social realities and companies.

4. programs such as work shadowing and work experience, the main aim of which is to teach the learner about work rather than to teach them to do work.

In the following figure, the link between workplace and VET providers

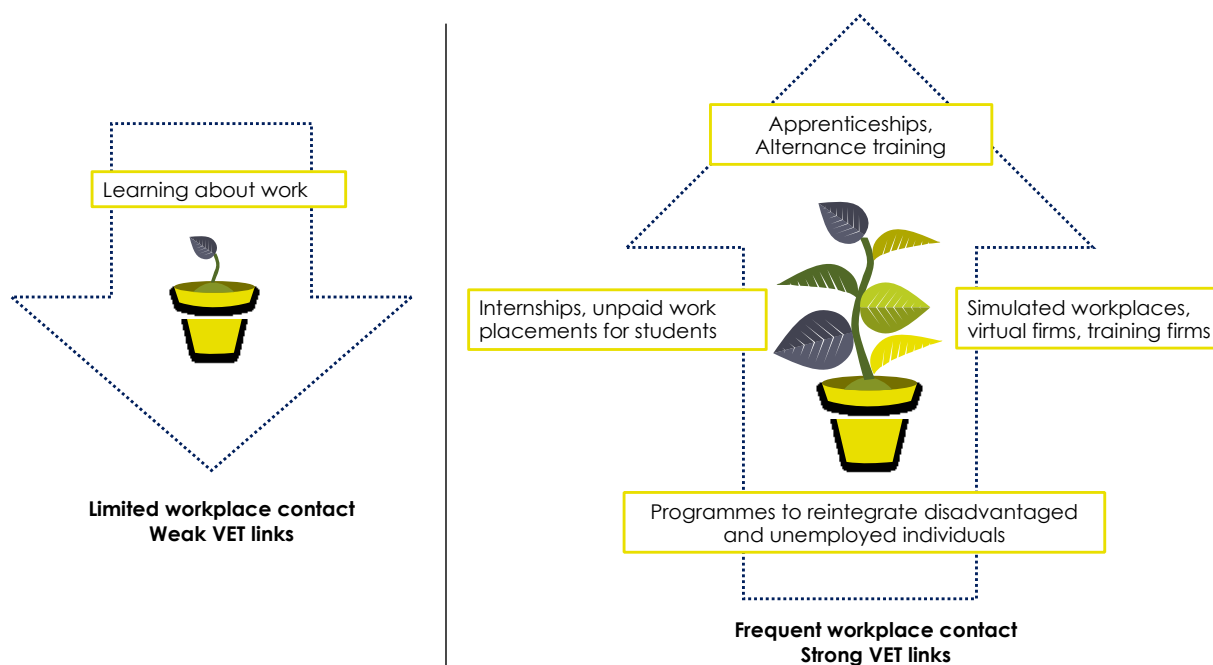


Figure 1 - The link between Workplace and VET providers

Structured work-based learning programs have a number of distinctive features that policy makers and employer and employee organizations need to take into account: successful programs require every key partner to work together. It means individual schools, colleges and enterprises working together, not just national employer, employee organizations and government ministries. Moreover, things need to be done at more than one level: nationally, regionally and locally. Coordination and cooperation are at the heart of successful structured work-based learning programs. The companies and the VET providers have different responsibilities in the realization of WBL paths. The greatest weight, regarding administrative aspects of the programs, is a burden for the VET providers.

Benefits of WBL are largely recognized. Indeed, it is an example of a win-win situation, especially when the learning experience takes place in a company. Benefits are for *learners* (development of career choice, more informed career choices, etc.), *employers* (positive impact on supply of qualified labor, addresses skill gap, etc.), *VET providers* (better quality of VET programs, positive effects on teaching, etc.) and the *entire society* (positive contribution to youth employment, combined governance of VET, etc.).

Despite the recognition of benefits connected to WBL, there are several obstacles related to its organization due to the involvement of a number of actors and, in particular, to the significant roles of the private sector and employer representatives. It is also subject to the regulations governing not only education and training, but also employment (i.e. labor law, health and safety law). Obstacles to policies supporting WBL often stem from the complex interaction between the state and employers and from the specific nature of this type of learning, often

less visible and measurable than formal learning acquired outside of the workplace. Among the obstacles there is also the lack of a legal structure and scarcity of data. The lack of a regulatory framework for WBL (i.e. legislation determining the status or insurance of trainees) is often seen as an important barrier to its expansion. Other obstacles to its implementation include the paucity of relevant data and the challenge of measuring learning outcomes, a more difficult task in WBL than in other settings.

For this, it is first necessary to pay attention to the legal frameworks in order to comprehend how the training offer can be concretely implemented and how an existing dual system can have strong operational components added to it.

Furthermore, in order to achieve a well-structured WBL system with a great level of governance, it is necessary to take into account different aspects of WBL connected to the decision-making processes, the stakeholders involved, the responsibilities and the objectives to be achieved. In the next figure some of these elements are summarized.

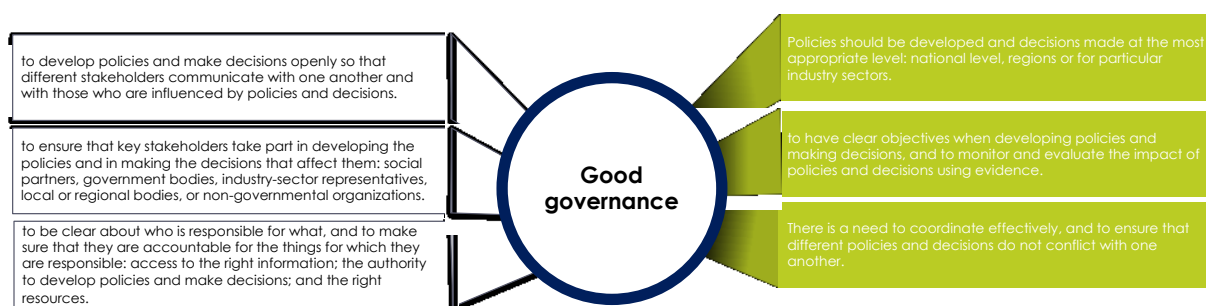


Figure 2 - The elements for a Good Governance

Another central aspect for the realization of effective WBL programs is related to a strong cooperation and trust between VET providers and companies. Indeed, firms and VET providers have different responsibilities in the realization of WBL programs (Figure 3). Trust grows through deep examination and preparations of the young students. The greatest weight, regarding administrative elements, is a burden for the VET providers.

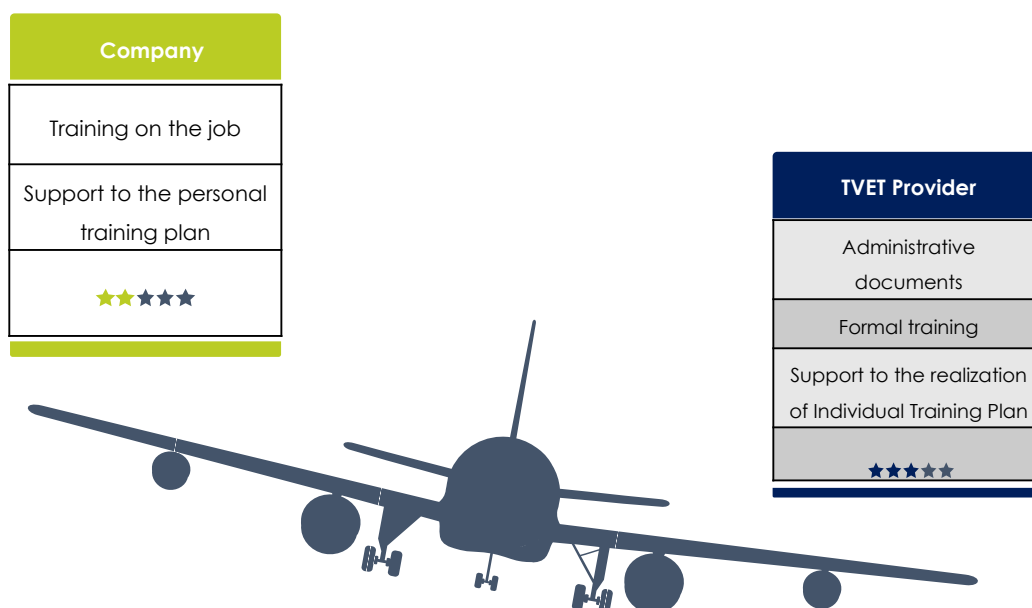


Figure 3 - Company and VET provider's responsibilities in WBL programs

Even cost issues are central in WBL programs. In fact, the costs of work-based learning programs can be allocated to employers, individuals, or governments. Typically, they are shared among them. Costs can be incurred at different levels of the system, by region or economic sector: for example, central government or regional government; a ministry or an individual school; an individual employer or an industry association.

Choices related to work-based learning programs can have quite different impacts upon the level of costs and on how costs are distributed between firms, individuals and governments.

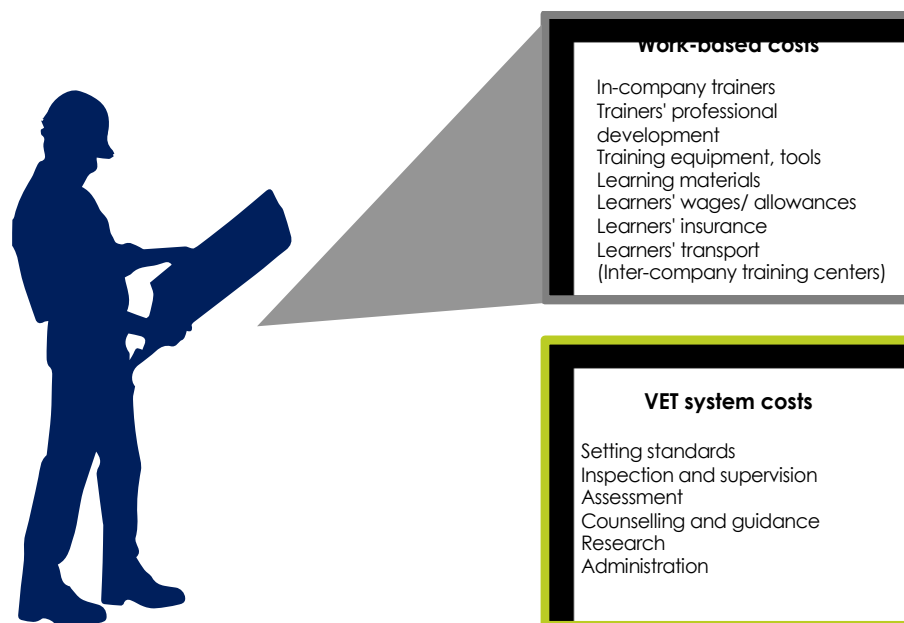


Figure 4 – Allocation of costs in WBL programs

1.2 Apprenticeship Training System

The most advanced form of WBL programs is the apprenticeship training. The apprenticeship is universally recognized as a useful method of developing skills, building workforce skills in companies and in nations, reducing unemployment and assisting young people to acquire decent work. Although there is a general recognition related to its benefits, there is not a single and standardized definition of apprenticeship training used across countries rather different approaches have been developed over the years in order to respond to national needs.

In the *ILO Toolkit for Quality Apprenticeships, Volume 1: Guide for Policy Makers*, a Quality Apprenticeship is defined as follows:

Apprenticeships are a unique form of technical vocational education and training, combining on-the-job training and off-the-job learning, which enable learners from all walks of life to acquire the knowledge, skills and competencies required to carry out a specific occupation. They are regulated and financed by laws and collective agreements and policy decisions arising from social dialogue and require a written

contract that details the respective roles and responsibilities of the apprentice and the employer; they also provide the apprentice with remuneration and standard social protection coverage. Following a clearly defined and structured period of training and the successful completion of a formal assessment, apprentices obtain a recognized qualification.

Despite there are many different ways in which young men and women could reach an apprenticeship course, different factors characterized an apprenticeship system:

- a robust regulatory framework
- clear roles and responsibilities
- meaningful social dialogue and inclusiveness
- funding arrangements
- equitable funding arrangements
- strong labor market relevance

A common feature of apprenticeships is that training is conducted in two places of learning: companies and vocational schools. However, apprenticeship arrangements can differ widely, even within a single country. The differences are related to:

- skill levels of workforces
- needs and circumstances of different industries
- national economic circumstances
- national history, traditions and culture (educational institutions may play a stronger role in quality assurance in countries where there is no strong tradition of employer involvement in education and training);
- institutional arrangements, such as the extent to which employers and workers are organized and cooperate in different industry sectors.

Moreover, apprenticeship training programs can also differ in a number of ways in relation to i) their length; wages and funding arrangements; ii) the balance between work-based and classroom-based learning and how these are sequenced; iii) the ages of apprentices; and the types of occupations that are covered.

There is often a certain level of confusion about the various terms associated with apprenticeships. Consequently, when defining the term “apprenticeship”, it is helpful to clarify the distinction between apprenticeship training and other forms of work-based learning, such as informal apprenticeships, traineeships or internships.

- **Informal apprenticeships:** these do not follow a curriculum, do not lead to qualifications and are regulated by social norms and traditions rather than laws and regulations. In general, this type of apprenticeship does not include classroom-based learning and is based on an informal agreement between the apprentice and the craftsman. Informal apprenticeship is commonly used in low-middle income countries (i.e. Morocco, Tunisia, Ghana, Senegal, Benin, Pakistan).
- **Internships (or traineeships)** provide young people with an opportunity to learn in a workplace: usually covering specific aspects of a job or an occupation while working in a particular sector of the economy or in a specific occupation. Normally, the learner is

legally a student and these programs don't follow a curriculum and don't lead to qualifications based on an assessment.

- **Formal apprenticeships** have the following features:
 - the learner is **legally an employee** and is paid a wage. This wage normally reflects the lower productivity of the apprentice compared to a skilled worker, particularly in the early period of the apprenticeship, and the cost to the employer of providing training;
 - a **contract** of employment and training is signed. It is signed by the learner and the employer. The contract normally specifies the duration of the employment and training period. It normally specifies what each party to the contract is required to do: for example, to learn, to provide employment, to teach skills, or to attend regularly. The period covered by the contract is divided between work carried out in an enterprise and classroom-based education and training: usually more time is spent at work than in classroom-based training;
 - the apprenticeship is closely integrated into the **regular operations** of the enterprise over the full working day, week, month and year;
 - these arrangements are supported by **legislation or regulations** (for example about wages, qualification, assessment, etc.)

Apprenticeship schemes can make a positive contribution to combating youth unemployment by fostering skills acquisition and securing a sustainable transition from the education and training system to the labor market. On the other hand, formal apprenticeships require a great deal of cooperation and negotiation between employers, social partner and governments at the national, local and industry-sector level. Furthermore, enterprises should increase their training skills since they surely involve apprentices in working activities, but they also have to train them. In particular, they need to have staff who are able to train apprentices on the job and supervise their work. If companies do not understand their training role and see apprenticeship training as a way to hire cheap workers, apprenticeship programs can be difficult to implement, or the quality of apprentices' performances can be quite low.

In the following table one shows advantages for all the subjects involved in apprenticeship programs:

SUBJECT	ADVANTAGES
Enterprises	<ul style="list-style-type: none"> • Selection of young people employed and trained • Apprenticeships as a way to recruit skilled workers in the future • Financial benefit • Apprentices used for productive work as well as providing them with training
VET providers	<ul style="list-style-type: none"> • Vocational education programs become much more relevant to the demands of the workplace • Programs have a better balance of theory and practice, • Teachers have closer contacts with workers and enterprises • Individual and training costs are lower
Governments	<ul style="list-style-type: none"> • Better school-to- work outcomes are achieved, and youth unemployment can be lower • There is a better balance between the supply of and demand for skills: skill mismatches are less likely to occur • Costs are shared in a more effective way between governments and enterprises

Individuals	<ul style="list-style-type: none"> • Reach skills and qualifications for a recognized skilled occupation • Students' motivation can be higher • Better and easier transition to full-time work • Can develop vocational competence to quite a high level
-------------	--

2. THE ETHIOPIAN SYSTEM IN RELATION TO WBL

2.1 National development policy

Ethiopia is a wide - about 1.1 million square km - and diverse country with a population of over 95 million, divided in more than ninety ethnic and linguistic groups. Four in five of the population lives in the highland, the remaining one in five of the population, mostly pastoral and agropastoral groups, lives in the lowland that covers 60% of the country's land area. Furthermore, Ethiopia faces a swift phenomenon of urbanization. The population is rapidly growing, and it has an age structure in which 44% is between 0 and 14 years and 53% is between 15 and 65 years. All these elements show Ethiopia's changes and developments about social, political and economic levels.

