



The SINCE Programme Apprenticeship Case Study

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SINCE
Stemming Irregular Migration
in Northern and Central Ethiopia



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ACRONYMS

BoLSA	Bureau of Labour and Social Affair
CETU	Confederation of Ethiopian Trade Union
CIFA	Community Initiatives Facilitation and Assistance
CoC	Certificate of Competence
ECBP	Engineering Capacity Building Programme
ESDP	Education Sector Strategy Programme
EU	European Union
FGD	Focus Group Discussions
GTP	Growth and Transformation Plan
ILO	International Labour Organization
IPDC	Industrial Park Development Corporation
LIDI	Leather Industry Development Institute
MoLSA	Ministry of Labour and Social Affairs
MoU	Memorandum of Understanding
MSP	Multi-Stakeholders Platform
NGO	Non-Governmental Organisation
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
PES	Public Employment Service
PPP	Public Private Partnership
SINCE	Stemming Irregular Migration in Northern and Central Ethiopia
SME	Small and Medium Enterprises
TOT	Training of Teachers
TVED	Technical Vocational and Enterprise Development
TVET	Technical and Vocational Education and Training
UNIDO	United Nations Industrial Development Organization

FOREWORD

The presented Case Study is one of four covering the pre-identified SINCE strategic topics. These being; Public Employment Services (PES), Public Private Partnerships (PPP), Decent Work and Apprenticeships.

The aim of these case studies is twofold:

- (i) to systematise what has been achieved by the different SINCE Programme grant beneficiaries, focusing on the lessons learned;
- (ii) make recommendations on policy development and for future interventions.

The Case Studies have been implemented by an independent consultancy firm contracted by the Italian Embassy in Addis Ababa. The findings as described in the Case Study are the result of a literature review, primary information and data collection, stakeholder and beneficiary interviews, focus group discussions, project site visits and workshops implemented between October 2019 and March 2020.

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1. EXECUTIVE SUMMARY

Apprenticeship systems are increasingly recognised as a key element to tackle youth unemployment, a problem which is especially urgent in Eastern Africa. There exist markedly different concepts of apprenticeships and a huge variation in the quality of on the job training around the world. There are nonetheless also common elements. It is evident that high-quality and effective apprenticeships require a regulatory framework; social dialogue between the private and the public sector and employers' and workers' organisations; clear roles and responsibilities; equitable funding arrangements, strong labour market relevance and inclusiveness – adequate to national circumstances. More information on general apprenticeship schemes can be found in section 2 of this case study report.

Section 2 also describes the Ethiopian context, such as the legal framework and relevant stakeholders including the Ministry of Labour and Social Affairs, the Ministry of Education, the Federal TVET Council, the Federal TVED Agency, the Vocational Training Centers and the Trade Unions. In 1993, the Ministry of Labour and Social Affairs created a clear framework as to how a company can prepare and educate an apprentice within a company. The national TVET proclamations on apprenticeships provide further clarifications on the nature, definition and operation of apprenticeships. In addition, the 2008 National TVET Strategy moved towards an occupational standard-based TVET system, replacing the curriculum-centred approach. However, a lack of active involvement of all stakeholders to implement an effective apprenticeship training programme has been jeopardizing the future of the apprenticeship scheme.

The SINCE Programme implementing partners have played a pivotal role in linking target beneficiaries with private companies that are likely to accept participants in the cooperative training, apprenticeship programmes, and ultimately providing considerable employment opportunities for the beneficiaries. The SINCE Programme beneficiaries are primarily connected to TVET institutions for short term trainings before they start with their cooperative training and/or apprenticeship contract through partnerships with different stakeholders amongst which are a large number of companies that are in need of trained skilled staff. The labour market assessment and capacity assessments of the individual private companies were able to identify appropriate stakeholders in different sectoral areas to cooperate in employment generation. Also, life- and soft skills training has played a key role in SINCE job-matching.

Section 3 of this case study report describes the SINCE Programme in more detail, based on 5 case studies, to mention; Apprenticeship Stakeholders, Cooperative Training versus Apprenticeships, On-the-Job Training versus Apprenticeships, Job Security and lastly the Impact of Partnerships.

Lessons learned are described in section 4 of this case study report. Among others, the SINCE Programme has taught that the short-term trainings will need to be developed in a uniform manner. Guidelines, manuals and directives should be developed in order to support cooperative trainees in practice and continuous support during apprenticeships is necessary to monitor the capacity and skills of the potential employees. Regular monitoring and follow up was a crucial factor for the SINCE beneficiaries to succeed during their apprenticeship or cooperative training.

Although the goal of the SINCE Programme is linking potential irregular migrants and returnees with waged employment, there is strong beneficiaries' interest in self-employment. Maintaining a standardized minimum wage and certain principles of decent work would help companies to retain their employees. General recommendations and other policy recommendations are provided in section 5 and 6 of this case study report.

2. OVERVIEW OF APPRENTICESHIP SCHEMES

2.1 The International Environment

2.1.1 Increasing Job Opportunities through Apprenticeship Programmes

Apprenticeship is a widely used term but there is no single, standardized definition of apprenticeship used across countries. There exist markedly different concepts of apprenticeships and a huge variation in the quality of on the job training around the world. The ILO has nonetheless identified five key elements that characterize apprenticeships, including the distinction between formal and informal apprenticeships (see table 1).

Table 1: The five defining elements of apprenticeships and the differences between formal and informal apprenticeships

Elements of apprenticeship	Formal apprenticeship	Informal apprenticeship
Training contracts between employer and apprentice	Written contract between employer, apprentice and sometimes training center's/schools	Oral or written contracts between master craftsman, apprentice and sometimes apprentice's parents
Apprentice achieves occupational competence for a trade	Broad skills that enable mastery of a trade	Broad skills that enable mastery of a trade
Training is a workplace-based and integrated into the production process	Training is workplace-based and usually complemented by courses in training center's/schools; formal curricula or training plans	Training is entirely workplace based, often following an informal training plan
Apprentices are young persons	Usually the case, some regulations include age limits, others do not	Usually the case, risk of child labour
Costs of apprenticeship are shared	The employer invests time and resources (including apprentice's wage), apprentices provide labour service, the government provides financial support	Master craftsman invests time and resources (pocket money, in-kind), apprentice provides labour service and sometimes pays fees

The EU¹ defines apprenticeships as formal vocational education and training schemes that:

- combine learning in education or training institutions with substantial work-based learning in companies and other workplaces;
- lead to nationally recognized qualifications;
- are based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution; and
- with the apprentice being paid or otherwise compensated for the work-based component.

Apprenticeships have evolved in many countries to become programmes of learning that combine part-time formal education with training and experience at the workplace, and result in an externally recognized vocational qualification. Apprenticeship systems are increasingly recognised as a key

¹ The Council of the European Union (EU) Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships

element to tackle the youth employment crisis. However, education and training systems sometimes struggle to keep up with the fast-changing skills needs of the world of work, resulting in a mismatch between skill demand and supply. The International Organisation of Employers identifies that skills mismatches are one reason for weak employment trends. Therefore, skills needs anticipation has become increasingly important.²

In practice, the development of apprenticeship programmes can involve four stages: labour market skills needs analysis; occupational analysis; development of occupational standards; and apprenticeship programmes. This pathway that leads from determining skills needs to the designing and implementation of apprenticeships, and to certifying the competencies of apprentices, ensures that training is in line with enterprises' needs and provides young workers with better prospects for finding employment.

Each national regulatory framework is unique and reflects local conditions. A delicate balance must be drawn between the need to ensure that the different stakeholders are willing to invest in the process, on the one hand, and the need to ensure that the system is appropriately regulated, on the other. Cost-sharing arrangements for apprenticeships - transfers such as fees, in-kind contributions, provision of tools, allowances, pocket money or wages - depend on the country, trade and local context.

Learning outcomes are a central feature of competency-based qualification systems and frameworks, which have been or are being introduced in many countries. To offer apprenticeships, enterprises are typically required to meet several criteria. They may be asked to demonstrate that they have the appropriate working environment and equipment, that they are able to provide training for the required competencies stipulated in the training regulation, and that they can provide suitable in-company trainers or mentors. In order to assure the quality of apprenticeships, it is necessary to monitor and evaluate the performance of the various stakeholders and to establish Performance Criteria and Performance Agreements.

To conclude, a qualitative and effective apprenticeship requires a regulatory framework; social dialogue between the private and the public sector and employers' and workers' organisations; clear roles and responsibilities; equitable funding arrangements, strong labour market relevance and inclusiveness – adequate to national circumstances.

2.1.2 Apprenticeships in the East African Region

East African countries face an acute youth bulge. Of particular concern is the high level of youth unemployment. Two leading causes are low education achievements and the lack of appropriate labour market employability skills. Apprenticeships are deemed to be able to facilitate and enable this.

Most of the skills development comes from outside the formal training system, through informal training or apprenticeships. Informal apprenticeship in East African countries tends to rely more on an individual agreement between a trainer, craftsperson or teacher and a worker, trainee or apprentice. It often lacks the institutional arrangements prevailing in West African countries. Trainer and apprentice negotiate the skills, the fees and the labour the apprentice has to provide. Once the workers have acquired the skills, they will leave the provider of training. However, youths receiving such training generally have no means—such as a certificate—of signaling to future employers the training or skills they have gained. This leads to asymmetric information between job seekers and employers. This limits access of youths to new jobs, particularly if they seek to move to the formal sector. This problem can be addressed by extending to apprenticeships, the same kind of skills certification systems that are applied to formal technical training (while also raising quality). This then provides potential employers with a standardized indicator of competencies obtained through this path. To date, however, experience with such certifications is limited and are not deemed successful, in part because of the complexities of upgrading

² https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_731155.pdf

apprenticeship training and integrating them with the formal training systems. Moreover, low-income countries may well lack the needed capacity to reform TVET systems and to engage the private sector effectively. Consequently, the provided education is not well connected to the demand of the labour market.

The failure of the formal apprenticeship system to absorb large numbers of school leavers requiring employability skills has placed a high level of importance on informal apprenticeship. In the past few years, certain African countries have started to embark on training provision reforms that are inclusive of informal apprenticeships. Formalizing informal apprenticeships remains an option to improve this. The ILO has examined the shortcomings of apprenticeships in the informal economy, the challenges in implementing quality apprenticeships and has subsequently formulated strategies for promoting quality apprenticeships as well as recommendations for upgrading informal apprenticeships. Similar recommendations are reflected in the ILO's Call for Action on Youth Employment.

2.2 Ethiopian federal environment (legal framework)

In Ethiopia there are two different Ministries responsible for the implementation of the apprenticeship programme since 2004. It is important to distinguish between the curricular on the job training (often indicated as cooperative training) regulated by the TVET system and the Ministry of Science and Higher Education, and the non-curricular on the job training (often indicated as apprenticeship) regulated by the Ministry of Labour and Social Affairs.

