

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

Demessew Alemu Woldetsadik¹ and Mutendwahothe Walter Lumadi²

¹Ethiopian Ministry of Agriculture

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

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

KEYWORDS Apprenticeship. TVET Colleges. Training. Enterprises. Addis Ababa

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