Ethiopia has a federal structure with nine regional states (Afar, Amhara, Benishangul-Gumuz, Gambella, Harari, Oromiya, Somali, Southern Nations, Nationalities and Peoples' Region and Tigray) and two city administrations (Addis Ababa and Dire Dawa). Since 1991, Ethiopia has faced the transition towards a democratic state, and it is driven by its vision to become a middle-income country by 2025.

In the last years significant investments in infrastructure and in innovative national policies. As a result, the economy has experienced strong and broad-based growth compared to the lower regional average. Despite the growing share of industry and service sectors in economic performance, agricultural production still remains dominant in economic composition and it is the source of livelihood for a great majority of the population.

These changes of economic structure also concern the whole education and training system: sustained economic growth brought positive trends in reducing poverty, in both urban and rural areas.

Ethiopia is now embarking on its fourth macroeconomic development programme (Growth and Transformation Plan II, 2015/16-2019/20) since 1995, all of which have been designed to accelerate the reduction of poverty. The central objectives of these national strategies are to address the human development goals, and move Ethiopia towards a middle-income economy by 2025. The *Second Growth and Transformation Plan (2015 to 2020)* promotes a TVET development strategy, as a part of a broader Human Development and Technology Capacity Building pillar.

Concerning Technical and Vocational Education and Training Strategy will be carried out among TVET institutions quality assurance monitoring and support to maintain the quality and implement the design of TVET system in a better structured way. In order to reach this aim, government investments will increase, and cooperative training will be fully implemented to ensure the provision of human resource that will satisfy the demand for skilled human resources. The TVET system will continue to serve as a potential instrument for technology transfer, through the development of occupational standards, accreditation of

competencies, occupational assessment and the establishment and strengthening of the curriculum development system. Technical and vocational education and training institutions will serve as centers of technology accumulation for micro and small-scale enterprises.

2.2 Education and training system

The large majority of the Ethiopian population lives in rural areas and in dispersed communities. In such a geographic context it raises problems for the education sector: spreading education and ensuring equitable access to education. In addition, the existence of many pastoral and semi-pastoralist groups raises organizational issues related to both the school system and the relevance of the curriculum. The demographic pressures of the country increase the demand for quality education and offer a great window of development opportunity.

A great part of economic production comes from industry and manufacturing raising the demands for middle- and higher-level skilled manpower. It means to increase human resource development in order to have a competent and innovative workforce and, consequently, to meet labor market's needs.

Science, technology and innovation are now the main instruments to create wealth and to achieve the long-term objectives of Ethiopia.

The *Education and Training Policy* (1994) has focused on expanding access to educational opportunities. In addition, the Education Sector Development Programme (ESDP), adopted by the Government in 1997, included non-formal education (NFE) opportunities for dropouts and out-of-school children and young people. The concept of NFE provides a second chance for all, through distance education, functional literacy and continuing education.

The educational reforms have redesigned the structure of the school system. Preschool education lasts two years and caters for children aged 4-6 years. Primary education lasts eight years (age group 7-14); it is divided into two cycles, a first cycle (Grades 1-4) and a second cycle (Grades 5-8). The goal of the first cycle is functional literacy, while the second cycle prepares students for further studies (ABE intervention aims at providing opportunities for out-of-school children, especially in the age range 7-14, to have access to good quality basic education).

General education as a whole consists of eight years of primary education and two years of general secondary education (Grades 9 and 10), followed by two years of upper secondary education. General education is completed at the end of the first cycle of secondary education (Grades 9 and 10) and intends to enable students to identify areas of interest for further education and training. The second cycle of secondary education (Grades 11 and 12) will prepare students for continuing their studies at the higher education level or for choosing a career. Technical and vocational training is institutionally separate from the regular educational system, forming a parallel track.

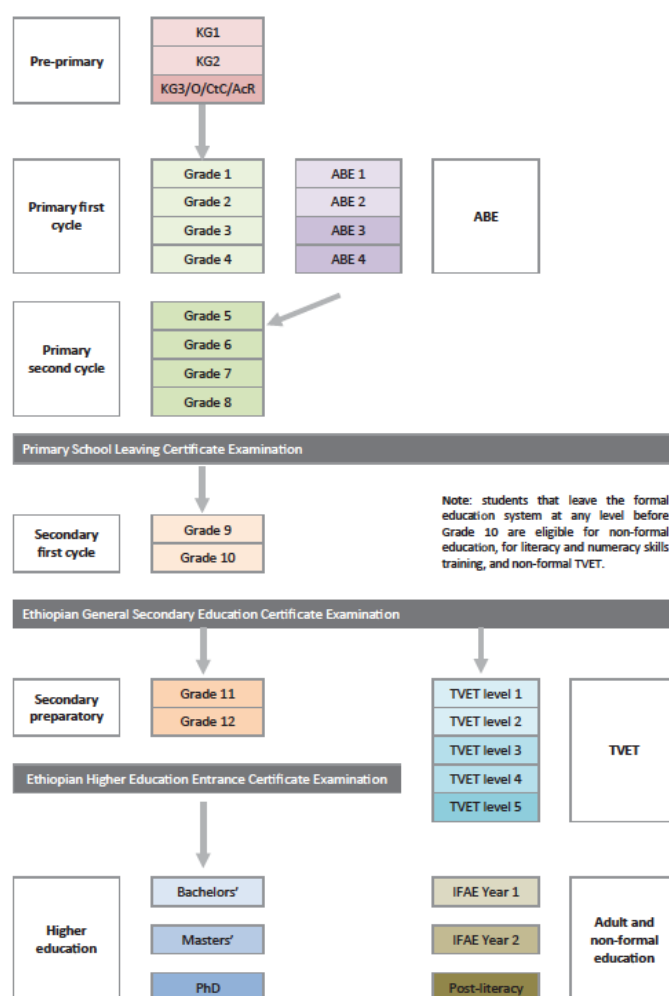


Figure 5 - The Ethiopian education and training system

Since the 1990s, the goal of TVET system in Ethiopia was to provide assistance to dropouts: an activity with few resources available and not systematically organized. The role of TVET has changed substantially since the beginning of the government's educational program in 2002, that claimed TVET as a tool to obtain skilled labor for the country's economy. Therefore, TVET became a part of upper secondary education, that permit to students to complete the lower secondary cycle. Since then, the number of TVET institutions, courses and enrolled students has increased.

After Proclamation n. 391 of 2004, a renovation of TVET system took place starting from 2006 (National Technical & Vocational Education & Training Strategy, 2008), focusing on the demands of labor market in order to improve the skills developed.

The goal of the new technical-professional education system is to raise the quality of the training courses and to promote a competent workforce adaptable to the innovations of production sectors. The TVET system is guided by the principles of inclusion and participation, promotes market orientation and responsibilities decentralization. Federal Technical and Vocational Education and Training Agency held coordination activity, while the Government takes care of system's evaluation standards. Public authority accredited training institutions.

TVET institutions offer courses from level 1 to 5, targeting a range of young people aged 14 to 20. Levels 1 and 2 are related to the development of work-oriented skills, instead, level 5 is managerial oriented.

Coordinated by the Agency and in collaboration with regional governments, experts from the world of work have developed employment standards: skills workers must possess in order to be able to adequately perform their duties.

The program completion is linked directly to the national assessment and a specific skills certificate is obtained by trainees. The reform therefore introduced a learning outcome-based approach, replacing the curriculum-based approach. The development of employment standards is aimed at analyzing the needs of the labor market in order to training adequately the human resources.

Since 2012, competences assessment has been mandatory to allow TVET trainees to successfully complete training programs. In addition, students must undergo an assessment after completing each level of the program.

In the Ethiopian education system, students who have completed lower secondary school must take a national exam. Those who passed the test could enroll in upper secondary school, while those who obtain scores below this a limit point could choose to stop education or to study in TVET institutions. Sometimes tests cores permit the passage from one level to the next within the TVET paths.

Following the reform, the number of public and private training institutions has significantly increased: from 316 in 2003/04 to 919 in 2014/15.

According to the recent Education Statistics Annual Abstract, 2009 E.C. (2016/17) the number of TVET total enrollments fell from 346,160 units (2014/2015) to 302,083 (2015/2016): still lower than the expected number of students who should be enrolled in the program. In 2009 E.C (2015/16), female students were 51.3%: women's participation in the TVET sector is balanced at national level.

Gender	2005 E.C. 2012/2013	2006 E.C. 2013/2014	2007 E.C. 2014/2015	2008 E.C. 2014/2015	2009 E.C. 2015/2016
Male	116.457	115.942	164.163	146.163	147.066
Female	122.427	122.107	181.502	157.976	155.017
Total	238.884	238.049	346.160	304.139	302.083

Table 1 - TVET Enrollment

Another distinctive aspect of the TVET system is the introduction of training methods focused on work-based learning. The new model provides training by TVET institutes carried out in collaboration with companies (cooperative training). According to the logic of work-based learning, the intent is to offer to students the opportunity to learn directly at the workplace. With cooperative training programs students will have to realized most of their training in the companies. However, following the reform, cooperative learning has been included as workplace internships through the involvement of an extensive number of stakeholders belonging to both public and private sector. The students can acquire theoretical and practical skills, on the basis of the level and type of work, but always in accordance with the provisions of employment standards.

TVET institutes could be important hub to connect young participants at labor market with employers who are looking for resources with specific skills. It should be noted that the apprenticeship method facilitates effective matching: it offers to employers the opportunity to confirm skills of young apprentices at work, who can live and understand from the inside their workplace.

2.3 Reforms

National TVET Strategy of 2002

Until the 1990s, the objective of TVET in Ethiopia was to assist those who had dropped out of general education: TVET had a small budget allocated and it wasn't institutionally organized. After the government's 2002 educational program its role changed: with a statement that TVET could help supply skilled labor for the Ethiopian economy ([ESDP II](#)). TVET was positioned as part of upper secondary education, in which students, once completed lower-secondary education, can enroll for the next three years.

The strategic thinking behind the expansion of the TVET sub-sector is to meet the middle-level human power demand of the industry, service sector and commercial agriculture, which have become very essential to the overall development of the country. The objective of the reform is to provide quality education and training in the TVET sub-sector: the curriculum was revised, skill upgrading training was given to TVET teachers. In order to provide diversified training and education to the trainees, fields of specializations have now reached 25 in government and 16 in non-government institutions. In collaboration with the private sector and government enterprises an apprenticeship program was also introduced to develop the skill of the trainees before their deployment to the world of work. The number of TVET institutions has increased from 17 in 1996/97 to 199 in 2003/04 and enrolment from 2,924 to 106,336 out of which 51.2 % are female. Despite this indicating that gender equity has been achieved in this sub-sector, there is still a problem of gender imbalance observed in the fields of specializations. Since the launching of the TVET program, 15 TVET institutions have been upgraded to diploma level and 3 Teacher Education Colleges at diploma level have expanded their program to provide additional training programs.

TVET Proclamation of 2004

Technical Vocational Education and Training (TVET) was the most neglected area in the history of the Ethiopian Education System.

Important reform measures have been introduced after the adoption of the National TVET Strategy of 2002 and the TVET Proclamation of 2004. A significant step was the broadened governance structure for TVET through the establishment of a National TVET Council comprising representatives from different government sectors including: State representatives, public and private TVET providers and the business community.

One of the major undertakings was the Technical and Vocational Education and Training Proclamation that was issued in March 2004 to give proper guidance to the system. Accordingly, guidelines have been prepared on the procedures of internship, certification, board and council establishment, standard management and human resource organization, vocational guidance and counseling, facilities maintenance, cost-sharing, occupational standard development handbook and production (service) centers organization and implementation.

According to the proclamation, trade testing for skills acquired through formal and non-formal training also supports quality assurance measures. Effort has also been made to build the managerial capacity of the sub-sector. Accordingly, 116 directors, assistant directors, deans and supervisors were given training on management, procurement, material and human resource management with a purpose of building their capacity of school administration, professional support, follow-up and supervision to ensure standards of quality in the teaching-learning process. Fifty-one professionals drawn from the federal ministry, regions and training centers took part in a short training program abroad. Labor market demand study and analysis for mid-level skill human power is being conducted to forecast future human power requirement. Training was given to regional and federal experts on labor market monitoring information system development.

National Technical & Vocational Education & Training (TVET) 2006 – STRATEGY Ministry of Education August 2008

The replacement of the older National TVET Strategy adopted in 2002 reflects an important paradigm shift: TVET has to respond to the competence needs of the labor market and create a competent and motivated workforce capable of driving economic growth and development. This new National TVET Strategy is an important element of the overall policy framework towards development and poverty reduction.

The main thrust of the strategy is that TVET development relies on an outcome-based system and dedicated and trusting cooperation among stakeholders.

TVET is expected to play a key role in this strategy by building the required motivated and competent workforce. The Strategy stresses the need for an increasing role and involvement of the private sector and non-governmental organizations, as well as community involvement, in the delivery of educational services.

Years	PLAN	Years	ESDP	Years	TVET
1995 to 2005	Sustainable Development and Poverty Reduction Program	1997/1998 - 2001/2002	Education Sector Development Programme I	2002	TVET National Strategy
		2000/2001 - 2004/2005	ESDP II	2004	Proclamation
2005 to 2010	Plan for Accelerated and Sustained Development to End Poverty	2005/2006 - 2010/2011	ESDP III	2006 (2008)	TVET National Strategy

2010 to 2015	First Growth and Transformation Plan	2010/2011 - 2014/2015	ESDP IV		
2015 to 2020	Second Growth and Transformation Plan	2015/2016 - 2019/2020	ESDP V		

Table 1 - Summary of the main reform plans concerning the economy, the education system and TVET

Traditionally, Technical and Vocational Education and Training (TVET) has been fragmented and delivered by different providers at various qualification levels.

Public TVET institutions under the education sector were concentrating on producing middle level technical graduates at post Grade 10 level. In parallel with this, public and private companies have had their own TVET programs, as have NGOs and private TVET providers. Meanwhile, in non-formal TVET programs, public institutions, NGOs, and private schools offer employment oriented TVET programs to various target groups, including school leavers, people in employment, school dropouts and marginalized groups in the labor market: these programs are not yet systematically delivered. Informal (on the-job) training is widespread, so there are no procedures to recognize informal occupational learning.

The main problems of TVET are:

- lack of cooperation of the employers;
- lacks effectiveness and efficiency of TVET programs;
- the shortage of a sufficient number of TVET teachers/instructors and their low formal qualifications;
- a structural under-funding of the TVET sector;
- TVET education is considered a second-choice option for many students.

2.4 Objectives of the National TVET Strategy

The following principles guide and define the development and implementation of the TVET system according to the new TVET Strategy:

PRINCIPLES	DESCRIPTION
Demand-orientation	All TVET in Ethiopia has to respond to the competence needs and qualification requirements in the labor market. TVET is geared towards enhancing the competitiveness of all economic sectors through a competent workforce and towards improving people's employability in the labor market and with regard to self-employment.
Quality and Relevance	The TVET system strives for the highest quality and relevance of all TVET offers. It will develop effective means of quality management, will continuously monitor the relevance of TVET programs and will provide support and guidance to TVET institutions to achieve defined quality standards. An important mechanism for this will be the introduction of the system of occupational standards, assessment and certification.

Equal access and equal opportunity	The TVET system strives for social inclusion by increasing overall access to relevant formal, non-formal TVET and informal learning opportunities by all target groups, while ensuring equality of access. The previous neglect of people without relevant schooling, school drop-outs, people living in the rural areas, people with special needs, and people who are already in work will be overcome. TVET will be accessible, irrespective of the level of educational attainment, gender, ethnic and religious affiliation.
Pathways	The TVET system will promote vertical and horizontal mobility and progression between different TVET occupations and different qualification levels, but also between TVET, general and higher education. TVET should always create the possibility of career progression and continuation of learning.
Flexibility	To respond to the changing occupational requirements and to accommodate the different demand of the various target groups, the TVET system will allow and encourage flexibility and dynamic development of the TVET offers. This applies to the organization and delivery of TVET programs as well as to the way in which people can pursue their individual occupational careers.
Life-long learning	The TVET system will provide life-long learning opportunities (including initial and further TVET) to enable the workforce to keep pace with the rapidly changing work environments brought about by technological progress and development in the organization of work. Life-long learning also implies that people can continuously enhance their recognized qualifications.
Gender sensitivity	TVET will be gender sensitive. All TVET opportunities will be equally accessible to female. TVET institutions will have to develop gender sensitive policies in order to ensure that they are not discriminated against through content nor organization of TVET programs and to effectively prevent harassment of female trainees and staff members.
Contributing to the fight against HIV/AIDS	TVET will contribute to the fight against the spread of HIV/AIDS in Ethiopia by incorporating awareness creation and training about preventive measures in all its programs. Furthermore, TVET institutions will develop policies to ensure that HIV positive trainees and staff members are not discriminated against.
Contributing to environmental protection	TVET will help create environmental awareness in Ethiopia and will educate Ethiopians about sustainable uses of scarce natural resources.