The **Ministry of Labour and Social Affairs** has created a clear framework from a Public Employment perspective on how a company can prepare and educate an apprentice (non-curricular on the job). The framework was developed in 1993 and till date no changes have been made.

In 2004, the **Ministry of Education** included the administration of the (curricular) on the job training (cooperative training) under the training components of technical and vocational training which falls under the responsibility of the **Ministry of Science and Higher Education** (formerly known as Ministry of Education). In 2018 the Ministry of Science and Higher Education together with the Ministry of Education developed a roadmap which leads to the development of new implementing strategies for all education sectors.³

2.2.1 Relevant stakeholders

The most relevant apprenticeship stakeholders are summarized below;

- The **Ministry of Labour and Social Affairs** are by proclamation No. 1156/2019, Part 11 Enforcement of Labour law, Chapter 1, Labour Administration, art 171. Powers of the Ministry responsible for the implementation of apprenticeship programmes⁴.
- The **Technical Vocational Education & Training Agency** under the umbrella of the **Ministry of Education** (currently the **Ministry of Science & Higher Education**) is working on the provision of education in different vocations.
- **The Federal TVET Council** is the governing body of the Federal TVET Agency, and reflects the wide range of stakeholders, beneficiaries and social and economic interests in the country.
- **The Federal TVED Agency** is the implementing body of the **Federal TVET Council**. The TVED Agency is responsible for the preparation and implementation of the decisions and guidelines of the TVET Council and serves as its secretariat. The TVED Agency is responsible for

³ Source: 2018 Ethiopian Education Development Roadmap 2018-30

⁴ Labour Proclamation No. 1156/2019 can be accessed at the SINCE Programme download page: https://ambaddisabeba.esteri.it/ambasciata_addisabeba/it/sinceprogramme/technical-documents

rendering all the necessary support to the regional TVET executive bodies and to the TVET providers in line with the principles stipulated in the TVET strategy.

- The **Vocational Training Centers** are either private or public entities.
- The **Trade Unions** act as representatives of the Ethiopian Private Sector represented through the Confederation of Ethiopian Trade Union (CETU).
- The **Bureau of Labour and Social Affairs** (BoLSA) and Woreda Office of Labour and Social Affairs (WoLSA) are responsible for implementation of the Labour Proclamation. BoLSA also actively supported in the case of SINCE Programme in the organization of multi-stakeholder platforms (which also covers apprenticeships) at local level.

2.2.2 Background policy framework development for Apprenticeships in Ethiopia

Since 2010 The **Growth & Transformation Plan I and II** are the driving forces behind all revised Proclamations and Strategies to develop sectors and draft or revise policy frameworks in Ethiopia. Before the GTP I and II the **Plan for Accelerated and Sustained Development to End Poverty (PASDEP)** was used as the basis for creating initial frameworks by the Ethiopian Government such as the Industrial Development Strategy of 2003 and other sector development strategies.

Labour & Vocational Training Proclamations & Reforms

During the rule of the transition government in 1993 the Labour Proclamation⁵ provided the basis of apprenticeships as set by the Ministry of Labour and Social Affairs. This Labour Proclamation was replaced by Labour Proclamation No. 377/2003 and updated in Labour Proclamation 1156/ 2019.

In 2004 the Ethiopian Government provided a policy framework on Technical and Vocational Education and Training through a Proclamation covering the responsibilities of apprenticeships. This was replaced by a reviewed Proclamation in 2016. The relevant Proclamations are explained below in order to obtain insights in the current Ethiopian TVET system. A shift in emphasis can be observed in the TVET system which is responsible for the implementation of the curricular on the job training system, which in practice refers to the cooperative training. Apprenticeship by international definition is after graduation and does not refer to a TVET curriculum, the use of this terminology has caused confusion.

Apprenticeship related Labour Proclamations since 1993

The Labour Proclamation 377/2003⁶ under Article 3 (1), is applicable to **employment relations** based on an employment contract between a worker and an employer. Apprenticeship contracts are regarded as Special Contracts of Employment Relations. In Article 3 (2) reference is made to exclude certain special groups from the application of the Proclamation such as contracts for the purpose of education or training other than apprenticeship.

Labour Proclamation No. 42/1993. (*Negarit Gazeta*, 20 January 1993, Vol. 52, No. 27, pp. 268-328.) Part II. Employment Relations. Chapter 4. Special Contracts. Division 2. Contract of apprenticeship:

Section 48. Formation of a contract. (1) There shall be a contract of apprenticeship when an employer agrees to give a person complete and systematic training in a given occupation related to the function of his undertaking in accordance with the skills of the trade and the person in turn agrees to obey the instructions given to carry out the training and works related thereto. (2) The contract of apprenticeship shall be concluded with the person whose age is not less than 14 years. (3) The contract of apprenticeship and its modifications shall be valid only where it is made in writing and attested to by the Ministry.

⁵ 1993 Ethiopian Labour Proclamation (No. 42/1993)

<https://www.ilo.org/dyn/natlex/docs/WEBTEXT/31977/64870/E93ETH10.htm>

⁶ 2003 Ethiopian Labour Proclamation: <https://www.ilo.org/dyn/travail/docs/247/proclamation>

Section 49. **Contents of the contract.** A contract of apprenticeship shall specify at least the following:

1.the nature and duration of the training of the apprenticeship; 2.the remuneration to be paid during the training; and 3.the conditions of work.

This Labour Proclamation of 1993 has been repealed by **Labour Proclamation No. 377/2003**, where Chapter 4 Section 2 concerns Contracts of Apprenticeship, article 48 up to article 52. The content of the articles remained the same as in the Labour Proclamation of 1993. In the Labour Proclamation No. 1156/ 2019 ⁷the section remained the same, only the minimum age of 14 was increased to 15 years of age.

Apprenticeship related TVET Proclamations since 2004

Proclamation No. 391/2004 Technical and Vocational Education and Training – March 2004 Part 1 Article 2. Definitions under sub article 12 and 13⁸ definitions are provided on Apprentices and Apprenticeships consecutively as follows:

Apprentice means a person undergoing an apprenticeship pursuant to a **tripartite agreement concluded among a training institution, and organization and a trainee**;
Apprenticeship means job training undertaken by a trainee in an organization pursuant to an **agreement concluded among a training institution, an organization and trainee** to enable the trainee to put into practice the technical and vocational education and training he/she acquired in a training institution and to be acquainted with work;

Part 3 – Apprenticeship, Article 19 up to 24 are detailed and dedicated to lawfully binding the TVET sector to the implementation of apprenticeship training programmes, by mentioning in article 19 that;

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

Proclamation No. 954/2016 Technical and Vocational Education and Training – May 2016 does not mention Apprenticeships. Article 45. Sub article 1⁹. *The Technical and Vocational Education and Training Proclamation No. 391/2004 is hereby repealed.* In addition, article 2. Definitions sub articles 16 and 17 provide definitions on cooperative training and on-the-job training consecutively.

Cooperative training means a mode of training delivered by the **cooperation of enterprises and training institutions**

On-the-job training means training offered to **employees of enterprises at their places** of work after identifying the skills gap encountered.

Part 4 – Cooperative training, Article 25 up to 27 are dedicated to lawfully mandating the TVET sector for facilitating arrangements rather than directly implementing.

MoLSA Strategies

Based on the above explanation of the development of the subsequent Proclamations, the practical implications are translated into strategies and directives. The Public Employment Service (PES) is addressing the apprenticeship strategy as a means to enable the unskilled unemployed as well as

⁷ Labour Proclamation 1156/2019 accessible at the SINCE Programme website:

https://ambaddisabeba.esteri.it/ambasciata_addisabeba/it/sinceprogramme/technical-documents

⁸ Federal Negarit Gazette No 26 1st March 2004 accessible at the SINCE Programme website:

https://ambaddisabeba.esteri.it/ambasciata_addisabeba/it/sinceprogramme/technical-documents

⁹ Federal Negarit Gazette No 78 27th May 2016 accessible at the SINCE Programme website:

https://ambaddisabeba.esteri.it/ambasciata_addisabeba/it/sinceprogramme/technical-documents

skilled unemployed jobseekers. The MoLSA is not directly addressing apprenticeships in a directive, which created confusion and a lack of clarity in the practices of the PES Centers.

For MoLSA it is important to hold meetings with the Federal TVET Agency to follow up on the development of TVET strategies based on the TVET graduates and their subsequent employment. In addition, the relationship between the TVET Colleges and the private sector is of special interest to MoLSA who is required to follow up and engage with these stakeholders.

TVET strategies

The TVET strategies have been guiding the various Ministries in developing strategic plans to achieve their targets and to create collaboration. The Ministry of Education, in 2008, published a **National Technical & Vocational Education & Training Strategy**¹⁰ under the Engineering Capacity Building Programme (ECBP). This replaced the National TVET Strategy, adopted in 2002, Education Sector Strategy Programme ESDP III which outlined a comprehensive development vision for the TVET sector. It is envisaged that the TVET sector provides the necessary relevant and demand driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment.

The 2008¹¹ National TVET Strategy moved towards an occupational standard-based TVET system, replacing the curriculum-centered approach. The system of occupational standards together with standard based assessment and certification is considered the centerpiece of the TVET reform towards increased relevance, demand-orientated employability and accessibility. In this strategy the apprenticeship is included in paragraph 6.2 Cooperative TVET Delivery and Apprenticeship training. In order to reduce the TVET investments on machines and training hours in the training institutions, apprenticeships and other forms of cooperative training are applied as cost-effective training processes instead of school based TVET.

2.3 Apprenticeships in the Ethiopian context

According to an assessment conducted by the Ethiopian Ministry of Education in 2010 the apprenticeship training programme faced challenges. One major challenge was, and continues to be, the lack of active involvement of all stakeholders to implement an effective apprenticeship training programme. There was no active involvement of Trade Unions due to their limited legal responsibilities. With regards to the commitment of private enterprise supervisors, a lack of awareness was noticed. The lack of awareness resulted in wrongly assigned apprentices, unfair grading, inability to mentor the apprentices, lack of feedback, insufficient training of the apprentices, hesitation to admit trainees, refusal to sign an MoU, failure to prepare common training plans with colleges, challenges to balance training and production time, absence of facilities and/ or lack of well-designed apprenticeship training programmes. At the TVET Colleges limited commitment of trainers resulted in the lack of regular follow-up, and problems of linkages with multi-hosting partners. In addition, the situation was affected by the high number of apprentices requiring apprenticeship training, limited infrastructure for practical training, apprentices' lack of interest in apprenticeship training, trainees' misbehavior, and limited means of communication with the enterprises.¹²

¹⁰ https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/ethiopia_national_tvete_strategy.pdf

¹¹ National Technical & Vocational Education and Training Strategy (MoE 2008)

¹² Source: D. Alemu 2013. An Ethiopian Paradigm of Apprenticeship Training Colleges and Enterprises: A Curriculum Practice

2.3.1 Apprenticeships as part of the Ethiopian TVET framework

A general description of the concept of apprenticeships is found in a study of 2013¹³;

Apprenticeships are regarded as a tool that can help industries to meet their manpower needs, because TVET balances the theoretical and practical knowledge required by industries. It demonstrates the link between school and the world of work by equipping trainees with detailed job skills in the workplace. It also helps to alter negative attitudes towards a job and eventually equips trainees with skills. TVET is a process and as such it should continue for a reasonable period of time, because apprentices need to practice and refine their skills.