Table 2 - TVET System Principles

The main objective of the National TVET Strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people.

In more detail, the National TVET Strategy aims to:

- Create and further develop a comprehensive, integrated, outcome-based and decentralized TVET system for Ethiopia

- Strengthen TVET institutions in view of making them Centers for Technology Capability, Accumulation & Transfer
- Create a coherent framework for all actors and stakeholders in the TVET system
- Establish and capacitate the necessary institutional set-up to manage and implement TVET in ensuring quality management system (QMS)
- Improve the quality of TVET (formal and non-formal) at all levels and make it responsive to the needs of the labor market
- Facilitate the expansion of relevant TVET offers which are crucial to national development
- Strengthen the private training provision and encourage enterprises to participate in the TVET system
- Empower women and rural people through skills development
- Ensure equal access of women and people with special needs to TVET
- Strengthen the culture of self-employment and support job creation in the economy, in particular in the emerging regions
- Develop a sustainable financing system for TVET with efficient and cost-effective delivery systems and management structures
- Build the necessary human capacities to effectively manage and implement TVET

Target

The TVET system aims to provide TVET opportunities to a wider range of different target groups than previously. So, in addition to school leavers, the TVET system address:

- School dropouts;
- People without formal education, including illiterate people;
- Entrepreneurs and employees (including formal and informal apprentices) in both formal and informal enterprises who require skills upgrading and access to recognized qualifications;
- Farmers and their families;
- Unemployed people who need initial TVET or retraining to support their reintegration into the labor market;
- People with special constraints to properly engage in economic participation, such as single mothers, people with disabilities, people from marginalized ethnic groups and other groups that have been marginalized in the labor market.

Labor market

The TVET system shall build a workforce according to the needs of different segments of the labor market, in particular:

- The rural labor market, which provides economic opportunities for the vast majority of Ethiopians both in agriculture and non-agricultural activities. TVET will address the occupational requirements for improved agricultural production and tap the many unexploited off-farm opportunities in rural areas;
- The urban and semi-urban micro and small business sector. TVET is geared towards enhancing productivity in the MSE sector, improving the quality of products and

services and supporting start-up businesses by providing training and serving as centres for technology transfer;

- In the mainly urban formal sector comprising both public and private enterprises, TVET will address competence needs in existing companies and provide an adequately competent workforce necessary to attract new investments;
- In the Civil Service, which urgently needs improved quality of public service delivery; TVET will provide special attention in this regard.

The TVET authorities will not only cooperate with and concentrate on formal TVET institutions. On the contrary, they will strengthen all public and non-public TVET institutions, providing both formal and non-formal TVET, in order to decentralize the governance of TVET system.

Particular emphasis will be given to promoting and strengthening TVET provided by companies. To this end, incentives will be given for cooperative TVET (apprenticeship training), and special programs of assistance will be designed to assist skilled women during their training.

The TVET systems is built on strong and partnerships between government and the non-government sector. Both public and non-public actors are already involved in TVET., however the partnership needs to be further strengthened and roles defined

Nonpublic stakeholders are needed to play a major role in the following functions of the TVET system:

- Policy development and policy drafting and reviewing through participation in relevant bodies and panels;
- Financing through contributing resources to the TVET system;
- Quality assurance through active involvement in the setting of occupational standards and conducting occupational assessment;
- TVET delivery through the provision of training to their own staff, offering internships to trainees and providing apprenticeship training;
- Monitoring and evaluation through participation in TVET councils at federal and state levels and taking over key roles on the Management Boards of TVET institutions.

2.5 Outcome-Based Approach

Occupational Standards

According to the goal of the National Strategy, the TVET system has been re-organized into an **outcome-based system**. This means that identify competences needed in the labor market become the final benchmark of teaching, training and learning, and that all institutions, rules and regulations of the TVET system have to be modified.

Competences will be described in National Occupational Standards developed by experts and specialists from the world of work. As such, the National Occupational Standards define the outcome of all training and learning expected by the labor market and form the framework of all quality management within the TVET system.

Occupational standards define the competences of a worker according to requirements in the labor market. They describe comprehensively the competence a person has to achieve in order to be considered “qualified” in a certain field. Competence includes the entire range of skills, knowledge and attitudes necessary to perform a specific job. Occupational standards are developed for all occupational fields at all relevant qualification levels attainable within the TVET system. Each occupational standard can be divided into units that describe a set of “employable” competences. Occupational standards are described in the same format and they are nationally approved.

Responsibility for organizing, facilitating and endorsing occupational standards rests with the Federal TVET Agency. However, stakeholders and employers are the major actors in the development of the standards. Recognized occupational standards shall be checked for compatibility with the participation of the industry and verified to be in conformity with the national vision.

Occupational standards are based on the needs of the labor market. So, a labor market analysis are instrumental in order to identify the need for new occupations as well as indicate the need for revision and adaptation of existing national standards.

Occupational Assessment

Output quality of TVET delivery is measured through an **occupational assessment**, based on the occupational standards. Through occupational assessment a candidate proves his/her skills and will be awarded a National Occupational Certificate, which is the official proof of a person's competence in a TVET relevant occupational area. Occupational assessment, and hence certification, is open to everybody who has developed the required competence through any means of formal and non-formal TVET or informal learning.

Occupational assessment and subsequent certification are the main feature of the outcome based TVET system to verify individual occupational competences.

Responsibility for establishing and facilitating a national occupational assessment and certification system concerns mainly the Federal TVET Agency, that stipulate rules and procedures for assessment item development, for conducting assessments and will facilitate, supervise and regulate the system. While qualifications are defined and assessment tools are developed at federal level, the responsibility for the management of assessments is explicitly designated to the regional Centers of Competence (CoCs), based on federally agreed regulations.

2.6 Apprenticeship/Job Training

The TVET system in Ethiopia is an innovative development of the basic methodologies, activities and standard of German apprenticeship-based model.. TVET students in Ethiopia have to apprentice 70% of the time spent in the program. TVET providers have to identify potential companies who can provide apprenticeship experience for the TVET students. Until today identifying and engaging employers in certain industries (especially government

owned) has been successful, however other companies resist to this learning methodology and the Labor Officials at the Ministry of Education is working to increase awareness of the private sector.

Outcome-based TVET provides different methodologies about the way TVET can be delivered. TVET institutions can, in principle, decide how to organize TVET to their target groups according to occupational requirements.

The strategy enable innovation in teaching and learning methodologies, which are learner and work-centered. The flexibility of TVET allows a strengthened development of cooperative TVET, as apprenticeship training, between enterprises and TVET institutions.

The main advantage of apprenticeship training is its orientation to the world of work and to labor market. Trainees are systematically exposed to the world of work and learn the occupational practice in a real-life situation. This methodology significantly increases training outcomes, practical skills, work attitudes and theoretical comprehension of the occupational requirements. Furthermore, enterprises learn to know the trainees, which often lead to employment after graduation. Through cooperative TVET schemes companies can also contribute to the further development of TVET system.

Through this way TVET providers could negotiate and develop relationships with individual employers, groups of employers or business/sector associations about the organization of cooperative delivery schemes. TVET providers are encouraged to venture into more agreements with small companies and the micro enterprise sector as these companies represent the target labor market for a large group of trainees.

2.7 Work-based Learning in other African Countries

2.7.1 Kenya

Governance

The State Department of Vocational and Technical Training under the Ministry of Education is responsible for the development of TVET and related policies. In addition, the Ministry of Public Service, Youth and Gender Affairs, and the Ministry of Labor, East Africa and Social Protection are involved in TVET. Other actors involved are include:

- The Technical and Vocational Education and Training Authority (TVETA) is a public corporate agency established under the Technical and Vocational Education and Training (TVET) Act No. 29 of 2013 to regulate and coordinate training in the country through licensing, registration and accreditation of programs, institutions and trainers. TVET Authority is responsible for 17 functions that include accreditation of institutions, programs and trainers, ensuring quality standards and licensing, regulating and coordinating training, determining national TVET objectives, promoting access and relevance of training programs with the national socio-economic plans and objectives, amongst others. TVET Act No. 29 of 2013: The Act establishes the TVET management and administration system and sets out how the provision of TVET is implemented. It stresses the need for the development of dynamic and responsive

curricula to upgrade life skills and transfer technology through collaboration between TVET institutions and industries.

- Curriculum Development, Assessment and Certification Council is responsible for the development of TVET curricula and certification.
- National Qualifications Authority is responsible for qualifications and the establishment of a national qualifications' framework. The framework aims to promote flexible access to and equity in education, implementing quality and relevance of qualifications, evidence-based competencies, and provide affordable education, training assessment and qualifications.

Religious institutions, private industries, the Micro and Small Enterprise Authority (MSEA), and the National Industrial Training Authority (NITA) are also active in the TVET sector. MSEA regulates, harmonizes, and coordinates the sector and its growth. It was established in 2013 and trains entrepreneurs on business, managerial, and leadership skills, in addition to facilitating their access to the labor market.

NITA deals with industrial training, specifically with assessment and collection of industrial training levy and fees and educating/qualifying trainers. It is tasked with curriculum development, integrating labor market information, ensuring the equivalence of certificates, accrediting institutions assessing industrial training, evaluating occupational skills, and awarding certifications.

Kenya TVET System

TVETA is guided by the Technical and Vocational Education and Training Act, 2013. In addition, TVETA is regulated by subsidiary regulation through the Technical Vocational Education and Training Regulations, 2015.

The **TVET Act No. 29 of 2013** establishes the TVET management and administration system and sets out how the provision of TVET is implemented. It concerns the need for the development of curricula to upgrade life skills and transfer technology through collaboration between TVET institutions and industries. The Act also establishes the TVET Authority, a body responsible for registration and quality assurance, and the Curriculum Development, Assessment and Certification Council which is tasked with the development of a curriculum.

Recently, the **Strategic Plan for the period 2018-2022** presented a renewed foundation for TVETA to achieve a modern and labor- market responsive TVET system for Kenya.

The current strategic plan involves the entire TVET-system as a point of reference. Moreover, national policies such as Vision 2030 and international policies are guiding.

TVETA has formulated the following foundational aims:

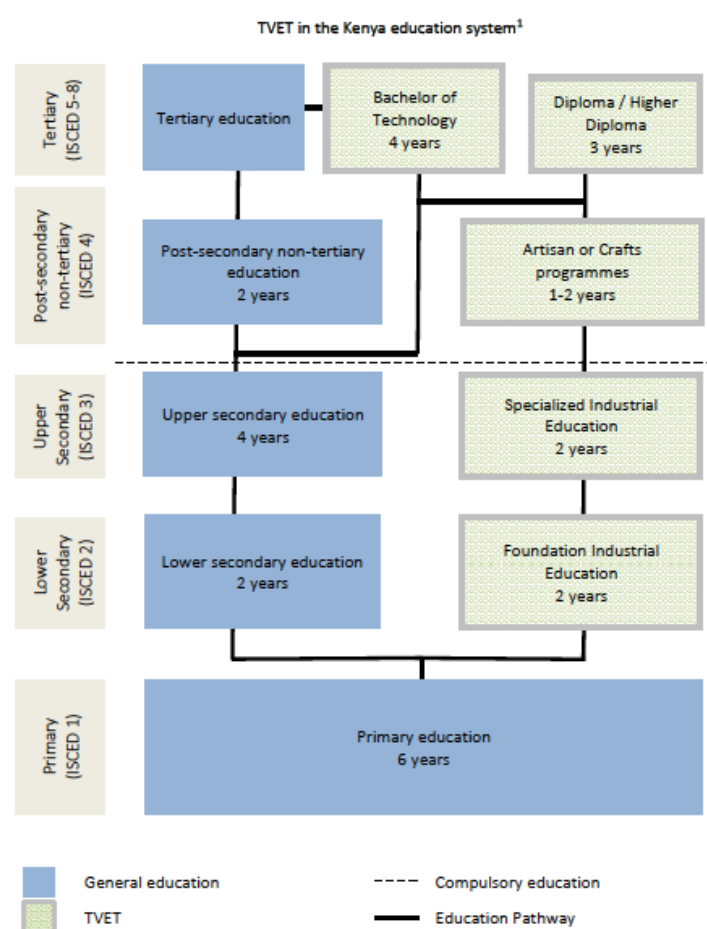
- Purpose (Vision): A coordinated, labor-market responsive TVET system, delivering a high-quality competent workforce for sustainable economic, social and environmental development.
- Way (Mission): To regulate, coordinate, promote and develop TVET through registration, licensing, accreditation and development of institutions, programs and trainers for delivering a labor market relevant and competent workforce.

- Impact: A continuously improving and world-class TVET system which delivers sought after graduates, creates employment and entrepreneurship opportunities, and contributes to sustainable economic, social and environmental development for Kenya within a regional and global context.

The TVET Act (2013) places a premium on quality Competency Based Education and Training (CBET) programs offered with the aim of guaranteeing a strong link between skills learnt and the needs of the labor market, by producing graduates with superior employability. The CBET Framework for Kenya aims to reduce the gaps between programs offered by the TVET Institutions and to coordinate them to the demands of companies.

The Kenya Vision 2030 has further placed new demands on Technical and Vocational Education and Training as a main engine to produce adequate levels of middle level work force that will be needed to drive the economy towards the attainment of the vision goals.

The Kenyan TVET sector comprises of National Polytechnics, Technical Training Institutes (TTIs), Vocational Training Centers (VTCs), Technical Trainer Colleges and any other category specified by the Cabinet Secretary, Ministry of Education Science and Technology.



¹Compiled by UNESCO-UNEVOC International Centre

Figure 6 - Kenya TVET System

The duration of institutional-based technical and vocational education varies. In Kenya, the oversight responsibility of TVET has been shared between the Ministries responsible for technical education and labor, although some specialized vocational training programs (for example in Agriculture, Health, Transport, Water among others) fall under the supervision of the sector Ministries. In spite of the large variety of training programs, from hairdressing to electronics and automobile repair, the place of TVET in the overall education system in Kenya is marginal in terms of enrolments.

The Kenyan National Qualifications Framework is currently under development. The National Qualifications Framework is formulating the framework, but the initial plan is to have 10 levels as follows.

Level	Academic qualifications	TVET qualifications
1	Kenya Certificate of Primary Education (KCPE)	Certificate I/ Basic Skills/ Skills for Life
2	-	Vocational Certificate I / Pre-Vocational
3	-	Vocational Technical Certificate II
4	-	Vocational Technical Certificate III
5	-	Vocational Technical Certificate IV
6	Diploma	Diploma
7	Bachelor's Degree	-
8	Postgraduate Diploma / Certificate	-
9	Master's Degree	-
10	Doctorate	-

Table 3 - Kenya National Qualifications Framework

Development Strategic Areas

The TVET Strategic plan for the period 2018-2022 planned TVET reforms and policies in Kenya focus on four strategic areas:

- **Quality and Relevance:** the setting of standards, regulating, inspecting, registering, accrediting and licensing of TVET institutions, programs and trainers, which all forms part of the TVET Framework. Quality and relevance also relate to and impacts the management of the TVET system as a whole and the relationships with labor market and stakeholders.
- **A decentralized TVET system** includes institutional-based training, enterprise-based training, and apprenticeship training, hence requires a strong regulatory framework about training curricula, standards, qualifications and funding.
- **Access and Equity:** they shall ensure that all trainees have access to TVET programs meeting the quality training standards: male, females, underprivileged and disadvantaged. This area also addresses re-branding of TVET, including career guidance and promotion of TVET amongst learners and labor market. Furthermore, this area addresses policy and research as well as benchmarking and adopting relevant international examples of good practice. Finally, it includes the strengthening of TVET providers and trainers, and the relationships with the county governments in relation to TVET development.
- **Governance and Management** addresses the way TVETA governs and manages TVET system: human resource capacity, organizational capacity and technical

infrastructure. The area addresses improvements in TVETA's service delivery and the use of ICT-based systems. Furthermore, it addresses how TVETA will spearhead TVET legislation, governance and reforms.

- Funding and Financing is the strategic area that ensures that there is financial sustainability for financing TVETA's activities and operations in order to reach objectives. This area also addresses the need for TVETA to diversify its sources of funding and to engage more with development partners, county governments, TVET Funding Board and industry on the financing of TVET development. Furthermore, this area addresses the need for TVETA to strengthen its financial management systems.

2.7.2 Tanzania

Governance

At the national level, the Ministry of Education and Vocational Training is responsible for TVET. In particular, the Technical and Vocational Education Training Division – under the Ministry – is responsible for developing TVET related guidelines and standards and conducting research on the provision of TVET programs.

VET centres are under the administration of the Vocational Education and Training Authority (VETA). VETA's objectives include coordinating, regulating, financing, promoting and providing vocational education and training in Tanzania. Currently VETA is responsible for VET programs in training centres, including Regional Vocational Training and Services, Vocational Training Centres, Vocational Teachers Training College and District Vocational Training Centre.

TET centres are under the administration of the National Council for Technical Education (NACTE). NACTE is in charge of delivering technical education at all tertiary non-university institutions. The Council provides courses for technician, semi-professional and professional levels leading to the award of certificates, diplomas, degrees and related qualifications.

TVET strategy

The main legislative Act about TVET of United Republic of Tanzania are:

- The Education Act No. 25(1987) forms the legal basis for education in Tanzania and defines the roles of national and local education bodies.
- The Vocational Education and Training Act (1994) aims to improve TVET provision and management. The Act has established the Vocational Education and Training Authority (VETA) which is supervised by the Vocational Education and Training Board.
- the National Council for Technical Education Act (1997) has established the National Council for Technical Education (NACTE) which covers technical education at tertiary non-university institutions.

Tanzania TVET is an integral part of the education system and it aims to guide and promote the development of citizenship and an appreciation of the cultures, customs, and traditions of Tanzania. In particular, TVET programs aim to enable and expand the acquisition of life skills needed to meet the changing needs of industry and the economy.

The development of TVET is guided by different documents including:

1. The Medium-Term Strategic Plan 2012/13 – 2015/16 which outlines TVET related objectives including:
 - Improve access to TVET programs by increasing the number of adequate places in higher, technical, and vocational training institutions;
 - Ensure that the TVET curricula is relevant to the needs and interests of the country;
 - Develop new TVET curricula with focus on skills for self-employment;
 - Promote an environment for investment in science, technology, technical and vocational education, and higher education; and
 - Develop clear policies and guidelines regarding the TVET structure.
2. The National Strategy for Growth and Reduction of Poverty II 2010-2015 addresses a number of issues related to the national education system, and particularly issues related to the quality of TVET, higher education, and adult, non-formal and continuing education. The Strategy sets out a number of TVET related objectives, including the need to:
 - Increase TVET capacity to include secondary school leavers;
 - Equip young people with the necessary skills to enhance their employability and mobility;
 - Improve apprenticeship schemes and mentoring systems organized in partnership with the private sector;
 - Expand and improve TVET infrastructure in order to expand enrolment – especially for girls;
 - Review and update the curricula in order to make TVET more relevant to the needs of the labor market;
 - Improve the quality of teaching and learning environments;
 - Strengthen quality assurance mechanisms; and Promote the use of Information and Communication Technology (ICT) in teaching and learning.

TVET formal, non-formal and informal systems

Upon completion of 7 years of compulsory primary education, students proceed to a secondary education that completes 13 years of education. General secondary education is divided into two cycles; a first cycle named Ordinary level lasting 4 years, and a second cycle named Advanced Level lasting 2 years.

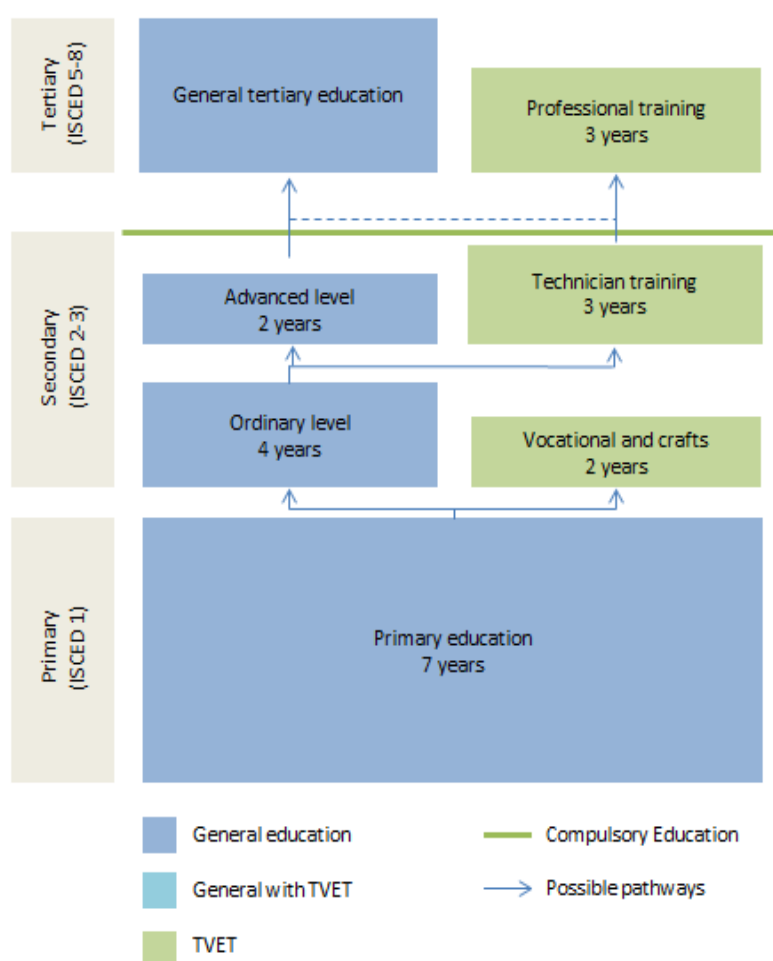


Figure 7 - Tanzania Education and TVET System

Formal TVET system

TVET system is composed by two distinct sub-systems: vocational education and training (VET) and technical education and training (TET). VET centers offer programs in: masonry and bricklaying, carpentry and joinery, welding and fabrication, electrical installation, secretarial duties, air fare and ticketing, tour guiding, and others of similar nature.

TVET programs concern the secondary education level. At the Ordinary Level students can follow two years programs in vocational and crafts training offered at district and regional vocational and technical training institutes. Students who take vocational and crafts training will not be able to proceed to the next level of education and usually enter into the labor market. At the Advanced Level, students can select for three years technician training courses.

TVET at the tertiary education level is offered in universities, university colleges, and tertiary-based institutions. Students can take a three years professional training courses.

Programme	Duration	Qualification
Vocational and crafts training (Ordinary Level)	2 years	Competency Certificate for Trades (CST)

Technician training (Advanced Level)	3 years	Certificate of Secondary Education Examinations (CSEE)
---	---------	---

Table 4 - TVET at the secondary and tertiary education level

Post-secondary vocational education

Programme	Duration	Qualification
Technical Education and Training (TET)	varies	Certificate, Diploma, Bachelor's Degree, Master's Degree and Doctorate degree as appropriate

Table 5 - TVET at the post-secondary education level

National Qualifications Framework (NQF)

The Vocational Training and Education Authority, in collaboration with the National Council for Technical Education (NACTE), has established a TVET qualification framework composed of ten levels. VETA manages levels 1-3 (National Vocational Awards) while NACTE coordinates levels 4-10 (National Technical Awards). The competencies required for obtaining the National Vocational Awards are as follows:

Level	Description
Level 1	Competencies to carry out routine and predictable occupational duties and tasks under supervision.
Level 2	Competences to carry out a significant range of occupational duties and tasks or specialized occupational duties and tasks, some of which are complete or non-routine. Individual responsibility may be required and collaboration with others, working in groups, or teams is normally required.
Level 3	Competencies to carry out a broad range of occupational duties and tasks or specialized occupational duties and tasks, mainly complex and non-routine in a wide variety of contexts. Considerable responsibility and autonomy are generally required, guidance and supervision of others are mostly required.

Table 6 - Tanzania National Qualifications Framework

The competencies required for the granting of the various NTA qualifications are as follows:

Level	Qualification	Description
Level 4	Basic Technician	Apply skills and knowledge at routine level.
Level 5	Technician Certificate	Apply skills and knowledge in a range of activities, some of which are non-routine and be able to assume operational responsibilities.
Level 6	Ordinary Diploma	Apply skills and knowledge in a broad range of work activities, most of which are non-routine.
Level 7	Higher Diploma	Apply knowledge, skills and understanding in a broad range of complex technical activities, a high degree of personal responsibility and some responsibility for work of others.
Level 8	Bachelor's Degree	Apply knowledge, skills and understanding in a wide and unpredictable variety of contexts with substantial personal responsibility, responsibility for the work of others, and responsibility for the allocation of resources, policy, planning, execution, and evaluation.
Level 9	Master's Degree	Display mastery of a complex and specialized area of knowledge and skills, employing knowledge and understanding to conduct research

		or advanced technical or professional activity, able to work autonomously and in complex and unpredictable situations.
Level 10	Doctor of Philosophy	Apply knowledge and understanding and do advanced research resulting into significant and original contributions to a specialized field, demonstrate a command of methodological issues and engaging in critical dialogue with peers, able to work autonomously and in complex and unpredictable situations.

Table 7 - Tanzania National Qualifications Framework

Non-formal and informal TVET systems

Non formal TVET programs are offered through different means, including lifelong learning education programs or Adult education programs such as vocational training by distance learning, development colleges, and university departments and institutes.

3. WBL EXPERIENCES IN THE DEAL PROJECT

3.1 The WBL measures introduced by the DEAL project and the results achieved

The WBL system in Ethiopia before the DEAL project was characterized by some features that make it ineffective and that need to be implemented taking into account the good practices and WBL international standards. Some aspects of the current Ethiopian WBL system that make it less effective are:

- low formalization of cooperative training methods
- fragmented legislative framework
- low cooperation between training and employment actors
- low knowledge of methodologies and main concepts concerning WBL systems and practices
- lack of good practices' sharing
- absence of results monitoring

In order to increase awareness and knowledge about WBL, the DEAL project has introduced some topics to experiment a WBL system that would adapt to the practices already in place in the Ethiopian context. In particular, the innovative elements of DEAL project concern methodological and systematical aspects to implement TVET systems:

- need to set up training courses within a multi-actor platform composed by defined and standardized roles between companies and training centers.
- introducing the WBL, apprenticeship or traineeship pathways within a formalized vocational path (definition of the skills to be acquired and learning outcomes)
- increase WBL awareness and promotion program for companies and key players
- monitoring of the measures implemented and their effectiveness
- modeling of financing schemes for a possible scale up
- institutionalization of the WBL schemes emerging from the measures adopted: definition of the actors, activities' and monitoring standard

The DEAL Project is part of SINCE Programme, Stemming Irregular Migration in Northern and Central Ethiopia, which is funded by the European Union Trust fund for Africa and is implemented by the Embassy of Italy in Ethiopia. DEAL has been implemented by VIS jointly with CISP, Oxfam, REST and ECC-SDCO Adigrat in four woreda of Tigray Region. Within this frame, the project aims to promote a more inclusive economic environment across the region to increasing living conditions of potential migrants, returnees, with a particular focus on youth and women.

In particular, the **Main Objective** of the project is to contribute to the reduction of irregular migration from Northern and Central Ethiopia by improving the living conditions of the most vulnerable population, including potential migrants and returnees with specific focus on youths and women.

The **Specific Objective** is to establish inclusive economic programs that create employment opportunities for potential migrants, returnees and refugees, especially women and youths, in the most migration prone regions of Ethiopia (Addis Ababa, Amhara, Oromia, SNNPR and

Tigray) by strengthening the capacities of local technical and vocational education and training (TVET) providers and promoting public private partnerships (PPPs) in strategic economic clusters.

In particular, two intermediary outcomes are expected to lead to this impact. The first intermediary outcome intends to improve access of beneficiaries to TVET and employment opportunities through promotion of partnerships among TVET service providers and the private sector leading to the delivery of innovative programs and active labor policy schemes. While, the second intermediate outcome aims to increase the capacity of selected industrial clusters to create additional job opportunities with a special focus on the promotion of decent work.

Although the project has explored and reached different areas and results, the present paper focuses its analysis on the activities, results and outcomes connected to WBL. Below the DEAL project results² are explored in relation to the two main intermediary outcomes.

a) Create employment opportunities by strengthening the capacity of local TVET and promoting PPP in strategic economic clusters

The project set as aim the involvement of 2.500 unemployed and/or inactive target beneficiaries belonging to vulnerable groups of people (potential migrants, returnees, women and youths). The activities have been focused on providing the target group a concrete link between them and the labor market, increasing their employability which means to growth “the need to equip people with skills and competencies they require to be employable or to create their own job, and enterprises with the availability of the qualified, motivated and committed workforce they require to remain competitive and grow” (Ducci, 1998, p. 39). Specifically, the DEAL project has involved 1.500 beneficiaries in technical training, including those involved in an apprenticeship experience, and 1.000 beneficiaries involved in programs focused on acquiring new soft skills. In relation to the acknowledge of new soft skills, the project has reached 2.463 beneficiaries on 2.500. The number includes both beneficiaries who only attended soft skills training and beneficiaries who acquired new soft skills within the training programme. One of the lessons learnt from the project implementation is the importance of a major focus and training on the working attitude of the students. Indeed, beneficiaries have shown difficulties to adapt themselves to the industrial working environment and the acquisition of soft skills is fundamental to increase employment opportunities.

It is also important to underline that thanks to the DEAL project, other indirect target could benefit from the activities promoted by the project within the TVET institutions involved through the provision of training materials, equipment and capacity building training to the trainers. The initial aim was to reach 2.500 students enrolled in the regular training course of the schools and the project, so far, has been able to get 2.414 indirect beneficiaries.

Considering the total target of 2.500 people, 1710 beneficiaries got wage- and self-opportunity (42%) in the following sectors: textile, construction and metal (for self-employed:

² The data are updated to June 30th 2020. The project is going to end on August 31th 2020, and the data presented in this report can change;

cattle fattening, shot rearing, poultry production, beekeeping, petty trade, hotel service, cook service, agriculture) until the 30th of June 2020.

Moreover, in order to increase the number of working opportunities, the project has also defined a new occupational strategy based on the involvement of new actors, initially not planned in the project design, meaning clusters, SMEs and Business Partnership³ to be placed side by side to the standard approach of involvement of private companies. Indeed, big companies belonging to the Metal and Construction Sectors have been influenced by the effects provoked by the severe foreign currency shortage. The scarcity of foreign currency has impacted the companies' possibilities to import and export items from/to other countries and, consequently, the situation created consequences on the labor utilization. Instead, SMEs from all the sectors are more active on the local and national market and are less influenced by foreign currency shortage.

Another aspect explored during the project has been the number of people still employed 3 months after employment contract signed. In this case, the project set as total target 2.125 people, calculated on the previous target of 2.500. Considering the external problems that have negatively impacted the project, until the end of June 2019 the number of beneficiaries who were still employed 3 months after signing the contract was 924. On the other hand, this data is positive if one considers it in relation to the achievement of 1.710 beneficiaries with a wage- and self-opportunity. Indeed, it means that the 88% of those who got an effective job opportunity were still employed 3 months after the employment contract or they were still running their self-employment job. The data is important since it shows a lower level of turnover among those who attended the training comparing to those who did not attend it.

b) Improved access of beneficiaries to TVET and employment opportunities through the promotion of partnerships among TVET service providers and the private sector

In order to increase the access to employment opportunities and provide concrete and effective links between the target groups and the labor market, it has been necessary to favor the cooperation among TVET services providers and the private sectors.

One activity in this direction has been the improvement of TVETs training according to labor market needs. The initial aim was to delineate new 6 TVETs curricula (2 per each sector), but the project has been able to present new 9 training based on market demand and specifically 3 in the Metal Sector, 1 in the Textile Sector and 5 in the Construction Sector. In other words, 9 curricula based on labor market needs have been adopted in 8 TVET institutions in Tigray Region.