The National Technical & Vocational Education and Training Strategy 2008 provided insights on their understanding of apprenticeships, which differs from the Labour Proclamation of 2003.

“The TVET executive bodies will explore possibilities to encourage large companies and micro and small enterprises to cooperate with TVET institutions and to introduce apprenticeships, e.g. through advertising, rewarding participating companies or financial incentives.”

This strategy suggests providing incentives to industries for contracting apprentices, while this is not mentioned in the Labour Proclamation 377/2003 nor in Labour Proclamation 1156/2019 section 49:

A contract of apprenticeship shall specify at least the following: 1.the nature and duration of the training of apprenticeship; 2.the stipend to be paid during the training; and 3.the conditions of work.

The Ethiopian Education Development Roadmap (2018) only mentions that industry providing apprenticeship opportunities ensures that students can obtain real world experience for better employability skills upon their graduation. It is also mentioned that industries are offered finance for TVET. The document under the TVET strategy reform agenda “Developing strategy to implement appropriate cooperative training (apprenticeship) model” is incorporated. Here the TVET policy is placing apprenticeships under cooperative training as a strategy, and it does not refer to the existing description in the Labour Proclamations.

2.3.2 Cooperative and on-the-job training in the Apprenticeships trajectory

The TVET Proclamation of 2016 states that cooperative training is a central focus in TVET education, where students should spend 70% of their time on practical skills training either at the TVET institute or with a private company.

The 2008 National TVET Strategy elaborates on cooperative training as follows:

“The flexibility of TVET delivery also allows for a strengthening, further development and deepening of cooperative TVET (including apprenticeship training). Cooperative TVET is a mode of TVET provided in partnership between enterprises and TVET institutions. Usually, the bulk of practical training takes place in an enterprise, while theory and initial practice exposure is provided by the TVET institution. In more advanced TVET systems – for instance in many European countries – cooperative TVET schemes are organized as formal apprenticeship training, implying a work or apprenticeship contract between the trainee and the company.”

¹³ Source: D. Alemu 2013. An Ethiopian Paradigm of Apprenticeship Training Colleges and Enterprises: A Curriculum Practice

3. THE SINCE PROGRAMME FOR APPRENTICESHIPS

The SINCE Programme beneficiaries are primarily connected to TVET institutes for short-term training before they start their cooperative training and apprenticeship. Following the short-term theoretical training, the curricula includes a practical training approach that comprises of cooperative training or on-the-job training through partnerships. The partnerships are agreed with different stakeholders including a large number of companies that require trained staff with specific skills. The main goal of the cooperative training is that the SINCE beneficiaries receive the CoC.

After finalization of the short-term training the SINCE Programme continues to support the SINCE Programme beneficiaries in obtaining an apprenticeship contract with a host enterprise. As such, the SINCE apprenticeship is another period of on the job training, where the host enterprise trains the apprentice on the specific production processed applied in the company. The final aim of the apprenticeship is to provide additional skills to the apprentice in order to create an employment opportunity and receive a job offer from the specific enterprise.

Apprenticeship has been included in the Ethiopian Proclamations for around two decades. As elaborated in Chapter 2, it was included in two Proclamations one for TVET and one for Labour and Social Affairs, which caused confusion regarding the mandates and directives. Currently apprenticeship is under the sole mandate of Ministry of Labour and Social Affairs. Apprenticeship has not been very integrated in the context of the Ethiopian job placement mechanisms for regular or short-term trained jobseekers. At the initial implementation stage of the SINCE Programme a lack of awareness of the apprenticeship concept existed. Therefore, the involved stakeholders were not aware what apprenticeships entail and who should implement this concept. Through dialogue and awareness creation, the SINCE Programme attempted to clarify the differences between cooperative training, on-the-job training and apprenticeship.

The practical implementation of apprenticeships varies across the SINCE Programme implementing areas. Implementation depends on the characteristics and working environments of the private companies and selected sectors. Below brief summaries of apprenticeship practices by SINCE Programme implementing areas as identified during the Case Study assignment are provided:

Addis Ababa

Both cooperative training and apprenticeship have been offered to the SINCE Programme beneficiaries in cooperation with different partners. The cooperative training, in some cases identified during the research field work, had different durations, ranging from 10 days up to 2 months, while the apprenticeship programme, implemented after completion of the short term training, has a duration of three months based on a signed contract. However, the payment for the apprenticeship was covered by the SINCE implementing partners. The legal framework is based on the partnership agreement for both cooperative training and apprenticeship included in an MoU of the Public-Private Partnership (PPP). Moreover, apprenticeships are set-up in line with the TVET policy (not the policy of Labour and Social Affairs) and aim in practice to obtain employment.

Amhara Regional State

Cooperative training, apprenticeship as well as other kind of on-the-job training have been implemented by the SINCE Programme while taking into consideration different work situations. The existing legal framework for cooperative training has been used as an enabler for the implementation of cooperative training under the SINCE Programme. One-month cooperative training has been offered by private companies who signed the PPP through an MoU for job matching and placement. The MoU has been used as the promotion mechanism for the cooperative training. During the cooperative training, trainees' allowances have been paid by the SINCE project implementing partners.

Forty-five days' apprenticeships have been implemented at Kombolcha IPDC where the companies' internal policy normally allows only cooperative training for university graduates and not for short-term trainees as the SINCE Programme beneficiaries.

The Hope Enterprise TVET provided for example on-the-job-training based on the job offers for textile sector SINCE Programme beneficiaries. The training introduced school uniform sewing skills, which was strongly appreciated by the SINCE Programme. This type of training was perceived as a key enabling factor for implementing on-the-job training in the SINCE Amhara implementation area.



Picture 1: HOPE Enterprise textile short term skills training in Dessie, Amhara Regional State

Oromia Regional State

Both cooperative training and apprenticeship have been provided by private sector stakeholders. In general, the cooperative training paved the way for SINCE Programme beneficiaries to be exposed to the world of work and has facilitated employment opportunities.

The apprenticeship, provided by Chilalo Food Complex found in Assela town, followed the Ethiopian Labour Proclamation 1156/2019; article 49, as such this contract incorporated *1.the nature and duration of the training of apprenticeship; 2.the remuneration to be paid during the training; and 3.the conditions of work*. Therefore, the apprentice remuneration and allowances were covered by the firm based upon the signed contract. After completion, successful SINCE Programme apprentices have received wage employment contracts with long term career perspectives within the company.

Tigray Regional State

In Tigray Regional State, both apprenticeship and on-the-job training was implemented. The apprenticeship was based on the newly adopted employees' legal framework. For the apprenticeship policy framework, an MoU was signed for the metal and construction sectors in order to facilitate the apprenticeship process. The existing apprenticeship legal framework, often non-existent in other parts of Ethiopia, has been taken as one of the enabling factors in facilitating the MoU for apprenticeships. The well-designed short-term training curriculum is also considered as an enabling factor for the apprenticeship practice for this SINCE Programme implementation area.

At the time of the research field work, apprenticeships were not practiced in the textile sector. One of the private companies in the textile and garment sectors did provide workers with the opportunity of unpaid on-the-job training for two weeks as part of their recruitment selection process.

3.1 Case Study 1: Apprenticeship Stakeholders

The organization of the apprenticeships is documented in the SINCE Programme MoUs and the Public Private Partnership (PPP) arrangements. In each SINCE Programme implementing area, and in each sector, the establishment of multi-stakeholder platforms (MSP) have facilitated the implementation of PPP agreements.

Multi-stakeholder platforms

Across the various SINCE implementation areas MSPs have been organised differently although there are some similarities. The identification of private partner stakeholders for apprenticeships and cooperative trainings has been part of the labour market assessment made at the initial stage of the SINCE Programme. The assessment identified the appropriate stakeholders in different sectors to cooperate in employment generation. The SINCE partners requested for an MoU to be signed in order to create a Public Private Partnership agreement to ensure stakeholder collaboration and to offer transparency. This secured the establishment and mandates of multi-stakeholder platforms.

The signatory partners of these MoUs, and the multi-stakeholder platform members in general, included the SINCE Programme implementing partners, partner TVET institutes, sector specific private companies, employment unions and regional/zonal/woreda level Labour and Social Affairs institutions (see Figure 1 below).

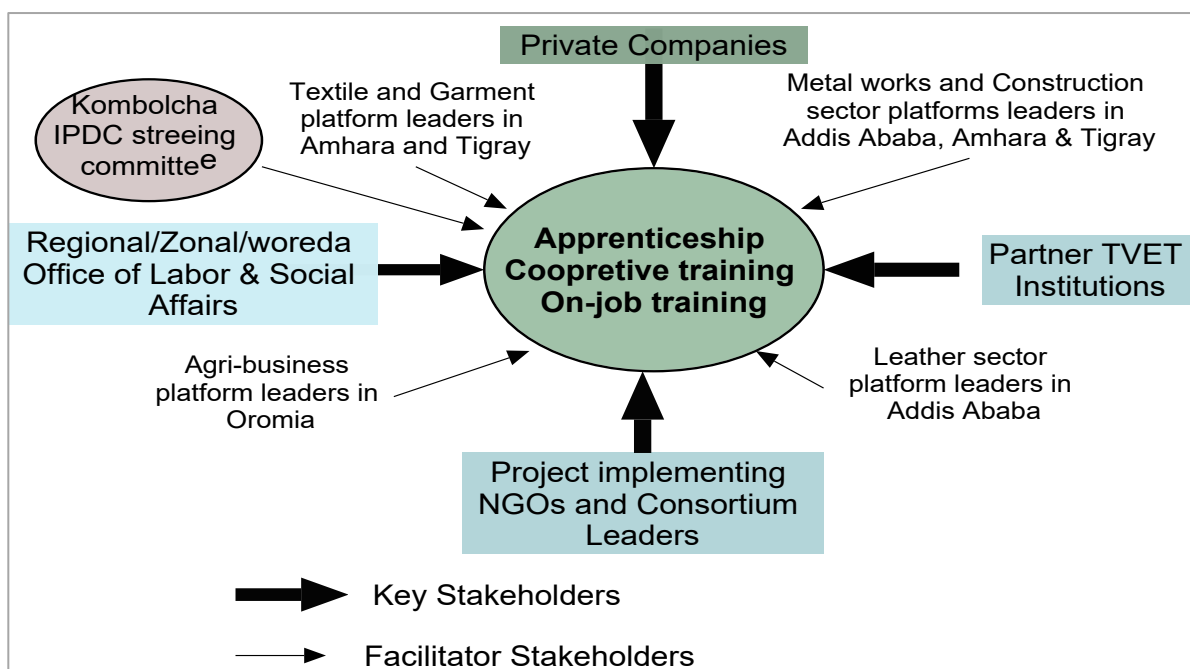


Figure 1: Apprenticeship Stakeholder Map

Per sector, multi-stakeholder platforms have facilitated the implementation of cooperative training and apprenticeship as they assisted in the identification of the potential hosting capacity of private companies that would like to increase their number of skilled employees.