³ The term "Business Partnership" refers to micro and small enterprises created by 7-10 beneficiaries where machineries, bought through the project's financing, belong to the Government which provides free spaces and licenses. In both case of bankruptcy or success, the Government owns the machineries. Indeed, when enterprises become economically independent, they will have to buy their own machines and find other places where to set their companies. In this way, other new startupper will have the possibility to begin a new business. In the project, 678 beneficiaries have been involved in Business Partnerships;

In relation to the new trainings, another purpose was to have 1.500 beneficiaries who completed the training and received a certificate of attendance. The project has been able to involve 1.463 people (97,5% of the total target). In particular, during 2019, eight TVET institutions have been involved in the organization of technical training for beneficiaries using the curricula developed during the first year of implementation of the project. In addition, within this group of trainees who got the certificate of attendance, 693 beneficiaries had access to the Certificate of Competence Exams (Center of Competence – COC Exam) and 652 passed the exam and obtained the Certification. This result is positive since short courses have correctly prepared students in order to get a COC. Indeed, considering the high level of success in the rates of the Certificate of Competence exams, one can affirm that the quality of the training was successful in reaching all the competences required and the same information have been reported by students who were satisfied about the skills acquired. Furthermore, the number of students who get a Certificate of Competence Exams partially affect TVETs' resources and it is fundamental for TVET institutions to prepare students in order to obtain the highest number as possible of students with COC Exams.

As mentioned before, the crisis of the Metal and Construction Sectors has impacted on some of the targets previously defined by the project. Indeed, the initial intention was to involve 6 big companies (2 per each sectors), but the difficult situation in the two sectors required a new strategy. The solution was to include small and medium companies which are less affected by the effects provoked by the severe foreign currency shortage since their business is mainly based at the national and local level. Due to these changes, the project has involved 66 companies that signed Private-Public Partnership Agreement with the intention to support employment-oriented scheme for the beneficiaries.

The number of job placements facilitated through the project refers to both beneficiaries who have signed PPPs with a company for four-month period of apprenticeship and those who have linked to self-employment opportunities. The achievement so far has been of 1094 people, 811 of which were involved in an apprenticeship programme until May 2020.

In order to increase employment opportunities, thanks to dialogue between the public and private sector on the issue of job placement, the project, as initially defined, has been able to create 3 platforms to create a positive dialogue between the public and the private sector. In particular, the main actors of the platform have been private companies, BOLSA, TVET institutions and PESs.

Thanks to the active participation of the private companies, as well as the local authorities to the sectorial platform, 81 partnerships have been established between TVET and companies who adopt innovative employment schemes. Moreover, it has also been important to increase the **capacity of selected industrial clusters to create additional job opportunities with a special focus on the promotion of decent work**. At the beginning, the project wanted to reach 25 agreements with the private sector that included obligations to adhere to decent work principles but, so far, 72 enterprises signed a memorandum of understanding that encompass obligations to adhere to decent work principles, gender equality, working time limit, contract agreement, insurance coverage, gender equity, working safe environment, respect of fundamental principles at work. Thanks to the effort made by all the participant of the sectorial platforms, the project has been able to reach and involve more companies than what it was expected.

Significant activities have been also realized with the aim to develop TVET institutions competences. Indeed, 6 Job Placement Offices have been opened or strengthened inside TVET centers in order to improve students' performance and their school to work transition efficiency for short term work-oriented training course. In addition, Job placement manuals have been shared and disseminated by the project in 7 schools.

Furthermore, a workshop has been organized with the aim to share experience among different actors engaged in the innovative school to work transition scheme (apprenticeship training) proposed by the project. Considering the importance to have feedbacks from both TVET and Company sides, representatives from 4 colleges took part to the event with a total of 5 staff member involved while among the companies engaged in apprenticeship path, 10 people joined the workshop. Moreover, from local offices, 20 representatives from woreda and Regional offices joined the meeting giving their contribution.

The one-day workshop has been structured in three work sessions: an introduction of the work based learning concepts with all the practical declination; a discussion session where training institutions, companies and public offices discussed on the challenges facing during the apprenticeship experience and a final session where companies which hosted apprentices were awarded and officially greeted and recognized. Learning from the experienced shared within the workshop, the most relevant aspect that should be strengthened is the training component related to the soft skills, work ethics, punctuality, industrial mental attitude because companies faced cases of negative attitude toward the engagement and committed requested during the apprentice's experience.

3.2 Quality and innovativeness of the WBL schemes and measures introduced by the DEAL project

Despite some difficulties and possible improvements, the project has had the peculiarity to introduce some qualitative and innovative elements in the TVET system through the delineation of the first bases for a structured WBL system in Ethiopia. Indeed, the ambition of the project was to go beyond cooperative learning as the only typology of WBL program in the country, thanks to the introduction of a first experience of apprenticeship training system, but also to provide a concrete framework for WBL, based on an internationally shared terminology, methodology and approach. In fact, a first aim was to clearly define some concepts, often used in a confuse way, through the use of international literature. In addition, the objective to create a concrete link between education and productive world, where each actor has its own role in the WBL system, has been another important aspect of the project. The individualization of different stakeholders' functions has also been an essential step in order to reflect on the sustainability of the project in a future perspective.

In the next sub-paragraphs, some of the innovative and qualitative measures introduced by the DEAL project are analyzed.

3.2.1 A focus on the shared planning of WBL paths

Improving the capacity of selected industrial clusters to create additional job opportunities with a special focus on the promotion of decent work has been a central aspect of the project. During the assessment phase, a stakeholder analysis has been realized in order to outline the most relevant actors in textile/garment, metal work and construction sectors in the four geographic selected areas to promote the development of industrial clusters and the

strengthening of value chains development. At the beginning of the project, the strategy was centered on the involvement of big companies belonging to the three sectors. On the other hand, the crisis of the Metal and Construction sectors addressed to the necessity of opening the participation to small and medium companies as well.

The actors of the public sector involved in the project have been the following:

- **Bureau of Labor and Social Affairs (BoLSA)** responsible for: a) Promoting an harmonious environment between employers and workers through bilateral forums and labor settlement mechanisms; b) Promoting the implementation of occupational standards on health/safety in workplace; c) Promoting equitable employment services, addressing for foreign as well; d) Undertaking studies on the formal and informal economic sectors; e) Registering workers and employers unions; f) Promoting decent and working conditions; g) Being responsible of the registration and reintegration of returnees.
- **The Public Employment services (PESs)** are under BoLSA responsibility whose main tasks are: register the unemployed people, providing tailored training, assess the needs of job seekers and provide technical support to the woreda offices. In Tigray, PESs are leading the multi sector service delivery governmental platform which includes representative from: BoLSA, Bureau of TVET, Bureau of Youth and Sport, Small and Medium Manufacturing Industry Development Agency, Bureau of Agriculture, Bureau of Industry and Bureau of Women and Children Affairs. The main task of this platform is to create working opportunities and improve the management of the sector.
- **Bureau of Technical Vocational and Education Training** with the overall responsibility of managing public TVET providers (assignment of human resources, budget allocation, curricula development and assessment) while has a limited responsibility over the private TVET (licensing and monitoring only).
- **Bureau of Youth and Sport**, with the key role of regarding youth unemployment and developing the Youth Revolving fund with the Government and managed by the Dedit Micro Finance Institution (DSCI).
- **Small and Medium Manufacturing Industry Development Agency:** The Agency is a branch of the Micro and Small Enterprises Agency and has been established in February 2016 with the aim of accelerating both the expansion of small and medium manufacturing industry, and the shift from an agricultural-led economy to an industrial one. In Tigray, the office is providing soft and life skills trainings and is facilitating the establishment of cooperatives, especially for inactive youth and returnees. Recently, the Agency has been replaced by three different Agencies: The Job Creation and Enterprises Development Agency; The Micro and Small Enterprises Office; The Industrial Development Agency.
- **Mekelle Industrial Park:** the park was inaugurated in June 2017 and is specialized in textile, garment and leather production. The first round started in September 2017 with a forecast of employing 10.000 workers in 9 months' time.

The Private Sector was composed by a conglomerate of about 66 companies, active in different sectors and, the main aim has been to promote economic development of the region and technology transfer to small and medium enterprises.

In addition, also TVET Providers have been directly involved in the action.

The main objective of the cluster development has been the creation of public private partnerships (PPPs) through the direct involvement of the above-mentioned ministries, local actors and the TVET private and public providers with the aim to offer market driven trainings in the target sectors. Indeed, in order to improve the governance of the sector, it has been important to build an inclusive environment capable to ensure decent work conditions and enable the full participation of women to TVET and to market labor.

Each platform has organized several meetings during the action. Some of the main topics discussed during the meeting have been: the definition of the main skills gaps according to the market needs; the definition and the implementation of market driven skills development training; the analysis of the market trends and innovation to boost youth employability; the definition and the implementation of technical and managerial skills to improve marketing capacity of enterprises; the strengthening of linkages between large/small size companies/cooperatives within the value chain to create additional employment opportunities in the short run.

During the lifespan of the project, a significant improvement has been registered in relation to the involvement and the commitment of the different actors, in particular the Authorities at the Regional and Woreda Level, with the intention to elaborate an occupational strategy and an action plan to improve the result in terms of wage employment. This participatory approach has guaranteed the continuous involvement of the office and the ownership of the project' strategy and a common understanding of challenges and potentialities of the project as well as a good collaboration and strong institutional support that will guarantee the sustainability of the project after phasing out.

The strategic direction of the platforms' activities has been toward a major progressive ability of each platform to coordinate itself among the many actors involved in order to create connection between TVET institutions, private companies and the Public Employment Service. It is important to underline the relevant improvement in terms of ownership and a pro-active role played by the BoLSA in hosting and chairing the events. Indeed, BOLSA has had a fundamental role in the sustainability of the project in terms of organizing, supporting and financing events. In the last phase of the year, platforms played a primary role in the elaboration of the occupational strategy of the project offering a major institutional support.

One of the main IO of the project was to develop joint partnership between TVET-market-Job Service Offices for the design of innovative school to work transition and design of voucher system. Within the PPPs established in all three target sectors, a scheme for innovative employment measures and a model for their shared governance has been designed, with the collaboration of all stakeholders involved, including: TVET providers, companies under the development cluster established and job placement offices.

Being the voucher planned and designed as an active labor market measures, that is a measure to activate potential worker and, thus, explicitly contingent upon his/her participation in programs that enhance labor market (re)integration, a Mutual Responsibility Educational Agreement detailing roles, duties, responsibilities and commitment to join the employment program and access the voucher has been signed among TVET institution, beneficiary.

Another important objective has been the creation of a database for PES Offices and a specific training to selected PES Staff to facilitate the record of data from unemployed

people and private companies with the aim to simplify and accelerate job matching for the woredas unemployed youth. In particular, this activity has several aims:

- a) To conduct a rapid assessment of existing data management system (if any), and crucial needs of PES staff at Regional and woreda offices (Tigray Region, Mekelle woreda, Wukro woreda, Atsiwomberta woreda and Raya Alamata woreda), and then develop appropriate database that can be adopted by the Regional System of PES;
- b) To build the capacity of 20 PES staff selected from four woreda target and Regional Office, focusing on database management and related issues;
- c) To contribute towards improving the PES staff capacities to manage relationships with private companies' managers and owners in order to find employment possibilities for unemployed people registered in the database;
- d) To help the PES staff to design effective communication strategies that promote win-win partnership with private companies.

The creation of an efficient and constantly update database is another important element to increase trust and cooperation between PESs (public service), companies and citizens since so far companies do not recognize the role of PES Offices as an effective actor for the recruitment of new workforce that after the phasing out of the project will maintain the role of job matching.

3.2.2 A focus on the effectiveness of WBL schemes: cooperative and dual training

The main idea related to the development and implementation of WBL programs in the project was based on an effective strategy to increase the employability of vulnerable target group. In particular, the intention to delineate the bases for an apprenticeship training system has been a useful experience for all involved actors (learners, companies, TVET institutions, etc.). The project has indeed tried to introduce the logic of the apprenticeship training system in the Ethiopian context which is not exactly regulated by the law.

Both technical training programs and new soft skills training programs have been successful in terms of people' employability. The employment of people, on the other hand, has been more challenging due to the economic crisis that involved the Metal and Construction sectors. Indeed, 1048 beneficiaries got wage- and self-opportunity (42%) in the following sectors and the 74% of them were still employed 3 months after the employment contract or were still running their self-employment job. It means that those who had a job opportunity after the training successfully continued to be active in the labor market.

Considering the whole target group, 811 beneficiaries have been involved in a four months apprenticeship program and in this paragraph, we analyze the characteristics and the results of this experience.

Formal Apprenticeship is certainly the most complex type of WBL where, in general, the learner is an employee and a formal contract of employment and training is signed. Despite

in the DEAL project apprentices' allowances have been financed by the project itself, it is necessary to underline the purpose to delineate the structure of a formal apprenticeship with the intention to lay the groundwork for a well-regulated system.

Indeed, comparing to informal apprenticeships, common in many low- and middle-income countries, where training arrangements are not formally regulated by governments and the social partners, the apprenticeship experience in the project has been regulated by PPPs agreement signed as well by companies. Moreover, class-based learning activities are also part of the program while in informal apprenticeship training is simply integrated into the production process. Although the apprenticeship experienced during the project has been developed in line with formal apprenticeship, in this paragraph it is important to underline some aspects which differ from a structured system and still reflect a working-progress model.

Though the Metal and the Construction sector in Tigray have had a positive aptitude in activating apprenticeship programs, contrarily the Textile sector⁴ in the same region wanted to hire students after soft skills training programs since they preferred to directly train their workforce through their methods and in line with their specific needs.

3.2.3 Financing the apprenticeship training as a part of the TVET system

An important element of the apprenticeship training is the financing system. In this paragraph, one wants to illustrate the budget actually created to finance apprenticeship courses in the DEAL project. The total budget for the involvement of 122 apprentices and 29 staff members (5 short- course programs with 30 learners per class) is € 104.701,11. It means the cost of each apprentice has been € 852,21. As one can observe from the below table, there are many structural (=don't need to be repeated in future projects) and occasional cost items rather than costs directly related to the learners' paths.

Cost	Structural cost	Item	Birr/hr	Total Cost	€
Trainers		Trainers	Br 70,00	Br 55.440,00	
		Trainers	Br 70,00	Br 18.480,00	
		Trainers	Br 70,00	Br 11.760,00	
		Trainers	Br 70,00	Br 14.000,00	
		Total Trainers		Br 99.680,00	€ 3.067,08
Supportive Staff		Supportive Staff	Br 45,00	Br 18.000,00	
		Supportive Staff	Br 45,00	Br 17.820,00	
		Supportive Staff	Br 45,00	Br 11.880,00	
		Supportive Staff	Br 45,00	Br 6.750,00	
		Total Supportive Staff		Br 54.450,00	€ 1.675,38
	x	Modules Revision (TVET staff)	Br 300,00	Br 60.000,00	
	x	Total Supportive Staff		Br 60.000,00	€ 1.846,15
Orientation		Orientation session - Selection (sub-city 1-	Br 100,00	Br 1.100,00	

⁴ In Addis Ababa companies from the Textile Sector have been more interested in apprenticeship programs. The reasons of these different approaches can be related to the companies' sizes and training capability. Actually, in Tigray the involved companies were mainly big companies better structured even from the training point of view while in Addis Ababa the companies were principally SMEs;

		woreda staff)			
		Orientation session - Selection (sub-city 2 - woreda staff)	Br 100,00	Br 300,00	
		Orientation session - Selection (sub-city 3 - woreda staff)	Br 100,00	Br 800,00	
		Orientation session - College (Dean, Vice Dean, Head of Department)	Br 300,00	Br 3.600,00	
		Orientation session - College (trainers)	Br 300,00	Br 6.000,00	
		Total Orientation		Br 11.800,00	€ 363,08
Capacity Building TVET	x	ToT trainers on Discipline Management and Work Ethics	Br 200,00	Br 47.200,00	
	x	Service Contract for Training		Br 61.000,00	
	x	ToT trainers on Communication Skills for TVET staff	Br 200,00	Br 23.600,00	
	x	Service Contract for Training		Br 58.650,00	
	x	Training in Psycho - Social Support for PES staff and VGC staff	Br 200,00	Br 12.600,00	
	x	Training in PSS and Employability skills (TVET supporting staff)	Br 200,00	Br 2.400,00	
	x	Database management training (VGC)	Br 200,00	Br 7.200,00	
	x	Creation of the Database and Capacity Building TVET		Br 137.770,00	
		Training Employability skills for Trainees	Br 190,00	Br 69.540,00	
		Guest Lecture	Br 1.000,00	Br 2.000,00	
		Service Contract for Training in PPS and Employability Skills		Br 138.720,00	
		Technical support for maintenance	Br 300,00	Br 600,00	
		Total Capacity Building TVET		Br 561.280,00	€ 17.270,15
Technical and Soft Skill Training		Skill gap training (trainees)	Br 50,00	Br 30.500,00	
		Skill gap training (trainers)	Br 300,00	Br 10.500,00	
		Skill gap training (CoC experts)	Br 300,00	Br 4.500,00	
		CoC exam -fee	Br 118,00	Br 14.396,00	
		Life skill Training	Br 200,00	Br 73.200,00	
		Service Contract for Training		Br 196.350,00	
		Trainees - Allowance (training)	Br 1.500,00	Br 472.500,00	
		Trainee Mothers with children (training)	Br 1.700,00	Br 86.700,00	
		Training Material		Br 1.085.630,00	
		Total Technical and Soft Skill Training		Br 1.974.276,00	€ 60.746,95
Monitoring and Supervision		Monitoring and supervision team	Br 300,00	Br 4.800,00	
		Endorsement Individual Learning Plan (TVET supervisor)	Br 300,00	Br 4.500,00	
		Total Monitoring and Supervision		Br 9.300,00	€ 286,15
on the job learning		Private companies visit for signing MoU for apprenticeship	Br 300,00	Br 9.000,00	
		Orientation session into the company (Managers)	Br 1.000,00	Br 9.000,00	
		Orientation session into the company (Trainees)	Br 100,00	Br 12.200,00	
		Monitoring Tools introduction to Private Company	Br 300,00	Br 3.000,00	
		Company Supervisors	Br 120,00	Br 21.600,00	
		Trainees - Allowance (apprenticeship)	Br 1.800,00	Br 567.000,00	
		Trainee Mothers with children (apprenticeship)	Br 200,00	Br 10.200,00	
		Total on the job learning		Br 632.000,00	€ 19.446,15
		Total Budget		Br 3.402.786,00	€ 104.701,11

Table 8 - The budget of the apprenticeship program in the DEAL project

Indeed, the budget finances many cost items in a well-structured WBL system they could be shared among diverse actors like the Government and companies.

4. OPPORTUNITIES AND CHALLENGES

Starting from the analysis of the results and the positive and negative aspects related to the apprenticeship training realized in the DEAL project, this chapter is focused on opportunities and challenges the apprenticeship training in Ethiopia has to face in order to become an integrated part of the TVET system.

In the following table they are underlined the main opportunities and challenges the apprenticeship system will have to face since some of these elements have been discussed in the previous paragraph. On the other hand, a specific attention will be paid to financial issues.

OPPORTUNITIES	CHALLENGES
The Apprenticeship Training as an integrated part of technical training programs where some learning outcomes are acquired at the TVET institute and some other at the company	The creation of even stronger cooperation between public bodies and private sectors in order to define a formal apprenticeship system where both the educational and productive world co-create apprentices' learning plans
The improvement of cooperation between TVET institutes and companies with the aim to co-design individual learning plan for each apprentice and company from the definition of learning outcomes to their assessment	A high level of flexibility from both TVET institution and company side is required in order to co-create individual learning plan that suits apprentices and companies' needs
The increment of the company tutor as a key subject of the apprentice's on-the-job learning process	The engagement of company tutors in training programs in terms of interests and time in order to increase their supervision competences
A limited number of apprentices for working supervisor	The involvement of more companies involved in apprenticeship programs
The increment of educational tutors as a link between the TVET institution and the firm with the aim to monitor the apprentice's on-the-job experience	The necessity to increase educational tutors' skills in order to be able to match the TVET institution's training program with company's needs, solving possible problems that may occur between the apprentice and the firm
The apprenticeship training as a way to hire prepared working force	The comprehension of apprenticeship as a way

Despite the peculiarity of the apprenticeship system implemented with the DEAL project, some positive and challenging aspects are common to more mature apprenticeship systems from other countries.

Considering the embryonal apprenticeship in Ethiopia, significant forward steps have been done in relation to the following features:

- **Sectorial platforms and Public-Private Partnerships (PPPs): cooperation and coordination**

Cooperation and coordination among different actors have surely been one of the first challenges. The delineation of WBL programs and in particular of apprenticeship programs has a significant number of elements that policy makers, governments, employer and, in this case, donors too need to take into account. The creation of sectorial platforms and PPP have been the key feature for the definition of the system. Indeed, no single ministry or organization on its own can implement apprenticeship programs or, in general, WBL programs. While company internal training or school courses can be carried out by firms or companies, these programs require every key partner to work together. For these reasons several public actors, private actors and TVET institution have been involved in the project with the aim to collaborate on several objectives.

- **Access to the labor market**

In general, WBL can be used to provide job seekers, and especially those at risk in the labor market, access to work and work experiences. Indeed, WBL experiences help people to acquire and develop skills that may have been lost through long periods of unemployment (re-qualification) or target group who may be at risk through low levels of education or other indicators of labor market disadvantage (es. Refugee).

In particular, during the project, the apprenticeship experience has been significant for learners since each of them have considered the period as apprentice very useful for the acquisition and development of technical skills. In fact, to the detriment of the time spent at the TVET institutions, most of apprentices would have preferred to extend their apprenticeship period. Working in a real firm has provided them the opportunity to acquire effective skills (both technical and soft skills) required by the labor market and it made them also more confident in case of other job opportunities. In addition, apprentices declared to be more motivated during their apprenticeship comparing to the training period at the TVET institute.

- **The Role of Company Supervisor**

The role of company supervisor is considered central in all WBL programs and especially in apprenticeship. The project has confirmed the fundamental function of the workplace supervisors in the learning process of apprentices. In those cases where a good relationship between supervisors and apprentices was established, they were both satisfied of the experience. Apprentices affirmed they could learn thanks to the support of the supervisor while company supervisors declared the relationship and the results reached by the apprentices were positive. In some cases, some supervisors wanted to hire some apprentices or recommend them to other companies. Furthermore, where there was a good relationship between apprentices and supervisors, the general environment and the relationship with other coworkers was good. The positive effects have been registered in companies where supervisors had to control a limited number of apprentices. On the other hand, where workplace supervisors had to observe a high number of learners, the opinions from both sides were not so optimistic. In these cases, apprentices felt like nobody was teaching them how to realize specific tasks and often they simply observed experienced workers (job shadowing) without having the concrete possibility to work.

- **Company satisfaction**

Despite initial difficulties, companies effectively engaged in the training of their apprentices were very satisfy at the end of the program. Indeed, they underlined the motivation of

apprentices in learning new tasks and becoming good workers. The motivation was higher in “mature” apprentices comparing to the youngest ones. Furthermore, during the apprenticeship period companies could provide apprentices with the required skills for the firm's productive process. Notwithstanding some firms decided to hire apprentices after the program, the majority of them did not do it since at the moment there is neither awareness related to the potential of the apprenticeship training as a way to have a trained workforce nor benefits to incentivize companies to hire them.

Although some positive elements related to the apprenticeship experience, some challenges have to be underlined.

- **Low level of skills at the beginning of the apprenticeship training and the quality of TVET institutes**

Both apprentices and companies have declared a low level of training at the beginning of the experience. Indeed, they both expected that after the training period apprentices were able to realize some working tasks. Contrarily, what apprentices learned during the technical training program was not immediately effective and relevant to working activities. Apprentices considered the program too theoretical and trainings at the laboratories were not always effective due to the lack of machines/materials and/or functional problems. Indeed, many apprentices would have preferred a longer training in the firm than the training period at the TVET institute. Moreover, the relationship between teacher and learners was too high so the teacher could not properly follow all the students. Instead companies underlined how competences acquired during the technical training programs were not up to date.

The criticism on the low level of training is not only related to the apprenticeship training system, but it has to be extended to all the TVET system. It is important to underline how in Tigray the rate of success of students who got a COC Exam was about 90% of the participants⁵. It thus means training programs properly prepare for the Exam, but probably the preparation does not reflect the real need of the labor market.

The quality level of TVET institutions is surely a key element for the whole system, even for the apprenticeship training. According to the project's experience, private TVET institutions had better performances than public institutions where the quality level could significantly differ. Furthermore, one registered higher companies' satisfaction when apprentices were trained at a private TVET institute.

Another issue is related to a low level of soft skills. Firms had emphasized how learners often start to work without having those necessary skills required in a working place (i.e. punctuality, work ethic, etc.). In this perspective, even soft skills training needs to be strengthened. This aspect is crucial since firms were more interested in apprentices with higher level of soft skills rather than their level of technical skills due to their reliability.

⁵ The rate of success has not been so high in the part of the project realized in Addis Ababa. In fact, it was necessary to organize skills gap training in order to prepare students for the COC Exam;

- **Low cooperation between TVET institutions and companies in planning Individual Learning Plans for apprentices**

Although a significant cooperation among different actors has been essential in order to delineate new curricula based on labor market needs and, consequently, employment opportunities, a concrete collaboration between TVET institutes and firms in defining apprentices' learning paths did not take place. In fact, TVET institutions provided their training following the curricula while the learning-on-the-job experience was in a certain way detached from the previous one without creating a concrete link between the two learning places (TVET institution and company). The apprentices' whole learning process has not been co-created by both educational institutions and companies. Moreover, during the apprenticeship period nobody from the TVET institute visited regularly apprentices. The consequences of these detached paths have been:

- different expectations from both apprentices and companies: apprentices, and sometimes companies too, thought they were capable to manage the entire working process, but they realized they could only perform very easy tasks. Moreover, companies did not want to involve unexperienced worker in very specific and delicate parts of the working process, and they included apprentices only in same easy tasks. This meant apprentices could not learn diverse working process' activities;
- companies did not always understand their learning function and expected to deal with experienced workers. In some cases, apprenticeship turned out to be used simply as cheap workers. Moreover, the rate of companies that hire apprentices after the apprenticeship program is very low. This means they have not really understood the meaning and the function of the institution;
- difficulties in the monitoring and evaluation process. Indeed, without defining at the beginning of the learning path what apprentices should learn at work, it becomes difficult to monitor their learning progress and to identify what it has to be evaluated. In addition, the monitoring process has been realized only through observation but without the support of specific tools. An effort in this direction has been realized in the project in Addis Ababa where some tools have been created in order to delineate the learning process of apprentices and their evaluation (see Box 1).

BOX 1 – Individual Learning Plan and Evaluation Tools

During the lifespan of the Job Creation for Potential Migrants in Addis Ababa project, as a part of SINCE Programme, Stemming Irregular Migration in Northern and Central Ethiopia, which is funded by the European Union Trust fund for Africa and is implemented by the Embassy of Italy in Ethiopia, different tools have been developed and improved by VIS and its consultant in order to structure both the apprentice's learning path and the evaluation process. These tools (See Annex) have also been used with the intention to increase the collaboration with companies in the creation of personal learning path for each apprentice.

The most important tool is the **Individual Learning Plan**, created in order to define what the apprentice will learn in terms of learning outcomes acquired at the TVET institute, during the cooperative learning included in the technical training program and at the company. The aim is also to cooperate with firms in clearly delineating at the beginning of the apprenticeship the learning outcomes the apprentice will acquire during his/her work-based learning experience. In the Individual Learning Plan the performance assessment and the way of assessment should be explained as well.

Another instrument is the **Performance Monitoring/Assessment Tool** for both TVET institutes and companies. The tool has been prepared based on the Federal Democratic Republic of Ethiopia Occupational Standard and aims to monitor the performance of each learning outcome in different moment of the training and apprenticeship program.

The third document is the **Apprenticeship (on job practices) Monitoring and Evaluation Questionnaire**. The objective of the monitoring and evaluation instrument is to check and evaluate the progress of the three month apprenticeship of beneficiaries that completed the skill training on leather goods, garment and footwear occupations in order to make interventional corrective suggestion to help the apprenticeship

- **The negative effects of a weak company supervision**

Company supervisors were also crucial in apprenticeship experiences realized in the DEAL project. As previously said, when the relationship between supervisors and apprentices was positive, the entire experience was considered constructive from both sides. In addition, also the number of apprentices supervised by the same person significantly impacted the whole learning process. A low number of learners for a single supervisor could also provide a better balance between supervision and productivity otherwise difficult. On the other hand, company supervisors did not have a specific method to train and supervise the apprentices, but it was left to their personal aptitudes and teaching skills.

As regards to the budgeting system, some proposals can be made, especially by resetting the model with new criteria. The following costs are those identified by the document ETF, *Financing work-based learning as part of vocational education reform*, European Training Foundation (2018) In the Option column, in the different cost descriptions are indicated who are the recipients and who can be incurred. In addition, the final columns indicate the entities that can support the cost items.

As regards the budget model, some proposals can be made, especially by resetting the model with new criteria.

COST ITEM		OPTIONS	TVET	Government	Company
Allowance/Wage	Payment for learners	<ul style="list-style-type: none"> An allowance is paid to students, but not a full wage. If learners are employees and a wage is paid, the amount should be less than the wage of a qualified worker in relation to the training role of companies 		x	x
	Social security and accident insurance for participants	<ul style="list-style-type: none"> The cost of insurance to compensate for injuries at work is borne by the firm (apprenticeship). Governments waive or pay the cost of this insurance for programme participants. The cost of insurance is borne by the educational institution (other forms of WBL). 	x	x	x
Employment services	Deciding which firms will take part in programs	<ul style="list-style-type: none"> Firms are not screened for suitability and any firm can volunteer, or educational institutions allow any enterprise to take part. Educational institutions check the suitability of firms and decide whether they can take part in programs. 	x	x	
	Finding places for learners in firms	<ul style="list-style-type: none"> Schools find places in firms for students. Government agencies such as labor offices find places in firms. 	x	x	
Educational services	Mentors, trainers or supervisors of the learners in the enterprise	<ul style="list-style-type: none"> All workplace supervisors, mentors or trainers are required to have either a formal vocational qualification in their occupation, or a formal qualification in on-the-job training. Employees who supervise learners are given the opportunity to take part in voluntary courses on how to train. These courses can be provided either by employer organizations or by government. Handbooks, guides, skill lists and similar materials are developed to help employees to train in the workplace. These materials can be developed by employer organizations or by educational institutions. 	x	x	
	Supervising and assuring the quality of the work-based learning	<ul style="list-style-type: none"> Skills that cannot be provided by the firm as part of its normal work are provided to learners by: <ul style="list-style-type: none"> letting them spend time working in other firms that can provide these skills, special cooperative industry training centres, schools or colleges in their practical training workshops. 	x		
	Assessment	<ul style="list-style-type: none"> Enterprises assess what has been learned and inform organisations such as schools, colleges or central apprenticeship authorities of the outcome. Assessment of what has been learned in the workplace forms 	x		

		part of assessments carried out by the school.			
On the job activities	Training facilities and training equipment	<ul style="list-style-type: none"> • Firms provide dedicated training facilities and training equipment. • Training facilities and training equipment are part of the firm's normal production processes. 		x	x

Table 9 -Main costs item

According to the indications provided in the previous table, one can create a new budget model where the individual learner is the center of economic efforts. In fact, through an individual voucher constituted by the suggested cost items - financed by the Government and indirectly by companies - it would be possible to optimize the resources available and supporting the apprentices' path in more effectively way.

Public funds planned by the Government or other Public Authority finance employment services to introduce young people to the labor market in addition to resources for technical training provided by TVET providers. The participation of companies can be financed indirectly through tax relief or contributions. In this way, the training hours would not be a cost for companies that hire apprentices.

Finally, the apprentice's salary would be counted outside the voucher, in this case the company can also be incentivized through the use of reductions or incentives managed by the Government.

The table below proposes the structure of the voucher created through the cost items used in the project's budget.

Services	Standard cost	SINCE Project Budget		Responsibility	Payment mode
Employment services	<ul style="list-style-type: none"> • Social security and accident insurance for participants 	<ul style="list-style-type: none"> • Training Employability skills for Trainees • Orientation session into the company (Trainees) • Training in Psycho - Social Support for PES staff and VGC staff • Training in PSS and Employability skills (TVET supporting staff) • Orientation session into the company (Managers) 	<ul style="list-style-type: none"> • Capacity Building TVET • Technical and Soft • Skill Training • on the job learning • Capacity Building TVET 	Government and/or TVET provider	voucher
	<ul style="list-style-type: none"> • Deciding which firms will take part in programs 			Government and/or Company for social security and accident insurance	
	<ul style="list-style-type: none"> • Finding places for learners in firms 				
Educational services	<ul style="list-style-type: none"> • Mentors, trainers or supervisors of the learners in the enterprise 	<ul style="list-style-type: none"> • ToT trainers on Discipline Management and Work Ethics • ToT trainers on Communication Skills for TVET staff 	<ul style="list-style-type: none"> • Capacity Building TVET 	TVET provider	voucher
	<ul style="list-style-type: none"> • Supervising and assuring the quality of the work-based learning 				
	<ul style="list-style-type: none"> • Assessment 	<ul style="list-style-type: none"> • Monitoring and supervision team • Monitoring Tools introduction to Private Company • Endorsement Individual Learning Plan (TVET supervisor) 	<ul style="list-style-type: none"> • Monitoring and Supervision • Evaluation 		
	<ul style="list-style-type: none"> • TVET Training 	<ul style="list-style-type: none"> • Life skill Training • Teaching / Training • Support activities for disadvantaged users • didactic material • Exams • Training equipment 			
On the job	<ul style="list-style-type: none"> • Training facilities 	<ul style="list-style-type: none"> • Training Material 	<ul style="list-style-type: none"> • Technical 	Company	Government

activities	and training equipment	• Company Supervisors	and Soft • Skill Training • on the job learning		ntal incentives or voucher
------------	------------------------	-----------------------	---	--	----------------------------

Table 10 - Example of a voucher and its cost items

Payment for learners

On-the-job activities could be paid by the company and then reimbursed through the incentives promoted by the Government, otherwise they could be refunded through a standard component of the voucher. In this way the on the job activity would not represent a cost for the company.