The companies' employment capacity was a requirement to collaborate with the SINCE Programme partners and has been included in the PPP agreement. In some of the SINCE Programme implementing

areas the partners included not only the potential employment capacity but also the number of apprenticeship placements in the MoU agreements.

For example, in the Tigray Regional State SINCE Programme implementation area, SINCE partners designed a strategic approach for apprenticeships through local MoUs, providing apprenticeships in a systematic manner. Here the number of apprenticeship placements were fixed in advance of the selection of the SINCE Programme beneficiaries and facilitated short term trainings. A crucial element of the MoUs is that these hold private companies responsible for hosting and conducting the assessment of apprentices based on professional competencies and possible job-matching opportunities at the company. Furthermore, the provision of soft skills training has been an enabler for stakeholder involvement for the construction and metal work sector apprenticeships.

At the multi-stakeholder platforms level discussions were held, such as how to share the burdens and how to create a better understanding of setbacks in the industry that influence the employment opportunities.

Financial provisions

During the initial SINCE Programme implementation stage, while working with the first batch of SINCE Programme beneficiaries, the implementing partners were careful in requesting detailed conditions and commitments from the private sectors. Having the private sector on board and willing to cooperate in the SINCE Programme beneficiaries' placement was perceived as a big improvement. For this reason, financial obligations of various stakeholders were initially not discussed nor included in the PPP. Once the added value of short-term-trained unemployed staff became clear, discussions on which expenses should be covered by the different stakeholders were initiated. As a result of this process, one company took financial responsibility for a large number of SINCE Programme beneficiaries, as directed by the Labour Proclamation.

Stakeholder capacity building

Capacity building of the stakeholders took place through the SINCE Programme to build stronger relations, create synergy and raise awareness amongst the stakeholders on the importance of practical market information in order to tailor short-term trainings and to educate jobseekers.

In the Amhara Regional State SINCE Programme implementation area, the multi-stakeholder platforms in combination with capacity building training for SME's, resulted in high companies' involvement. It increased the number of SME's interested in hosting SINCE Programme beneficiaries. A well-designed short-term training curriculum furnished by a seven-steps procedure (figure 2) and a vision development approach has been used as an instrumental technical approach for attracting private companies' involvement in cooperative training, apprenticeships and job linkages.

SINCE Programme beneficiaries in Kalu woreda and Dessie town received life skills training. The skills matching technical approach has been used as enabler for endorsement of cooperative training and apprenticeships with different companies. The skills and attitudes acquired by SINCE Programme beneficiaries through these trainings have been recognized as best practice by the local private sector.



Figure 2: Seven-step procedure

The capacity assessment of potential private companies was conducted and identified the existing skills gaps. This in return supported private companies' participation in hosting cooperative trainees and apprentices.

Based on the capacity assessment, a capacity building training approach was designed and implemented for private sector stakeholders in order to build stronger relations and to raise awareness of the stakeholders on the importance of practical market information and to tailor short term and life skills training. Furthermore, the project implementing partners established an MSP at Kombolcha level to facilitate the partnerships with private companies situated at the IPDC. This was done in consultation with the One Stop Service Centre management team. This resulted in two rounds of 45 days apprenticeship implemented at IPDC private companies, which covered the apprentice allowance.

Synergy to improve quality

Collaborative action facilitated the design and delivery of the short-term trainings, inclusive of cooperative training, apprenticeships, and involving partner TVET institutions, PES and private companies. The multi-stakeholder platform supported the PES, TVET institutions and private companies to reach common understanding on apprenticeships and cooperative forms of work-based learning in accordance with the competencies required at the workplace. Such mutually reinforcing collaboration has also improved the quality and the effectiveness of the overall work-based apprenticeship experience and addressed the skills mismatch effectively.

Private companies are responsible for developing their own practical training approach and are in charge of providing all elements of the apprenticeship and cooperative trainings, reflecting the idea that an apprenticeship genuinely entrenches industry. Partner TVET institutions are involved in organizing the cooperative training schedule, checking the companies' preparedness to participate as well as checking the quality of training they provide. Partner TVET institutions are also responsible for providing guidance and counselling to SINCE Programme beneficiaries during the cooperative training. Apprenticeships should be under the guidance and counselling of the company according to the Labour Proclamation. Partner PES, assisted by TVET institutions and SINCE Programme implementing partners, are responsible for identifying the apprenticeship opportunities and placing the SINCE Programme beneficiaries at private companies as well as monitoring the apprenticeship environment in consultation with other Social and Labour Affairs officials.

- In the Oromia Regional State SINCE Programme implementation area, the SINCE Programme implementing partners have created strong partnerships with stakeholders which have been used for subsequent operationalization of different platforms for sustainable provision of cooperative training and apprenticeship. The provision of life skills training was considered as an important approach for cooperative training, apprenticeships, and job matching. Moreover, the skills matching approach applied to reduce the skill mismatch was also considered as a key approach for cooperative training and apprenticeship practice in the SINCE project woredas. Accordingly, negotiations have taken place during the apprenticeship process to secure job opportunities for the SINCE Programme beneficiaries. As a result, the Food Complex in Assela woreda has shown strong willingness to host the cooperative training and apprenticeships, and ultimately provided considerable apprentice allowances.
- In Addis Ababa SINCE Programme implementation area, the SINCE implementing partners have implemented cooperative training and apprenticeships through signed MoU's. LIDI has played a key role in providing technical support in the leather sector. In addition, market demand assessments were conducted and used as a key technical approach for the establishment of effective partnerships with private companies for hosting cooperative training and apprenticeships. To sustain the market oriented short-term TVET programme, several refresher capacity building trainings have been implemented for TVET Trainers, PES officers and other SINCE project-linked

experts. The training equipped TVET trainers to operationalize the demand driven short-term trainings. The life skills training was also designed, implemented and used as an enabler for cooperative training and apprenticeships implementation by private companies. Both cooperative training and the apprenticeships were used as a means for job matching based on SINCE Programme beneficiaries' performance. This was strongly valued as stated by key informants from private companies.

3.2 Case Study 2: Cooperative Training versus Apprenticeship

The existing situation for the cooperative training, which is part of the formal TVET training curriculum, was used as a foundation for the SINCE Programme strategy. The cooperative training allowance provided by the SINCE Programme implementing partners was crucial for the training of SINCE Programme beneficiaries and for the creation of effective partnerships with private companies for hosting trainees at no cost. It should be noted that the allowance was provided to partially cover the cost of living, which needed to consider the market value and the future impact. However, the allowance should not exceed the expected future salary level.

In the Addis Ababa SINCE Programme implementation area, the partner TVET institutions played a key role in facilitating CoC exams for SINCE Programme trainees at the end of their short-term trainings. The CoC assessment was offered to the 604 first round SINCE Programme beneficiaries of which 404 SINCE Programme beneficiaries took the CoC assessment. Out of these, 294 (73%) successfully passed the CoC assessment. The 200 trainees that did not participate in the CoC assessment mentioned that this was due to personal reasons. Unfortunately, a key challenge in Addis Ababa was the delay of the CoC assessment due to a misunderstanding of the short-term training curricula by CoC assessors as reported repeatedly by key informants from SINCE project implementing partners.

The apprenticeship was implemented based on the occupational standard. It was organized to enable trainees to acquire practical competencies related to the theory learned during the short-term training at the partner TVET Institute. The occupational standard requires training in accordance with the competency standards. The competencies and/ or CoC was prioritized by the SINCE Programme beneficiaries in order to connect to the labour market in Addis Ababa, Amhara Regional State and Tigray Regional State SINCE Programme implementation areas. For example, in the Tigray Regional State, soft skill training was integrated in the occupational standard curricula that was designed and included in the short-term training modules to prepare the trainees for the CoC. As a result, all 1090 SINCE Programme trainees passed the competency exam.

Table 2: No of trainees of the SINCE supported TVET training

Objectively verifiable indicators	Target value	Total value achieved 06/ 2019	Total value achieved 03/ 2020	% of achievement
No. of new or improved TVETs trainings based on market demand	33	40	41	124%
No. of trainees who completed the SINCE supported TVET training and who received a certificate	7,200	2,642	7,161	99%
No. of trainees of the SINCE supported TVET trainings	11,000	11,229	15,707	143%

In Amhara Regional State SINCE Programme implementation area, the life skill training and vision development enhanced jobseekers' attitudes towards wage employment and competencies. As best practice, beneficiaries who passed the CoC have been selected for apprenticeships and job offers in

accordance with the employers needs at Kombolcha IDPC. It was mentioned by the stakeholders that due to the positive working attitude and strong orientation on the world of work, the companies preferred to increase the number of employees that came from the SINCE Programme.

Overall, the implementing partners in consultation with partner PES and TVET institutions have conducted the following monitoring and counselling activities during cooperative training and/or apprenticeship:

- Intensive advocacy and lobbying to accept SINCE Programme beneficiaries for cooperative training and/or apprenticeship and subsequent long-term employment with different private sector entities
- Provision of safety materials and hand tools to the SINCE Programme beneficiaries during cooperative training or when initiating the apprenticeships for them to use at private companies
- Monitoring and support to connect the SINCE Programme beneficiaries to the work environment along with counseling and guidance

Accordingly, private companies engaged in the provision of cooperative training and apprenticeship have provided opportunities for short term trained SINCE Programme beneficiaries. The shortest cooperative training, which could be considered as pre-apprenticeship training, has been practiced in Addis Ababa, while the longest apprenticeship training has been practiced in the Tigray Regional State SINCE Programme implementation area.

In Amhara Regional State, one-month cooperative training has been practiced by private companies who signed the PPP through an MoU for job matching and placement. In Tigray Regional State, apprenticeship training has been practiced for 16 weeks by private companies in the metal and construction sectors. The overall duration for TVET short term training, inclusive of cooperative training, along with apprenticeship is summarized in Table 3 below.