Unlike on-the-job activities, the actual hours worked by students could be paid by the company with reference to lower positions or base salary.

Item	Option	Responsability	Payment mode
Payment for learners	• Paid for actual hours worked	Company	Governmental incentives

The main incentive models used to promote the apprenticeships in companies are described as follow.

Incentives

Given the evidence that apprenticeships represent a cost-effective way of developing workforce skills and transitioning young people from school to work, there are good policy reasons for governments to encourage and support the provision of apprenticeships. When apprenticeship offers are limited, the government and social partners may want to promote apprenticeships through a range of incentives. There are two types of incentive:

- Financial incentives that may include either direct subsidies or tax benefits;
- Non-financial incentives that include measures such as assisting employers in providing apprenticeships, preferential treatment for companies with apprentices in the public procurement process, and image campaigns.

Financial incentives funded with general public expenditure: Tax breaks and subsidies

Financial incentives should be carefully monitored and evaluated since employers may be shouldering the burden of training and guiding young people through to employment. The cost of financial incentives for apprenticeships can come out of general public expenditure and therefore from taxpayers, as:

- a reduction in the tax base or tax due by companies providing apprenticeships;
- a subsidy to firms with apprentices (as a grant-based system).

Subsidies can be implemented according to various criteria:

- Number of apprentices: Diverse countries offer a fixed sum per apprentice to employers that provide apprenticeship places.
- New apprenticeship places: Sometimes subsidies aim to encourage companies to create new apprenticeship positions.
- Specific occupation: Some countries promote apprenticeships in specific industries and occupations.
- Progression through the programme: The subsidy can depend on how successful apprentices are in progressing through and completing the programme.
- Characteristics of the apprentice: Financial incentives available to companies can also depend on the characteristics of apprentices. Certain schemes aim to increase the provision of work placements to individuals with particular characteristics (age, disability, school performance, migration status, gender, previous education).

In any case, the introduction of financial incentives should take into account of a variety of aspect related to company's context and WBL system:

1. Incentives should be used with caution and their impact should be evaluated carefully.
2. Introduce high quality standards for apprenticeships to ensure that incentives do not lead to apprenticeships in low-skilled jobs.
3. When providing financial incentives for apprenticeships, ensure that small employers also receive support with accessing and processing available funding.
4. Cost sharing by employers at the sectoral level can be promoted in specific sectors where the cost of apprenticeship training is high, or where the labor market is tight, and it is difficult to find skilled employees on the external market.
5. Financial incentives should take into account the wider public policy context, as well as the relative attractiveness of alternative learning pathways and the level of public support offered for such pathways.
6. Explore options for enhancing non-financial incentives for employers, including measures that increase the training capacity of employers

Non-financial incentives for employers

Non-financial incentives take three main forms:

1. *Capacity building and support measures designed to help employers make better use of apprentices*

The design of apprenticeship systems must balance the needs of companies and apprentices: the attractiveness of apprenticeships to employers and individuals depends on the duration of apprenticeship programs, how the duration is articulated with apprentice wages and productivity, and on the content and organization of the work placement.

Big and small companies may therefore particularly benefit from measures designed to enhance training capacity, such as training for trainers or assistance with administrative work. Governments can enhance the training capacity of firms through a wide range of tools that include the provision of training for apprentice instructors; offering support materials to firms to

help them develop their training skills; and facilitating networking among employers to share knowledge and experience on how best to support, develop and make use of apprentices.

In some countries, special bodies undertake a range of tasks on behalf of companies providing apprenticeships, such as taking care of the administrative duties involved in apprenticeship training, employing apprentices and hiring them out to host employers, matching employers to students looking for workplace training, undertaking training, and managing apprenticeship administration. They can be run and managed by employers themselves or by a third party. They have particular relevance for smaller employers that cannot efficiently manage all of these functions internally.

2. *Regulatory measures that require employers to take apprentices (or penalize them if they do not)*

The simplest type of regulatory measure is a workforce requirement. Some measures may be linked to public procurement. Companies providing apprenticeships may sometimes receive preferential treatment in the award of public contracts.

3. *Image enhancement measures designed to attract employers and students to the apprenticeship brand*

Companies that offer apprenticeships can enhance their reputation as companies investing in people. This may indirectly increase profits if companies seen as socially responsible are more likely to sell their products and services.

5. RECOMMENDATIONS

At the end of the report some recommendations are enlisted in order to draw a pathway towards a work-based learning scheme with a special focus on apprenticeship training. Recommendations are addressed to policymakers and stakeholder involved in the TVET system and they are also the main topics to face in a technical assistance services in order to permit to Public Authorities to implement an effective WBL system in Ethiopia.

Technical support service aims to implement methodologies, documents, procedures and administrative acts in order to realize programmatic and technical solutions for a WBL system in Ethiopia. From a methodological point of view, technical assistance includes:

- i) gap analysis: to clarify the conditions of the interventions implemented and to explicit the state of the art of Ethiopian TVET system;
- ii) operational support to adopt and monitoring implementation devices;
- iii) the project management tools to monitor the implementation of the devices;
- iv) the adoption of corrective actions, if necessary, to revise/update planning tools;
- v) consultancy in order to implement a technical support service about three essential dimensions: structural intervention, innovative services implementation and people upgrading.

The recommendations on apprenticeship follow the evidences illustrated in the previous chapters and offer the opportunity to carry out reflections and consideration toward the introduction of a national apprenticeship system. They mainly concern three essential and closely related areas: Governance and regulatory framework (including promotion), financing schemes, private sector and another stakeholders' involvement. All these features should be analyzed, defined and implemented within the diverse national contexts and also supported by a technical assistance able to assist national governments in this complex process.

GOVERNANCE AND REGULATORY FRAMEWORK

The main instrument to implement a VET system has to be found in national laws. However, to have the law is not enough, many countries have a variety of secondary legislation in the form of decrees, instruction, secondary law and update etc. to ensure that the original law is put into effect. This is the case of Ethiopia where the apprenticeship training is mentioned in the law, but it is not regulated by secondary legislation.

WBL programme and apprenticeships require a robust regulatory framework that establishes the overall conditions for the design, implementation, monitoring and evaluation of the systems. From an international point of view, there is no single dominant model, but rather a variety of legal regulations and decisions emanating from structures of governance which vary from one country to another according to the different national contexts. Regulatory frameworks could operate at different levels: 1) the first level involves laws enacted at the national or state/regional level and enforced throughout the jurisdiction concerned; 2) the second level consists of decisions that have been made by sectoral bodies and achieved by

collective agreements; 3) the third level is made up mostly of the contractual arrangements that are agreed between the employer and the.

The main functions of a regulatory framework are to:

- Clearly define TVET system and apprenticeships;
- Specify the status of “apprentice” (employee or trainee), as well as the terms and conditions for apprentices (working conditions, remuneration, social protection and grievance mechanisms);
- Set out the institutional mechanisms for governing and managing apprenticeships and how social dialogue will play a role;
- Clarify the rights, roles and responsibilities of all relevant stakeholders;
- Specify the trades and qualifications covered under apprenticeships;
- Clearly state the duration of the apprenticeship, the proportion of on-the-job and off-the-job training involved, the processes for assessment and certification of learning and the qualification or license to be issued at the end of the apprenticeship;
- Outline mechanisms for ensuring the quality and relevance of apprenticeship training including eligibility requirements for training institutions and enterprises;
- Inform sustainable, equitable funding arrangements for apprenticeships including cost sharing between the government, employers and apprentices;
- Recommend measures for promoting social inclusion and gender equality;
- Specify monitoring and evaluation arrangements for apprenticeships.

In addition, the regulation of VET and apprenticeship training is often influenced by the existence of other laws, which relate to other parts of the education and training system – funding, labor law, quality assurance and administrative structures.

The legal provision relating to VET may be brief or detailed and it could contain the following sections:

- Recognition of training occupations
- Establishment of the initial training relationship: the obligations of apprentices, the obligations of training enterprises, remuneration, the beginning and end of the initial training relationship
- Suitability of training premises and training staff
- The register of initial training relationships
- Examinations
- Representation of interests, including further training and retraining
- Vocational training for special groups of persons

In some countries (as Australia, Canada, France, Italy, the United Kingdom and the United States), the responsibility for some aspects of TVET, and more specifically apprenticeship

training, are devolved to the States, regions or territories. There are often also agreements at the national level to ensure the mutual recognition of qualifications.

Regulations and administrative directions aren't enough to guarantee quality: it is important to verify that formal requirements imposed on enterprises, learners, or schools and VET providers are widely accepted and respected, and that financial and political resources are provided.

Formal requirements included in legislation, regulations and administrative requirements need to be trusted by cooperation between the key actors through shared commitments, and resources if they are to improve the quality of work-based learning programs.

Communication, collaboration, coordination and more coherence across national, regional, local and sectoral levels, should be fostered. Active commitment of all relevant stakeholders is essential.

Apprenticeship should be regarded as an investment, efforts may be needed to make SMEs more aware of the benefits, such as providing them with skilled employees tailored for the company. Promoting a training culture can be done through promotional campaigns or company visits targeting SMEs combined with guidance and support. Training providers may play a key role in helping SMEs, and experience shows a proactive training provider is a key to success: campaigns encourage enterprises to provide or invest in VET. In addition, many countries integrate VET elements in compulsory education to support educational choice and familiarize young people.

FINANCING SCHEMES

Financing work-based learning: Balancing costs and benefits

The estimation of the costs involved in work-based learning programs is important for effective budgeting and planning since a wide variety of costs can be involved. Cost variation among programs can be a result of design features such as whether a wage is paid to participants, the proportion of total time that is spent in the workplace, as well as the result of policy decisions on matters such as the amount of assessment that is carried out and the extent to which training quality in the workplace is monitored.

Generally, costs are included into three categories:

- the cost of the work-based component;
- the cost of the school-based learning component;
- the cost of managing programs for the individual and for the vocational education system as a whole.

The costs of work-based learning programs are typically shared among employers, individuals and governments. And costs can be incurred at different levels of the system: for example, central government or regional government; a ministry or an individual school; an individual employer or an industry association. Depending on the specific features of the education and training system in a given country, the levels of participation in work-based learning programs, the costs accruing, may vary considerably by region or economic sector.

The distribution of costs, and at times also the level of costs, will also vary according to whether assessment is carried out by enterprises, by education and training providers, or by external organizations such as employers' chambers or tripartite trades committees.

Furthermore, the level and distribution of costs will differ according to whether on-the-job learning is assessed only at the end of the programme to decide whether a final certificate is to be awarded, or whether it is assessed regularly throughout the programme in order to give feedback to learners and to help judge programme quality.

Benefits

Studies have shown that the financial benefits of apprenticeships (the apprentice's productive contribution) often at least equal the financial costs of training (lost output plus the management and administration of training), and that in many cases the financial benefits of WBL outweigh the training cost, even during the training programme. The reasons include:

- Apprenticeships can meet the specific skill needs of a business more cost-effectively than recruiting skilled workers from the external labor market, as apprentices who have been trained in and understand the specific needs of the business can be more immediately productive than workers recruited from outside.
- They can be cost-neutral, or can even result in a net gain, when the productive contribution of apprentices' offsets or exceeds the firm's training costs.
- Apprentices need to be involved in productive work processes that develop recognized vocational skills as early as possible. This requires careful attention to the motivation aspects and career guidance in order to keep low drop-out rates. It also requires a high level of investment in training by the firm.
- Apprentices' wages need to be relatively low compared to the wages of skilled workers. However, to avoid apprentices being used simply as cheap workers, it is essential that high-quality training and the future benefit of their skills balance the lower wages that are paid during the training period.
- Such programs produce a pool of skilled workers who can be promoted into more senior roles in the business in future years, and who can meet the firm's future needs for skilled workers.
- They allow apprentices to develop the company's values and ethos, and this is important in cases where apprentices stay with the company after training.
- avoidance of the difficulties associated with recruiting suitable fully experienced workers in the labor market.

However, the cost-benefit balance for firms depends on various factors. A range of factors have been shown to affect the cost-benefit balance for work-based learning in general, these are:

- **Occupation and the industry sector:** The costs and benefits of apprenticeships to employers depend on the occupation to which the apprenticeship leads, reflecting factors such as how long it takes for an apprentice to become good at a job or the cost of equipment involved.

- **Firm size:** Larger firms can have a more favorable cost-benefit balance by exploiting economies of scale and through better opportunities to train apprentices while involving them in productive activities. Firm size is linked to other factors that affect the cost-benefit balance. For example, larger firms tend to train more in technical occupations, while smaller firms often hire apprentices in the crafts sector. This has an opposite effect on the cost-benefit balance, as training costs are higher in technical occupations than in the crafts sector.
- **Apprenticeship duration:** This kind of benefit is important, as it compensates for the initial investment made by employers. How exactly the cost-benefit balance evolves through the duration of an apprenticeship depends on how apprentice productivity and wages progress over time. Initially, apprentices tend to contribute little to productive work, and often cost more than they produce. Employers make an investment and as apprentices' skills develop over time they can contribute more and more to skilled productive work. Apprentice wages could gradually increase over the period of the apprenticeship, reflecting higher apprentice productivity. At the final stages, apprentices are nearly as productive as skilled workers, but still cost less (as long as the apprentice wage is still lower than a skilled worker wage). In the DEAL project, 4 months of apprenticeship were too short in order to provide apprentices the right skills required by the company.
- **How an apprenticeship is organized:** The mix of time spent on-the-job and off-the-job affects the costs and benefits to employers. While apprentices are off-the-job they develop job-relevant skills, but do not contribute to productive work at the firm. Productive work always benefits employers, whereas non-productive instruction time (e.g. learning a new technique in a practice workshop in the company) normally brings benefits later when the new skills are applied through skilled productive work. Learning can often be integrated into productive work, which yields higher benefits for firms, while maintaining learning quality.
- **The institutional context.** For instance, minimum wages and collective bargaining agreements may influence the payment for learners. Benefits may be harder to realize if training wages are too high, and easier to realize if training wages or allowances are low.
- **Incentives:** The provision of financial and non-financial incentives. In some countries, the government reimburses companies for some of the costs for work-based learning. Sectoral or regional training funds may also be used to provide financial incentives that encourage companies to take on learners.

Evidence on costs and benefits of work-based learning is crucial when considering the introduction of a subsidy that aims to encourage companies to offer work-based learning: on the one hand, if subsidies are not carefully targeted, there is a risk of public funds being wasted, and of companies receiving a lot of resources for apprentices that they would have hired without subsidies. On the other, if the benefits of apprenticeship training exceed the costs, there seems few grounds for paying subsidies to firms.

For companies that do not offer work-based learning opportunities, transparent information on the costs and benefits of training at the workplace may help to reduce uncertainties about the financial burden for training firms and encourage them to take part. The social partners can play an important role in explaining relative costs and benefits to companies.

PRIVATE SECTOR AND OTHER STAKEHOLDERS' INVOLVEMENT

Coordination and cooperation are at the heart of successful structured work-based learning programs.

Structured work-based learning programs have a number of distinctive features that policy makers and employer and employee organizations need to take into account. Ensuring that such programs are successful requires every key partner to work together.

Many stakeholders are directly or indirectly involved in the design and implementation of VET systems and programs. The intense and sustained collaboration between stakeholders makes VET systems successful.