During the case study, most of the SINCE Programme beneficiaries confirmed that they learned through their practical exposure; however, in some cases, due to lack of liability insurance, trainees were not allowed to operate machines and develop the expected practical skills.

Table 3: Training duration in some SINCE Programme implementation area

SINCE Programme Implementation Area	Cooperative Training Duration	Short-term Training Overall Duration	Apprenticeship Duration	Other forms of Work Based Learning Duration
Addis Ababa	10 days	3 months	3 months	N/A
Amhara	1 month	3 months	45 days	Deliverable based*
Oromia	1month	2 months	1month	N/A
Tigray	-	5 weeks	16 weeks	15 days**

*HOPE TVET Enterprise in Dessie

** DBL Textile company in Mekele

3.3 Case Study 3: On-the-job training versus Apprenticeships

Most companies that participated in the different SINCE Programme projects usually managed to recruit unskilled labour and provide them with informal on-the-job training. This is mainly due to the absence of sufficient numbers of skilled employees/ jobseekers. Several international companies have their own in-house facilities to provide training or on-the-job training, after which they employ the best workers. This situation, as mentioned by representatives in Tigray Regional State, can result in companies' recruitment of 30 persons for their in-house training, while they only hire 10 employees after the training, leaving 20 persons without employment.

It was mentioned frequently by local and international companies that besides the low learning capacity with unskilled labour, the soft skills were missing which resulted in people in turning up late or not at all without reporting sick or absent. The proper mindset for a waged employment position is considered as a challenge. Most of the companies tried to recruit jobseekers through the local PES office. However, they identified a mismatch in skills and attitudes.

“The PES officers just provide a list of the most recent registered unemployed without verifying the background and interest of the unemployed individuals.” – Tigray Regional State private company human resource manager.

The textile factories furthermore detailed that when looking for machine operators they were sometimes provided with people that had no interest in this position and were skilled in metal work.

One international textile company in Tigray Regional State developed its own training centre to orient people on machine operation during a 15 days on-the-job (unpaid) training. This company was willing to receive trained SINCE Programme beneficiaries. After the completion of the 15 days on-the-job training (the SINCE Programme provided the beneficiaries with vouchers) trainees would receive a job offer and contract. Often, after this on-the-job training, their contract started with a 45-day probation period. The SINCE Programme implementing partners negotiated a reduction of the probation time, as the SINCE beneficiaries already had successfully completed their training period and therefore this requirement should be reduced to obtain a fixed contract.

A difference between the above-mentioned company organized on-the-job training and the SINCE Programme promoted apprenticeship is, that the SINCE Programme beneficiaries would not receive financial compensation for transport or training hours by the company during their on-the-job training. The SINCE Programme beneficiaries, who received short term training and the company organized on-the-job training, were expected to obtain an employment contract or at least an apprenticeship contract at the end of the training. The apprenticeship agreement arises out of a signed contract which mentions the time period of the apprenticeship and how that will be continued after successful completion. The contract should mention the payment which should provide a basic income as an apprentice is working within the company structure and adds value to the production process.

The Hope TVET Enterprise in Amhara Regional State, one of the partner TVET’s with the implementing SINCE consortium, has provided on- the-job training with contractual based payment. The textile graduates were paid ETB 4,000 per month to practice on sewing school uniforms which is an existing order for pre-school students.

In most cases, the SINCE Programme has covered the payments to the apprentices instead of the company that provided the training opportunity. In a few cases companies covered allowances for apprentices, following Labour Proclamation 1156/2019. For instance, the private companies in the Kombolcha Industrial Parks Development Cooperation (IPDC), and the Chilalo Food Complex company in Oromia Regional State.

3.3.1 Short-term training

All the SINCE Programme beneficiaries received short-term training matched with on-the-job training. At the end, they might obtain an employment contract. The training differed per SINCE Programme implementation area, but most of the trainings have been officially certified.

The short-term skill training proved to be useful for the SINCE Programme beneficiaries to obtain an apprenticeship and a job with a company in the sector they were trained in. The trained SINCE Programme beneficiaries were considered to be more focused and faster in obtaining additional skills in order to operate the machines within the textile, construction and metal sectors.

The development of a well-designed curriculum in Amhara Regional State, and provision of vision development trainings along with the seven-steps short-term training procedure has been designed by the SINCE implementing partners and could be taken as a model for all SINCE Programme short-term training providers. Therefore, the Amhara Regional State SINCE Programme implementing team provided Training of Trainers for the Oromia Regional State SINCE TVET partner experts on the seven-step procedure and life skills training as part of short-term curriculum development. This enhanced the TVET trainers' capacity to cascade the life skill training to TVET trainers and to contribute to quality skills training. The Oromia Regional State SINCE Project team revised their short-term training curriculum accordingly.

In the Addis Ababa SINCE Programme implementation area, the short-term training modules have been revised based on a study on short-term trainings and cooperative training. Based on the labour market assessment, private company experts were invited to provide guest lectures for SINCE Programme beneficiaries for betterment of the short-term training.

In the Tigray Regional State SINCE Programme implementation area, the soft skills training played a key role in job-matching. For instance, in the third quarter of 2019, more than 160 SINCE Programme beneficiaries who received soft skill training secured employment opportunities in this area.

The SINCE Programme initiated short-term training through the provision of modern machines and/ or hand tools to all partner TVET institutions in order to increase the quality of the short-term training. This was appreciated and acknowledged by key informants interviewed from partner TVET's. The machinery and equipment support covered existing gaps and complemented the basic knowledge and skills learned at the TVET institutions with industry-based skills for the SINCE Programme beneficiaries. According to the stakeholders' response from the four SINCE Programme implementation areas covered by the case study, there might have been some differences in curriculum development for the short-term trainings based on the regional interest and the SINCE Programme implementing partners experience and background.

Figure 3 depicts the number of SINCE Programme beneficiaries who completed short-term training in the different SINCE Programme implementation areas. In March 2020, a total of 7,162 beneficiaries completed the SINCE supported short-term trainings provided by partner TVET Institutions and received a certificate.

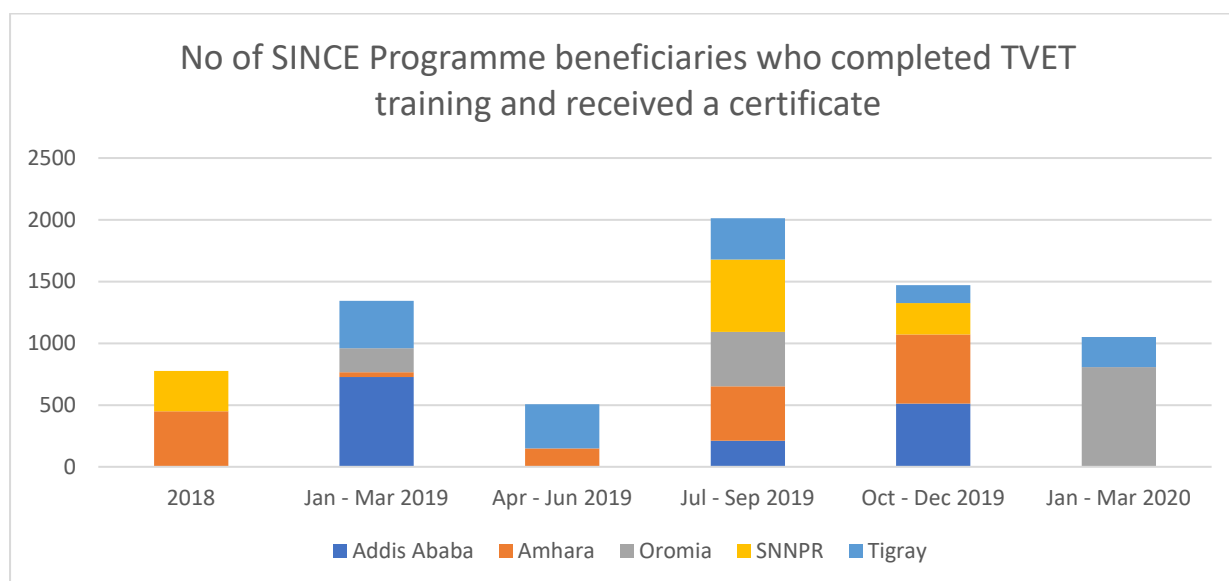


Figure 3: No of SINCE Programme beneficiaries who completed short-term training

3.3.2 Selection during apprenticeship

During the cooperative training, apprenticeship and/or other form of on-the-job trainings, private companies selected the best performing SINCE Programme beneficiaries and offered them jobs accordingly. For example, in the Tigray Regional State SINCE Programme implementation area, 10 of the best performing SINCE Programme beneficiaries were selected for a permanent contract following the 15 days on-the job training at an international company in the textile sector. Similarly, 6 apprentices were selected during apprenticeships by SME owners in the metal sector. In Amhara Regional State SINCE Programme implementation area, the cooperative training has been used as a means for job matching based on SINCE Programme beneficiaries' performance as mentioned by key informants from PES, partner TVET Institutions and private companies. As a result of the cooperative training, more than 370 SINCE Programme beneficiaries participated and completed the one-month cooperative training and were selected for employment. In addition, apprenticeship has been used as a bridge for employment for 170 SINCE Programme beneficiaries based on their performance at the Kombolcha IPDC for the Amhara Regional State SINCE Programme implementation area.

In the leather sector, Addis Ababa SINCE Programme implementation area, two female key informant SINCE Programme beneficiaries, who undertook their apprenticeships and have been employed at Kabana leather enterprise, explained the effectiveness of apprenticeships for filling practical skill gaps from the short-term training period and for securing their employment.



Picture 2 SINCE Programme beneficiaries at Kabana enterprise, Addis Ababa SINCE Programme implementation area

In the Oromia Regional State SINCE Programme implementation area, some best performing cooperative trainees and all apprentices have been selected for employment by the food complex in Assela. All SINCE Programme beneficiaries are monitored closely and offered contracts based on their capacities. Even some SINCE Programme beneficiaries were offered a promotion during their apprenticeship due to their commitment and talent showed.

3.4 Case Study 4: Apprenticeship and Job Security

Private companies, in general, do not pay salaries or allowances during apprenticeship or other kind of on-the-job training. However, some companies covered transport costs although this was not included

in the signed MoU. In the case of apprenticeships, some full employment contracts were already initiated during the apprenticeship scheme.

In the Oromia Regional State SINCE Programme implementation area, the food complex in Assela paid for trainees a part-timer salary for the work performed when not participating in training. This firm also secured job offers for a considerable number of SINCE Programme beneficiaries compared to other companies.

As indicated in figure 4 below, a total of 4,698 unemployed SINCE Programme beneficiaries were matched with employment by the end of June 2020. In every SINCE Programme implementing area this was done by promoting apprenticeship schemes differently and at their own pace.

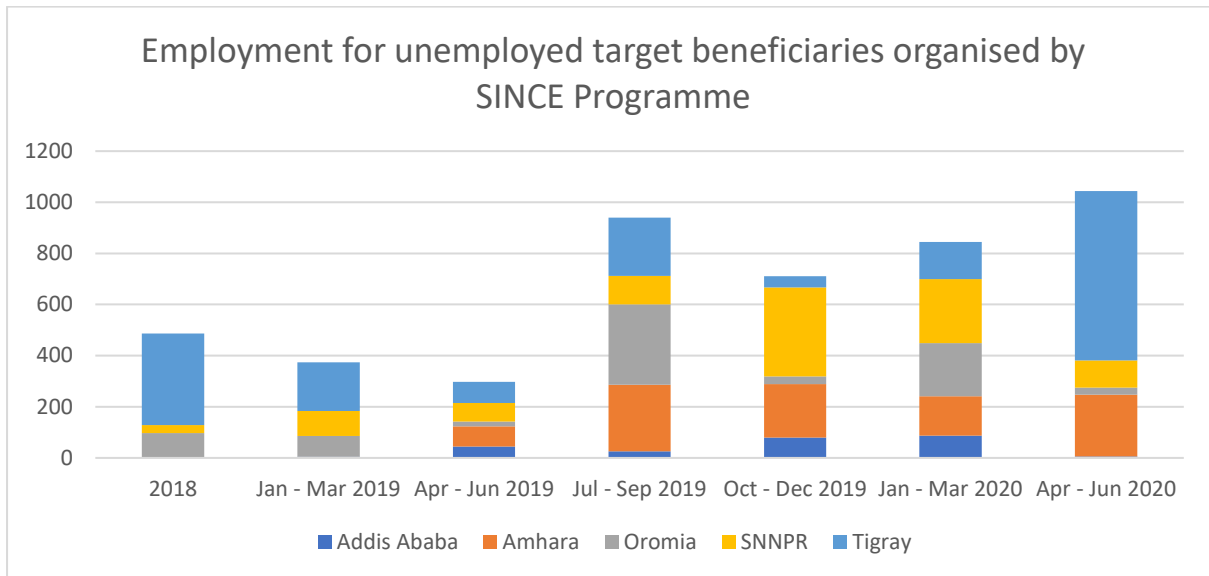


Figure 4 Jobs matched for unemployed target beneficiaries.

Besides matching the unemployed SINCE Programme beneficiaries it was even more important to secure jobs for the longer term. The SINCE Programme traced all SINCE beneficiaries and was able to report that slightly over 50% of the matched beneficiaries were still employed after 3 months.

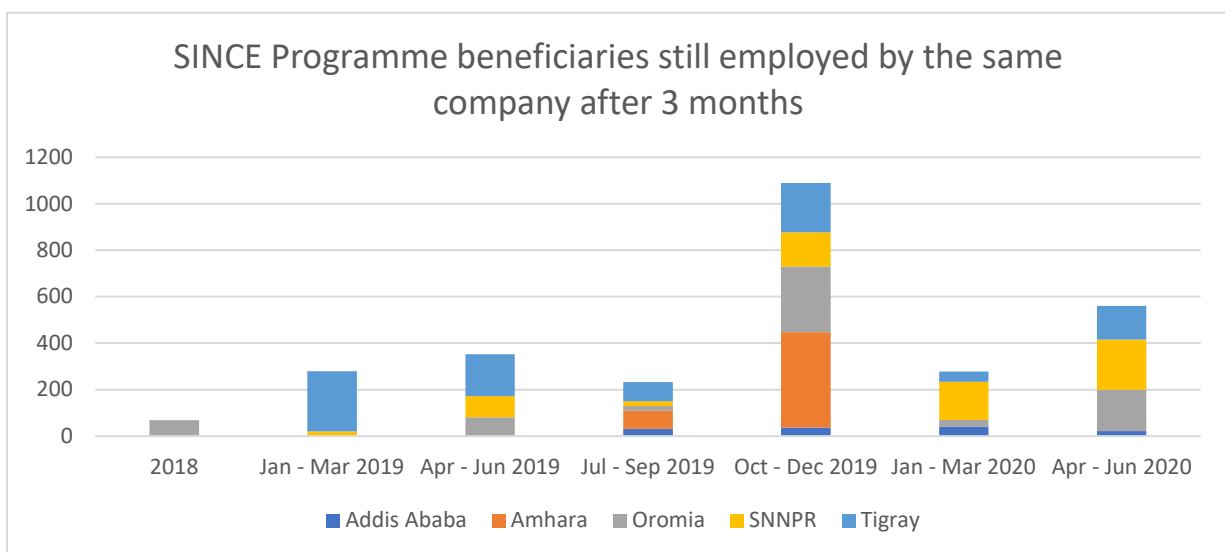


Figure 5. SINCE Programme beneficiaries employed after 3 months.

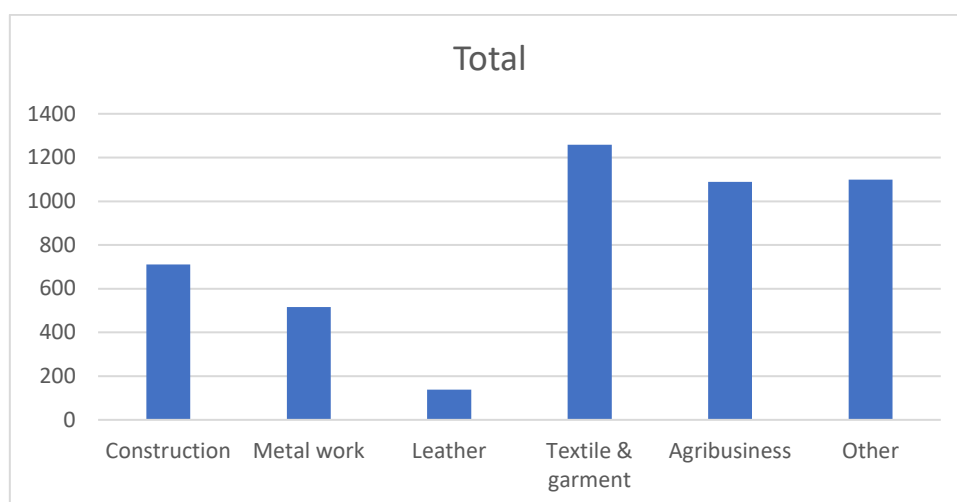
The results from figure 4 (increased matching) and figure 5 (increased employment) indicate that during implementation the selection of SINCE Programme beneficiaries improved. This in combination with greater emphasis on apprenticeship contracts, resulted in an increased number of SINCE Programme beneficiaries which remained with the matched jobs.

3.4.1 Waged employment

Waged employment promoted by the SINCE Programme should include certain principles of decent work to increase job security and to have transparency on the career perspectives of the employees. According to the Labour Proclamation 1156/2019, there must be a written and signed contract in which the salary, compensations, working hours and benefit packages are stated. Arrangements for sick leave and holidays also have to be mentioned, although this is the same for most companies.

The companies should provide clarity on career perspectives. Continuous development opportunities e.g. to learn new skills to improve the quality of work should also be agreed upon in a contract.

Cooperative training, apprenticeship and other on-the-job trainings have been used to facilitate waged employment. Some sectors were very successful in absorbing waged employment, which can be seen in the figure below¹⁴.



3.4.2 Self employment

The goal of the SINCE Programme is linking potential irregular migrants and returnees with waged employment. Especially after the apprenticeship some SINCE Programme beneficiaries refused the job offer from the companies but expressed a strong interest in self-employment. These SINCE Programme beneficiaries were followed in their endeavors and provided different reasons for their final preference for self-employment over waged employment. The identified reasons were verified during the focal group discussions in November and December 2019 with SINCE Programme beneficiaries in the different implementing areas. The reasons to drop-out the SINCE Programme wage employment facilitated opportunities and to choose self-employment are related to:

- The lack of decent pay: the salary offered would not provide enough income to cover all expenses needed for a family
- Most contracts would not offer transport service or coverage for transport expenses. In this manner employees needed to spend a quite relevant part of their salary on transportation.
- The lack of work ethics at the employee side, which is considered a soft skill. Some SINCE Programme beneficiaries were not used and not willing to work full days, 8 hours at fixed times.

¹⁴ N.B. The column "Other" is specified as Automotive, Commerce, Hospitality and Private Services

- The lack of variety of skills or career possibilities to operate at different levels in an organization.
- The assumption that after their training and initial work experience, they could start their own business under the SME office, which is providing micro finance opportunities to youth. These programmes are promoted and perceived as interesting when it comes to the return of investment in relation to waged employment.

This trend is also confirmed in the 2019 third quarter reports where some of the SINCE Programme implementing areas provided detailed information on the cases and which self-employment activities had been developed. For example, in the Amhara Regional State SINCE Programme implementing area, in November 2019 more than 80 SINCE Programme beneficiaries created self-employment opportunities in the construction (32), metal (20) and textile/garment (29) sectors.

3.5 Case Study 5: Impact of Partnerships in the Apprenticeship Schemes Implementation

Capacity building of partners, as part of the SINCE Programme, played a considerable role in the provision of short-term training, cooperative training and apprenticeships. Some example of training-of-trainers capacity building activities provided in the SINCE Programme implementation areas are mentioned below:

- In Amhara Regional State, one implementing partner, in collaboration with the ILO and Bahir Dar University, organized and conducted a four days' career counselling training for 45 (including 12 female) counselling experts from Kalu, Dessie, Kemissie, Kombolcha, Kobo and Woldiya TVED, BoLSA offices and other implementing partners. The training was conducted in Kombolcha with the objective to enhance the capacity and knowledge of counsellors for counselling jobseekers. In addition, capacity building has been provided for SME managers in metal, garment and construction enterprises. This was part of the approach to foster partnerships for cooperative training and apprenticeship schemes. Also, deans from the five SINCE Programme supported TVET's, and TVED experts participated in the training. The training was based on the capacity gap assessment results of the SME's as some SME's indicated that limited capacity in networking and marketing is one of their challenges to create job-opportunities.
- In Addis Ababa, capacity was strengthened for four Sub City PES and TVET colleges engaged in leather, construction and metalwork as well as for their respective job placement/creation units. A workshop on Practical Evaluation of Monitoring Processes of Apprenticeship Experiences was organized for 59 participants from private companies, government, donors and partners. An external consultant conducted a rapid assessment of the apprenticeship programme and developed individual learning plans and performance assessment tools. Moreover, apprenticeship practice was effectively used in implementing KAIZEN tools as confirmed by the leather cooperative cluster. In addition, sector experts were invited and engaged as guest lecturers from the construction, leather and metal sectors.
- As mentioned before, in Tigray Regional State SINCE implementation area sustainable partnerships have been constructed through the MoU for the metal sector. Here the Labour and Social Affairs Office, TVET College and the Metal Sectoral Association hold regular meetings in which they coordinate the success of job placements/apprenticeships and discuss the expected needs for the metal sector.
- In Oromia Regional State SINCE implementation area a three days' train-the-trainers training was provided for 29 experts selected from Shirka, Tiyo, Adaba and Sinana woredas to enhance their capacity to identify, profile and document unemployed potential irregular migrants and

returnees for joining the TVET and employment program. The capacity assessment of the private companies by project implementers assisted to facilitate companies to engage in the provision of cooperative trainings and apprenticeship schemes. Accordingly, the private companies have been engaged through signing of MoU's. SINCE project implementers have played a pivotal role in linking SINCE Programme beneficiaries with private companies that are likely to accept participants in the cooperative training and apprenticeship in order to provide considerable employment opportunities for the SINCE Programme beneficiaries.