Institutional settings differ from country to country, and the roles and responsibilities of the key stakeholders also vary, but they could be listed as follow:

- Young people and apprentices
- Enterprises and employers
- Workers' representatives in enterprises
- In-company trainers/supervisors/mentors
- TVET institutions offering Quality Apprenticeship courses
- TVET teachers and trainers
- Local/sectoral coordination support services
- Employers' associations
- Trade unions
- Ministries and public administrations in charge of education and employment

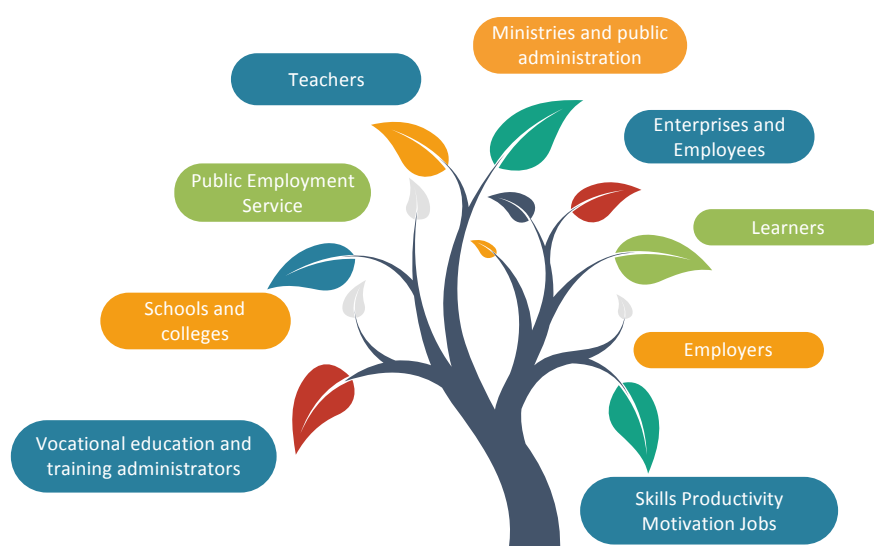


Figure 8 - Stakeholders

Young people and the apprentices need to be informed before entering into an apprenticeship programme. They should have a better understanding of what it involves, what the alternatives could be, and what is required in terms of activities and commitment. A lack of adequate information could bring to the mismatch between what the apprentice wants to do and what is offered by an apprenticeship programme.

Also individual enterprises and employers have a key role to play because there is no apprenticeship system if they do not understand the benefits of apprenticeship training and do not recruit apprentices.

Enterprises collaborate with VET providers to ensure that they comply with specific standards pertaining to training provisions and working conditions. The main roles and responsibilities of enterprises and employers are to:

- Recruit and train apprentices to fill current or anticipated vacancies and to bring young people into the workplace;
- Train apprentices in the interests of the whole society: skilled young workers are available throughout the labor market;
- Pay apprentices the salary or remuneration according to the standards set, and provide for full social security coverage;
- Appoint an appropriate in-company trainer or supervisor to accompany the progress of the apprentice and provide the necessary budget, working time and degree of autonomy for him/her to carry out this role;
- Comply with all applicable occupational safety and health regulations;
- Provide on-the-job training in line with the training programme agreed with other VET providers partners, and collaborate with them to monitor and evaluate the apprentice's progress;
- Permit off-the-job training to the apprentice, including assessment as provided for in the training plan;
- Respect the regulations for young people at work;
- Ensure that apprentices are protected against different forms of abuse and harassment;

In company Trainers or supervisors

In-company trainers or supervisors are directly responsible for interacting with apprentices, imparting practical training, and introducing them into the work during the on-the-job part of the training.

Their main roles and responsibilities are to:

- Ensure that the apprentices work and learn in the occupation as specified in the contract;
- Plan, organize and implement the apprenticeship training in the enterprise;
- Monitor, assess and record the progress of the apprentices' skills acquisition;
- Coordinate with other sections and workers in the enterprise, as well as with external partners involved in the training process as TVET institution, public authorities for education and employment);
- Ensure safety and security at work for apprentices.

SMEs can help equip the young with the skills needed for the labor market, but they need support to identify and training qualified workers to supervise trainees.

When companies become a learning space for vocational training programs, national laws or regulations set minimum quality standards to companies providing work placements. It is important to note that the same requirements apply to all enterprises, regardless of their size.

In most countries, one of the requirements to the work-based part of TVET programs is that trainees/apprentices should be accompanied by qualified trainers/tutors. Qualification requirements for trainers in companies who work with trainees differ. As in the case of accreditation of companies to receive trainees, minimum requirements to the qualifications of trainers/tutors are the same to SMEs and large companies (for example, Austria, Belgium, Estonia, Germany, Romania, Turkey, Switzerland).

Based on these requirements, companies need to identify and nominate such individuals as well as ensure or support their training, if necessary. In many cases, owners of SMEs can be apprentice tutors (in France and Romania, for example, these cases are even stipulated by law). But most apprentice tutors are skilled workers who work with apprentices in addition to their job responsibilities. They are expected to have some pedagogical and methodological competences, even if there is no mandatory training or exam involved.

Tutors need help to plan and handle learning situations in the workplace environment through flexible and short-term modes of provision, methodological tools, including those online. SMEs owners and managers also need to be well-informed about the available support.

External bodies and organizations, depending on the national VET structure and culture, support trainers in SMEs through public agencies and/or training providers.

TVET providers could be responsible for the content of the qualification (for example, Finland, France) and also for working with trainers in companies (Finland, Estonia). Training of workplace instructors (skilled workers who take care of young workers) is the responsibility of training providers, more specifically, VET teachers who educate in-company instructors on the qualification requirements.

Beside training, the most typical way of supporting trainers in companies is to provide guidelines and didactical tools. Some countries (usually governments or chambers) worked to develop tools specifically targeted to SMEs to explain competences needed for qualifications, to advise on organizing learning, to assess learners' competences and other issues.

Trainers from SMEs also benefit from informal knowledge-sharing and support in training-related skills (for example, how to prepare and implement project work). So far this kind of support has not been frequently recorded.

ANNEX

ANNEX 1 - INDIVIDUAL LEARNING PLAN

Basic Leather Goods and Garment Production profession (For Short Term)

Student/ Apprentice *(name and surname)*

TVET College

Instructor *(name and surname)*

Company

Supervisor *(name and surname)*

Learning outcome acquired at the TVET college - Period: from __/__/__ since __/__/__

Unit Title	Expected Results	Performance Assessment	Way of Assessment	Training/Learning Days
------------	------------------	------------------------	-------------------	------------------------



Title of the Unit	Element of the unit/learning outcomes (What does the student have to be able to do?)	When is a performance considered achieved?	How will the result be measured? (project work, practical activity, etc.)	
Total Training/Leaning hours acquired at the TVET college				

COOPERATIVE LEARNING

Learning outcome acquired at the company - Period: from __/__/__ since __/__/__

Unit Title	Expected Results	Performance Assessment	Way of Assessment	Training/Learning Days
Title of the Unit	Element of the unit/learning outcomes (What does the student have to be able to do?)	When is a performance considered achieved?	How will the result be measured? (project work, practical activity, etc.)	
Total Training/Leaning hours acquired at the company				

APPRENTICESHIP TRAINING⁶ - PERIOD: FROM __/__/____ SINCE __/__/____

Unit Title	Expected Results	Performance Assessment	Way of Assessment
Title of the Unit	Element of the unit/learning outcomes (What does the student have to be able to do?)	Assessment criteria (When is a performance considered achieved?)	How will the result be measured? (project work, practical activity, etc.)

⁶ In case the apprenticeship will be carried out in a company different from the one of the cooperative learning, add the name of both the new company and the new supervisor;

ANNEX 2 - PERFORMANCE MONITORING/ASSESSMENT TOOL (FOR BOTH TVET AND COMPANIES)

Basic Leather Goods and Garment Production profession (For Short Term)	
Apprentice <i>(name and surname)</i> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	
TVET College <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	
Instructor <i>(name and surname)</i> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	
Company <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	
Supervisor <i>(name and surname)</i> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	

➤ Hard Skill performance assessment

N.B – This tool is prepared based on the Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD

Occupational Standard: Basic Leather Goods and Garment Production (For Short Term)

Unit Title	1. Perform basic cutting/UC	Monitoring/Assessment Steps				
Element/LO	Performances criteria Performance Rate 0 - Difficulty executing the performance, even if supported 1 - Perform the task with a partial support 2 - Performed the task in total autonomy 3 - Performed the task autonomously and finding innovative solutions	1st Step Date____	2nd Step Date____	3rd Step Date____	4th Step Date____	Final Assessment
1. Prepare for work	1.1 Workstation is set up according to specifications and safety procedures. 1.2 Cutting patterns are obtained and specifications are studied. 1.3 Cutting tools are selected and					

	<p>prepared according to specified work.</p> <p>1.4 Materials are collected, sorted and laid out in preparation for cutting.</p> <p>1.5 Cutting board is cleaned and ready to use.</p>					
2. Assess leather	<p>2.1 Appropriate leather is selected according to specified work.</p> <p>2.2 The leather is assessed for defects and faults that impact on cutting.</p> <p>2.3 Leather is assessed and sorted to comply with requirements of different jobs and pattern pieces.</p>					
3. Cut leather by hand	<p>3.1 Cutting knives and patterns are used to cut materials.</p> <p>3.2 Defects and fault areas of high-quality leather are identified, and patterns are positioned accordingly.</p> <p>3.3 Patterns are positioned to allow for identified flaws, nap of suede or other grain or print characteristics of leather.</p> <p>3.4 Cutting techniques are used to match pattern shape, size and leather quality.</p> <p>3.5 Pieces are cut precisely to size and color matched.</p> <p>3.6 Problems or faults with patterns, knives and cutting boards are identified and referred for repair</p> <p>3.7 Work is carried out according to OHS practices</p>					
4. Check cut components	<p>4.1 Components are checked against job specifications and workplace standards.</p> <p>4.2 Fault or irregularities are addressed following standard procedures.</p>					
5. Dispatch completed Work	<p>5.1 Components are bundled, stacked, stored or dispatched in accordance with workplace procedures.</p> <p>5.2 Faults are recorded as required.</p> <p>5.3 Records are completed and maintained.</p>					

Unit Title	2. Perform basic stitching	Monitoring/Assessment Steps				
Element	Performances criteria	1st Step Date	2nd Step Date	3rd Step Date	4th Step Date	Final Assessment
	<p>Performance Rate</p> <p>0 - Difficulty executing the performance, even if supported</p> <p>1 - Perform the task with a partial support</p> <p>2 - Performed the task in total autonomy</p> <p>3 - Performed the task autonomously and finding innovative solutions</p>	-				
1. Set up sewing machine	<p>1.1 Sewing machine is setup and adjusted for operation according to</p>					

	<p>task requirements.</p> <p>1.2 Stitching tools and attachments are selected and prepared according to specified work.</p> <p>1.3 Sewing machine is cleaned and maintained.</p>					
2. Perform sewing operation	<p>1.4 Material is positioned accurately consistent with stitch requirement.</p> <p>1.5 Material is sewn according to specification.</p> <p>1.6 Sewing is carried out according to OHS practices.</p>					
3. Check stitched components	<p>1.7 Components are checked against job specifications and workplace standards.</p> <p>1.8 Faults or irregularities are addressed or resolved</p>					
4. Dispatch completed work	<p>1.9 Completed component parts, panels or pieces are bundled, stacked, stored or dispatched in accordance with workplace procedures.</p> <p>1.10 Sewing faults are recorded in accordance with workplace standard procedures.</p> <p>1.11 Records are completed in accordance with workplace procedures and format.</p>					
5. Check and rectify minor problems of sewing machine	<p>1.12 Sewing machine is checked for problems and faulty operations.</p> <p>1.13 Minor problems in the sewing machine are diagnosed and rectified.</p> <p>1.14 Sewing machine is oiled and cleaned following manufacturer's instructions.</p> <p>1.15 Major problems are identified and report to the supervisor.</p>					

➤ **Soft Skill performance assessment**

Unit Title		Monitoring/Assessment Steps				
Element	Performances criteria	1st Step Date____	2nd Step Date____	3rd Step Date____	4th Step Date____	Final Assessment
	Performance Rate 0 - Difficulty executing the performance, even if supported 1 - Perform the task with a partial support 2 - Performed the task in total autonomy 3 - Performed the task autonomously and finding innovative solutions			-		
1 Receive and Respond to Workplace Communication	1.1 Following routine spoken messages/instructions/information through gathering, listening attentively and interpreting correctly 1.2 Written notices and instructions in accordance with organizational guidelines are read, interpreted and followed correctly.					
2 Work with Others	2.1 Duties and responsibilities are done in a positive manner to promote cooperation and good relationship. 2.2 Differences in personal values and beliefs are respected and acknowledged. Feedback provided by others in the team is encouraged, acknowledged and acted upon. 2.3 Constructive contributions/support to workgroup goals and tasks are made according to organizational requirements.					
3 Demonstrate Work Values	3.1 Define the purpose of work and harmonies personal mission with company's values. 3.2 Work values/ethics/concepts in accordance with the transparent company ethical standards, policies and guidelines are classified and reaffirmed. 3.3 Work incidents/situations/ethical problems in accordance with company protocol/guidelines are reported and/or resolved. 3.4 Instructions to co-workers based on ethical, lawful and reasonable directives are provided.					
4 Apply 5S Procedures (KIZEN)	4.1 Discuss quality assurance procedures of the enterprise or organization and explain the 5S system as part of the quality assurance.					

	<p>4.2 Understand and implement 5S (Sort needed items from unneeded > Set workplace in order > Shine work area > Standardize activities > Sustain 5S system).</p>					
<p>5 Develop Understanding of Entrepreneurship</p>	<p>4.1 The principles, concept and terminology of entrepreneurship are analyzed and discussed.</p> <p>4.2 Entrepreneurial characteristics and traits are identified and discussed.</p> <p>4.3 The techniques and procedures of managing time, sales and distribution are discussed and explained.</p>					

ANNEX 3 - APPRENTICESHIP (ON JOB PRACTICES) MONITORING AND EVALUATION QUESTIONNAIRE

Objective

The objective of this monitoring and evaluation is to check and evaluate the progress of the three month apprenticeship of beneficiaries that completed the three month skill training on leather goods, garment and footwear occupations in order to make interventional corrective suggestion to help the apprenticeship program mate its objective in preparing the beneficiaries in terms of skill, knowledge and attitude for their job placement.

Date of monitoring and evaluation ____/____/ 2019 G.C

I. General Information

1. Company Name_____
2. Types of products made by the company _____
3. Company's establishment year _____
4. Target Market of the company: Local ☐ Export ☐ Both ☐
5. Occupation beneficiaries trained on: L. Goods ☐ L. Garment ☐ L. Footwear ☐
6. Where do they take the skill training/College/? _____
7. Number of beneficiaries assigned for apprenticeship: Female - ____ Male - ____ Total - ____
8. Beneficiaries withdraw from apprenticeship: Female - ____ Male - ____ Total - ____

II. Questions for Company Managers/Supervisors/

1. Did you give orientations for beneficiaries about the company rules and regulations before apparent ship starts?
Yes ☐ No ☐
If 'No' why?

2. Are there supervisors assigned from your company who guide beneficiaries' day to day activities and performances?
Yes ☐ No ☐

3. Are there facilities provided for the beneficiaries by your company?
Yes ☐ No ☐
If your response is 'Yes' please mention:

4. Do you have schedules, attendance and checklist used to follow-up beneficiaries?
Yes ☐ No ☐

5. Is there disciplinary problem observed by the beneficiaries?

Yes ☐ No ☐

If your response is 'Yes' please list them down:

➤ Are there measures taken to resolve disciplinary problems?

6. Do you think that beneficiaries have basic cutting, preparation and stitching skills when they came to your company?

7. Have you seen a progress on them in terms of skill and attitude after they join your company?

Yes ☐ No ☐

If your answer for question number 7 is 'No' kindly explain your reason/reasons?

8. Are there problems observed on the apprenticeship program you would like to mention?

9. Are there benefits that the company get from the apprenticeship program?

10. Do you think beneficiaries are ready/qualify/ for job placement in your company?

Yes ☐ No ☐

If your response is 'No' why?

III. Questions for the beneficiaries

1. Did you get technical support and guidance from company supervisor and workers?

Yes ☐ No ☐

If 'Yes' How? If 'No' why?

2. Are you developing your skills?

Yes ☐ No ☐

If 'Yes' How? If 'No' why not?

3. Did you find the training you get from the TVET help full for apprenticeship?

Yes ☐ No ☐

If 'Yes' How? If No why not?

4. Are you working in the company on the areas that are related to your trainings at TVET College?

Yes ☐ No ☐

5. Did you find some different technical skills that you didn't get during your training at college?

Yes ☐ No ☐

If 'Yes' can you list some?

6. Do you think you are ready for employment?

Yes ☐ No ☐

7. If your response for question number 6 is 'No' kindly explain your response.
-

8. Are there challenges you are facing on your apprenticeship?
-
-
-