4. SINCE CHALLENGES AND LESSONS LEARNED ON APPRENTICESHIP IMPLEMENTATION

4.1 Overall challenges

One of the major challenges within the SINCE Programme has been the lack of common understanding of the apprenticeship concept. Some of the SINCE Programme implementing consortia followed policies that are not legally applied for apprenticeships. None of the consortia were able to implement the apprenticeship concept fully applying the minimum criteria for (i) having a contract, (ii) an agreed payment and (iii) a transparent career perspective.

It has been a challenge for many consortia to place SINCE Programme beneficiaries, without prior work experience, at the different organisations with signed contracts. The lack of equipment insurance (used for the training) was commonly given as a reason for companies to decline hosting of apprentices.

Short-term training had to be developed by the SINCE Programme based on the market demand. The short-term training had to be approved by the official government bodies, taking considerable time and budget. Eventually this was beneficial for the outcome of the SINCE Programme in view of lobbying for apprenticeship programmes with the companies that signed the MoU under the Public Private Partnership of the SINCE Programme.

During the placement of the first batch of SINCE Programme beneficiaries, apprentice payment by the private companies was not an option for many, although the Labour Proclamation provided clear guidance on this issue. For this reason, the SINCE Programme consortia used the voucher system to support the SINCE Programme beneficiaries' livelihoods while obtaining their work based learning experience. Some voucher payments were higher than the actual future contract entrance payment – which created challenges when SINCE Programme beneficiaries were offered an employment contract. This issue was adequately addressed for the second batch of SINCE Programme beneficiaries.

The accurate selection of SINCE Programme beneficiaries was reflected through the apprenticeship agreements and by the number of SINCE Programme beneficiaries with jobs after 3 months. Challenges to identify the appropriate SINCE Programme beneficiaries with a genuine interest in waged employment occurred during the selection of the first batch of SINCE Programme beneficiaries, in some SINCE Programme implementation areas. Throughout the SINCE Programme in every implementation area different lessons were learned on how to improve the beneficiaries selection.

From the moment the MoU was signed until the number of companies offer real jobs as promised, a difference was observed. Companies were not always sufficiently organised to provide apprenticeships for the first batch of SINCE Programme beneficiaries in line with the selected minimum decent work principles, such as having a signed contract. Throughout the SINCE Programme more companies were added, and awareness was raised on the minimum criteria to receive the SINCE Programme beneficiaries. It should be noted that companies could not provide sufficient jobs for all trained SINCE

Programme beneficiaries and the implementing consortia had to find alternatives to place the additional trained SINCE Programme beneficiaries.

4.2 Overall lessons learned

As mentioned, the number of private companies involved by the SINCE Programme could not sufficiently provide for the on-the-job training, although they indicated their interest in reducing their staff turnover and to have access to a better trained workforce. Increasing the number of participating companies can be done through stronger MSPs and more engagement with private sector partners.

Having workers that are oriented on the job through life skills training has been received positively by many participating companies. This is related to the SINCE Programme beneficiaries' awareness on the work ethics of starting on time, fulfilling the number of working hours and respecting company rules. Within the different SINCE Programme implementation areas this has been explicitly mentioned by the involved companies and government officials.

Apprenticeships do not necessarily lead to permanent waged employment. The SINCE Programme beneficiaries that participated might not immediately obtain jobs. The following trend in the different sectors in relation to the flow of apprentices was noticeable:

- Employment in the construction and metal sectors does not guarantee permanent waged employment.
- Employment in the textiles and leather sectors is guaranteed, but the wages don't comply with the SINCE Programme beneficiaries' expectations
- Employment in the agri-business sector is available but not always in the area of origin of the SINCE Programme beneficiaries, meaning they would need to migrate to other areas.

Some companies were able to provide proper supervision to the SINCE Programme beneficiaries and were able to monitor and evaluate their performances so that, at the end of the apprenticeship, it was possible to decide if the SINCE Programme beneficiary would be contracted.

It is crucial that during on-the-job training, the trainees receive payment, not only transport expenses. This will be an incentive to participate in the apprenticeship system. Furthermore, at the initial stage of the apprenticeship, SINCE Programme beneficiaries should know what their start salary can be expected in order to decide if they want to continue the short-term training or give the opportunity to someone else.

In general, and also observed in the SINCE Programme, people are better able to obtain a job after they have successfully passed any kind of work-based learning. Companies recruit both skilled and unskilled jobseekers, nonetheless, both type of jobseekers encounter challenges to obtain waged employment.

4.3 Stakeholders

For the SINCE Programme it was possible, due to the Public Private Partnership with the Ministry of Labour and Social Affairs, to create Memorandums of Understanding (MoU's) with different stakeholders that are officially binding.

4.3.1 Challenges with Stakeholders

In all SINCE Programme implementation areas relevant stakeholders have been brought together to organize cooperative training with the prospect of jobs at the end of the training.

- Some SINCE implementing partners encountered a challenge to obtain an officially recognized certificate from the CoC Authority for the designed short-term trainings. The process to obtain the certificates in Addis Ababa SINCE Programme implementation area took almost 6 months, which caused a delay in the placement of the SINCE Programme beneficiaries who completed their training but could not yet be certified.
- Persuading companies to cover expenses for apprentices has been a challenge that needed additional negotiation. In most situations the SINCE Programme implementing partners covered transport and per diem allowances. However, already in the Ethiopian Labour Proclamation No 42/1993 until the most recent Labour Proclamation 1156/2019, it is clearly stated that for apprenticeship the companies should organize a contract that includes the duration; remuneration and conditions of work. At the beginning it was difficult for the SINCE Programme implementing consortia to negotiate these requirements as companies, and even the zonal offices of Labour and Social Affairs, were not always aware of this part of the Labour Proclamation.
- Organising the signing of an MoU for apprenticeships was also challenging. The agreements were general and lacked detail, because companies did not want to sign for (i) a fixed number of placements or (ii) for possible payments to apprentices or trainees that they have not met.

4.3.2 Lessons learned on Stakeholders

The short-term trainings should be developed in a uniform manner and should not differ per institute or geographical area. The short-term training should have similar minimum standards throughout the country. This development should be done in a participatory manner with the involvement of relevant private sector stakeholders in order to properly inform the training institutions on the skills needed by the companies.

Capacity building of all stakeholders created synergies and more transparent working relations amongst public and private partners, this facilitated the placement of SINCE Programme beneficiaries into waged employment.

It is important for companies to cover the expenses of apprentices, up to the correct amount but without overpaying. The payment should create a salary expectation which will be received if employed full-time.

Apprenticeship guidelines, manuals and directives should be developed considering different stakeholders in order to support the hosting of apprentices. Besides the directive from Labour and Social Affairs, further directives will support companies human resource departments in their recruitment process that should be organized based on transparent standards to facilitate the apprenticeship contracts.

Continuous supervision during apprenticeships is necessary to monitor the capacity and skills development of the potential employees. This supervision has to cover technical skills as well as soft skills. Within companies one focal person should be assigned during the intake and recruitment of apprentices.

4.4 Cooperative training and apprenticeships

Chapter 2 (section 2.2.2) explained that different proclamations covered the organization of apprenticeships, which created confusion. This misunderstanding was resolved with the final TVET and Labour Proclamations. It is important that this information trickles down into the decentralized Ethiopian system, which might take some time.

Meanwhile it was observed that, within the SINCE Programme, cooperative training and apprenticeship should be an extension of each other. In practice cooperative training is organized, as part of the TVET formal curriculum, together with the TVET Institutes, trainees and the private sector; while the apprenticeship is not embedded in a formal TVET curriculum but agreed between the apprentice and the private company, possibly facilitated by the PES.

4.4.1 Challenges

The only experience companies have with TVET students is through the existing cooperative training, which seemed not very positive. The TVET training is based on real work environment practice, therefore trainees don't possess productive skills when they enter a company. In general, the companies mentioned that they don't have cooperative trainees because they lack practical skills. Also, trainees might break machines or waste materials which might incur cost for the company.

Companies need to protect their equipment and investments; this attitude is enhanced due to the lack of insurance coverage for TVET trainees during the cooperative training. The lack of private sector involvement and engagement has been a challenge, nonetheless the SINCE Programme implementing partners were able to negotiate with the private sector to provide SINCE Programme beneficiaries occupational materials, protective equipment and basic knowledge of the equipment.

In the Addis Ababa SINCE Programme implementation area, the leather sector SINCE Programme beneficiaries indicated that they would be interested to receive more short-term training in different areas of the company's operations allowing them to operate in different sections of the company. In this regard, although 3 months short-term training has been provided in the leather sector, one key informant from a large shoe making company recommended a four months training that comprises three stages with appropriate time schedules as follows:

- One-month training for Cutting;
- Two months for Stitching;
- One month for Lasting.

4.4.2 Lessons learned

Short skills training based on market demand has proven to be very effective and successful, also in terms of apprenticeship results, although it does not provide a wide variety in skills sets. Short term trainings could be improved by updating knowledge based upon the market demand and organize intensive skills training similar to what has been done under the SINCE Programme short skill training.

In Addis Ababa the different companies in the leather sector were content with the skills and mindset of the SINCE Programme beneficiaries. Upon arrival at the companies for their apprenticeship the SINCE Programme beneficiaries had sufficient knowledge and a strong motivation to succeed.

In Amhara Regional State SINCE Programme implementation area some of the SME's in the metal sector mentioned that the knowledge relating to the materials, tools and occupational safety were well instilled in the SINCE Programme beneficiaries under apprenticeship. As such, the work experience with the company was observed as a win-win situation, where most of the SINCE Programme apprentices were offered a permanent contract.

Again, in the Amhara Regional State SINCE Programme implementation area a one-month cooperative training was organized with local companies after which the SINCE Programme beneficiaries were provided with an employment opportunity. This was the result of the SINCE Programme facilitating the process of bringing the stakeholders together, organizing the short-term training through the 7 steps approach (see section 3.1) and matching SINCE Programme beneficiaries with different private sector companies. Regular monitoring and follow up was a crucial factor for the SINCE Programme beneficiaries to succeed during their apprenticeship or cooperative training.

Monitoring and follow up during the apprenticeship have a crucial impact on the company decision to eventually hire SINCE Programme beneficiaries. During the apprenticeship SINCE Programme beneficiaries dropped out for different reasons, such as lack of daycare or coverage of transport costs. If follow up takes place, this might prevent withdrawal of unemployed beneficiaries that have been selected due to their vulnerable situation.

Insurance mechanisms could be organized for companies that are willing to support TVET graduates during apprenticeship programmes. It should be possible for companies to organise insurance coverage for apprentices that also covers damage or breakage of equipment.

It will be crucial to focus on implementing the directives of the Labour Proclamation 42/1993 which clearly mentions that remuneration for apprenticeships should be agreed upon in a contract. Every TVET graduate, but also SINCE Programme beneficiary would benefit from this knowledge.

Lastly, on the side of private sector companies the apprenticeship mechanism can be reinforced in such a manner that it will take away the hesitation of the private sector and will reward them for providing opportunities for young people with education but without practical work experience.

For example, apprentice performance evaluation and management at Kabana leather in Addis Ababa led to SINCE Programme beneficiaries employment and career perspectives. Strong supportive supervision for the operation of machines and additional activities was provided by the company and reported to the management (responsible for recruitment). Based on the apprentice performance employment was offered at the appropriate level of the apprentice. Out of the 9 job placements 6 were filled by the SINCE Programme beneficiaries.

Further professional development opportunities offered during the apprenticeship provides a motivation for the apprentices and can also offer opportunities for other employees. The organization of detailed screening at the start allows companies to identify talented people at an early stage that could be further educated through the companies' systems.

4.5 Securing Jobs After Apprenticeship

4.5.1 Challenges

Companies involved in providing apprenticeship opportunities are often SME's that have a low absorption capacity. Nonetheless, the SME's can guarantee a job, only the absolute numbers of employed SINCE Programme beneficiaries is lower. It takes more time and effort to organise the SME's to take in trained SINCE Programme beneficiaries. It was confirmed at the multi-stakeholder platform meeting in Mekele that the employment numbers absorbed in one batch are larger for big companies, whilst the smaller SME's will provide better job guarantees.

However, even with good collaborations in an apprenticeship programme, employment is not guaranteed due to low labour absorptive capacity of private companies challenged by irregular contracts and workflow (variations have been found per sector).

The workplace provided was not always convenient for the SINCE Programme beneficiaries to conduct their apprenticeship. They would not be able to practice machines operations which would limit their chance to obtain a permanent job. In some occasions, during the first SINCE Programme implementation months, the number of trained SINCE Programme beneficiaries sent to one company was too high in relation to machinery and equipment available for training. This occurred at a large leather company in Addis Ababa, fortunately this was better balanced during the second implementation period.

The low wages offered by private companies is a challenge. There are wage differences per sector and between urban and rural areas. This is caused, among others, by the lack of a standardized minimum wage structure. If a national sectoral standardized wage structure would be available, it could positively impact the high staff turnover that companies experience. Employed (and trained) staff could be more easily retained if they are aware of the career advancement and payment structures and know that similar structures are applied elsewhere. This would make employees less keen to leave.

4.5.2 Lessons learned

It is important to verify the number of workers really needed in the industry through companies' consultation. Accurate and timely collection of Labour Market Information is needed to create successful job matches. The absorption capacity of the different companies needs to be verified regularly, as done in the Oromia Regional State SINCE Programme implementation area. Here, the strong communication between the different stakeholders facilitated the enrollment of apprentices in available positions at the food complex. After the apprenticeship the company was able to offer the apprentices a permanent contract on their current positions, and even some were promoted.

Short term trainings that lasts for three months and includes a one month cooperative training is increasing the success of SINCE Programme beneficiaries to be offered a job. For example, this worked out well for the trained SINCE Programme beneficiaries that focused on one skill for operator and production work at the textile companies as mentioned in Tigray Regional State SINCE Programme implementation area (section 3.5).

The mindset of SINCE Programme beneficiaries towards waged employment and the skills developed towards working full days and reporting in sick days, has been an important development through the SINCE Programme. The soft skills training has been mentioned repeatedly by different companies in different sectors as added value.

4.6 Conclusion

Multi-stakeholders sector platforms are a strong base for the development of a synergies between the training institutions, the PES and the private sector. The MSPs also support the curriculum development for short term training and the implementation of apprenticeships. These initiatives are leading to the opportunity for jobseekers to obtain an (paid) apprenticeship contract, with clarity on permanent employment.

The private sector must be closely involved by the SINCE Programme allowing companies to understand that the benefits will outweigh the expenses incurred for the payment of apprentice placements and materials.

Short term training has been a relevant component in contributing to the successful match between jobs and employees. The SINCE Programme training programmes have been practical and functional and allowed SINCE Programme beneficiaries to obtain apprenticeship and jobs. The success rate increases when the seven-step approach from the Amhara Regional State SINCE Programme implementing partners is followed.

5. RECOMMENDATIONS FOR NEW ACTIONS

5.1 Replication

Multi-stakeholder platforms

Through the MSP, the SINCE Programme implementing partners were able to create common understanding regarding the relevance of the apprenticeship with the involvement of BoLSA, TVET institutions and private companies.

Application of cooperative training with short-term skill training

The combination of the existing TVET cooperative training in addition to the apprenticeship contract with private companies has been crucial to match SINCE Programme beneficiaries with job opportunities. SINCE Programme beneficiaries participated in a one-month cooperative training as part of the short skills training of three months. The SINCE Programme impacted the TVET system with 41 new or improved short term training programmes. The SINCE Programme also tested on how to continue from cooperative training to apprenticeship contracts with the private sector partners.

IPDC connection to absorb TVET short term trainees

IPDCs, as in Amhara Regional State SINCE Programme implementation area, could highly benefit from the apprenticeship mechanism, where partnership is established with the PES, local training institutions and short-term trainings are offered in a similar manner as done by the SINCE Programme. The strength of the short-term is proven by the fact that SINCE Programme beneficiaries were well oriented on the use of occupational safety equipment and gained soft skills on work ethics. This will be instrumental for large numbers of jobseekers with companies at the IPDCs.

The IPDCs are focusing on hiring university graduates, which makes it worthwhile for the IPDCs to work closely with the PES centers and TVET colleges. The universities cooperation could cover data collection and the use of the ICT facilities to create a large database (including the required maintenance).

Basic payment for apprentices

According to the Ethiopian Labour Proclamation no. 1156/2019 it is mandatory for companies to provide apprentices with a clear contract and basic payment. In addition, it is crucial that the career path is transparently explained to all apprentices and workers, allowing them to understand how they can be promoted. This would enhance staff retention.

Arrangements for apprentices after successful completion of the cooperative training

It is advisable that after successful completion of the cooperative training an apprenticeship contract is provided, based on the needs of the company. For PES and TVET institutions it will be important to collaborate with companies that have sufficient staff absorption capacity in order to use this mechanism more easily. This will increase job matching opportunities for TVET graduates.

5.2 Continuation

Apprenticeships can be used to build a bridge for the skilled unemployed towards job placement. In the line of decent work promotion and practices, the apprenticeship mechanism can facilitate jobseekers to find a job and companies in recruiting skilled staff. During the apprenticeship period the companies will need to pay the apprentice a basic salary. When the apprentice / jobseeker is proven to be sufficiently skilled, he/ she can be offered a permanent contract with the company.

Payment during the apprenticeship (as during probation time) is an important component of the apprenticeships supported by the SINCE Programme. This is not a common practice for the on-the-job trainings, as indicated by the companies in the different SINCE Programme implementation areas (section 3.3).

PES Centers orienting unemployed jobseekers (who have higher risk of irregular migration) towards short term training has been proven effective. The orientation could be organized during the registration procedures, where an inventory of the jobseekers' interest can be made. The PES Centers would need some additional support to organize promotion of these services and to be enabled to increase the enrollment of unskilled jobseekers in the TVET short-term training courses. As such, after obtaining the TVET short term training certificate of competence, the number of jobseekers in apprenticeship can increase as well as their employment opportunities. This would serve jobseekers and the recruiting private sector in search for specific skills.

6. POLICY RECOMMENDATIONS

Partnerships have been mentioned as an important element to organise all the activities that contribute to the fruitful cooperation between the different stakeholders to create waged employment opportunities.

Matching job seekers through capacity building could follow a more structured path that could be implemented throughout the country through the local PES Centers which have the appropriate mandate.

Continuous development from existing cooperative training with TVET towards apprenticeship within industries

- A strong system on apprenticeship should be implemented. The TVET sector organized cooperative training can be geared towards apprenticeships to produce a better match.
- The TVET sector could educate its graduates on the requirements of apprenticeship and refer to the relevant Labour Proclamation articles.
- Stronger communication between training institutions and the private sector is needed to develop short term training modules that focus on practical work and offer enough opportunity for students to practice before they become apprentices.
- Increased involvement of the private sector is required for the development of apprenticeship placements.
- Enable insurance regulations for interns, trainees and apprentices which guarantee that companies are insured for damages to equipment and materials.
- Design and implement mechanisms to track apprentice performance during the apprenticeship.

Tracer system to match jobseekers towards apprenticeship through PES

- Labour and Social Affairs offices should be strengthened to register and follow-up with the TVET graduates in the PES system and orient them towards apprenticeship.

Develop payment procedures for apprentices

- Develop guidelines for the payment of apprentices in the different sectors, which includes coverage of transport cost. This would support the decent work principles, the Labour Proclamation and will allow for an increase of apprentices.

Short term training to be accepted at national level

- National short-term training should be developed based on a uniform guideline with basic and clear instructions. This will guarantee that a trainee with an official certificate obtained in one geographical area has the same skills as a trainee with the same certificate issued in another area. This will facilitate the apprenticeship promotion at national level and should be agreed and implemented with the Federal TVET Agency.

Company rewards for the successful facilitation of apprenticeships and job placements

- Companies that pay for their apprentices should be rewarded through tax compensation mechanisms
- In the same way, rewards for companies that encourage their existing workers to take on additional short-term trainings to obtain an official certificate will mitigate unemployment and increase staff retention.

IPDCs to focus on employment of uneducated or lower educated jobseekers through apprenticeship

- All foreign investors could be requested to use the apprenticeship scheme, where jobseekers are trained on-the-job and receive a contract with a minimum payment and transport coverage. This requirement could be part of the procedures managed in cooperation with the IPDC One Stop Service.